

CERCular

CERC
Newsletter



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

From the Director

The Comparative Education Research Centre is focusing all of its energies in supporting research activities associated with the University's Strategic Research Theme, Comparative Education. Readers will probably know that Comparative Education is one of 21 research areas selected by the University Research Committee for strategic development. CERC provides the infrastructural support for the Comparative Education Strategic Research Theme. This has not meant a re-orientation of CERC's mission, as the Centre has always been focused on the contribution of high quality research to the field of comparative education, but it has meant an intensification of effort by all colleagues associated with the Centre and with the Strategic Research Theme. We've said it in previous editions of *CERCular*, and we'll say it again now: things have probably never been as busy as they are right now at CERC. This issue of *CERCular* is just a small indication of that, and in this introduction to this issue we mention just a few of these research activities.

The publication of this issue coincides with the opening of a large conference that CERC is hosting and organizing at the University of Hong Kong: the Biennial Conference of the Comparative Education Society of Asia (CESA), held in conjunction with the Annual Conference of the Comparative Education Society of Hong Kong (CESHK). CERC is pleased to welcome to the university delegates from all over Asia, and indeed from far more widely afield. We look forward to a successful conference.

CERC's flagship book series, the Studies in Comparative Education Series, co-published by Springer, has never been in a stronger position. The back page of this newsletter announces the recent publication of Aaron Benavot and Cecilia Braslavsky's *School Knowledge in Comparative and Historical Perspective*. Cecilia Braslavsky was, until she succumbed to illness last year, the Director of UNESCO's International Bureau of Education (IBE) in Geneva, and CERC is pleased to have worked closely with colleagues at the IBE in publishing this book posthumously. Also introduced on the back page is *Comparative Education Research: Approaches and Methods*, edited by three of CERC's Directors: Mark Bray, Bob Adamson and Mark Mason. Next off the press is *Changing Education: Leadership, Innovation and Development in a Globalizing Asia Pacific*, edited by Peter Hershock, Mark Mason and John Hawkins. This volume represents a collaborative effort between CERC and the East-West Center in Hawaii. Following these publications

we have some 20 volumes in the pipeline by leading researchers globally, some of whom are here in the Faculty of Education at The University of Hong Kong. Publication of books in the series by colleagues in the Faculty is supported by Strategic Research Theme funding.

Other Strategic Research Theme initiatives include research activities on which CERC has always focused: the provision of a strong seminar series for colleagues in the field and more widely in the Faculty; bringing respected academics to the Centre to work on research with colleagues in the Faculty; supporting colleagues associated with the Centre to produce, publish and otherwise disseminate their research.

With respect to the production of research by colleagues associated with the Centre, CERC is focusing much of its efforts, as it always has, on the field most strongly associated with comparative and international education: that of educational development. This involves research in developing countries and regions, often associated with the United Nations' Millenium Development Goals (MDGs) and UNESCO's Education For All (EFA) initiatives. Typical of this work with the poorest of the poor are Mark Bray's *Reducing the Burden on the Poor: Household Costs of Basic Education in Gansu, China*, and his *Balancing the Books: Household Financing of Basic Education in Cambodia*, both published in the CERC Monograph Series. CERC continues in this vein with research by Kenneth King, Distinguished Visiting Professor, on China's relationship with Africa, characterized as "South-South" cooperation and development in the realms of education and more widely. (CERC will in the future publish a volume of work by distinguished authors in the domain of South-South cooperation.) Also in the field of educational development, Bjorn Nordtveit's (Research Assistant Professor in Comparative Education) research includes work on initiatives taken by schools in developing countries and regions to protect children from the worst forms of child labour.

To support this vigorous publication schedule and the continuing research in international educational development, the Strategic Research Theme funding has enabled the appointment of Kokila Katyal as part-time Senior Research Assistant (Editorial), and of John Siu as full-time Research Assistant. CERC welcomes them both, and looks forward to the contribution that each can make to the production and dissemination of research conducted under the auspices of the Comparative Education Strategic Research Theme.

Mark MASON

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Kenneth King: "South-South" Cooperation between China and Africa

Kenneth King joined the Faculties of Education and Arts as Distinguished Visiting Professor in March this year, just in time to bid farewell to the first doctoral student he supervised at Edinburgh, Mark Bray. Since then, Kenneth has made a substantial contribution to CERC and to the Faculty. As an Africanist it was most fortuitous that he arrived at the University of Hong Kong at a time when the relationship between China and Africa quite suddenly emerged as a priority topic for policy discussions, academic conferences and discourse about the comparative advantage of these two major regions.

As soon as Kenneth arrived he presented a seminar at the CERC AGM on 'China and Africa: New approaches to aid, trade and international cooperation'. This laid out some possible areas of research in the field of China's increasingly visible engagement with Africa. He has continued to explore this field, especially in the largely unresearched domain of China's aid policy, past and present. On this topic he has represented CERC and the Faculty in Beijing, in Johannesburg and in two China-Africa meetings in Hong Kong.

Amongst themes that are emerging from his research on China-Africa are the following: China's determination not to present itself as a donor nation, but rather as the largest developing country, helping, to the best of its ability, other developing countries. There is also the interesting question of whether China's emerging strategy for engagement with African development borrows to some extent from what it has learnt in its own Western Provinces about moving 400 million of its own people out of poverty. A fascinating further aspect of this China-Africa research is to note how China represents Africa to its own people. Unlike the grim images of starvation, refugees and HIV/AIDS, so long associated with

the Western media, NGOs and donors, China represented Africa to the world in an extremely positive light in the November 2006 Beijing China-Africa Summit.¹

Kenneth has been joined in this China-Africa research field by Bjorn Nordtveit, Research Assistant Professor in Comparative Education, and together they have submitted a proposal for a Competitive Earmarked Research Grant.

He has proposed to the well-known biennial Oxford Conference on Educational Development, organised by the UK Forum for International Education and Training (UKFIET), that there be a special symposium arranged jointly by CERC, the Centre for African Studies (Edinburgh University) and NOR-RAG (The Network for Policy Review Research and Advice on Education and Training).

Kenneth has also been occupied with the demands of doctoral supervision. Along with another member of the Faculty, he is supporting three of Mark Bray's former students.

He has continued to edit the aid policy bulletin, *Norrag News* (free online at www.norrag.org) from Hong Kong, and he has given it a more East Asian flavour since joining the University.

He is also organising the first ever regional meeting in Hong Kong, in February 2007, of the Donor Working Group on International Cooperation on Skills Development.

CERC much appreciates the input and support of this widely experienced and distinguished international scholar, and continues to make the most of Kenneth's time at the University of Hong Kong.

¹ See his recent paper on the Beijing Summit: <file:///Users/kking/Documents/powerbook%20Docs/KK%20Conferences/Hong%20Kong%20HKU%20Nov%2006/King%20paper%20backup.webarchive>

Comparing Values and Ethics across Cultures

CERC had its flag flying high in the region and more widely when the International Baccalaureate Organization invited the Centre Director to give the opening keynote address at its Asia Pacific regional conference in October in Hanoi, Vietnam. The theme of the conference was "values and internationalism", and Mark Mason gave an address in comparative values and ethics across cultures, "The limits of toleration in multicultural education". Those attending the conference were primary and secondary International Baccalaureate (IB) teachers, principals and administrators, and IB policy makers and curriculum and assessment specialists. The paper was very well received, and stimulated lively discussion both in and well after the conference's opening session.

Also in this domain at the interface between philosophy and comparative education - comparative values and ethics across cultures - CERC was represented at a Salzburg Seminar in October in Austria. Mark was selected to attend a seminar that addressed the challenges of reconciling religion and culture in national constitutions: should, for example, the practices associated with a minority culture that might be interpreted by

some as disrespectful of, say, women, be enshrined in a liberal democratic constitution with a view to respecting the rights of that minority in that country? Questions such as these lay at the heart of this seminar attended by constitutional lawyers, jurisprudential experts, and political philosophers. Mark was able to present a paper on the problems of 'inclusive' constitutional reform in liberal democratic societies, which was, again, well received and which stimulated much discussion throughout the seminar. Seminar Faculty included constitutional experts at the heart of the constitutional design process in Afghanistan and in Iraq, and it was led by Richard Goldstone, Co-chair of the Human Rights Institute of the International Bar Association, former Justice of the Constitutional Court of South Africa, and former Chief Prosecutor of the United Nations International Criminal Tribunals for Rwanda and the former Yugoslavia.

Both of these occasions provided excellent visibility for CERC, and most worthwhile opportunities for its Director with his interests in moral philosophy and comparative ethics across cultures.

Schools as Protection in Namibia and Swaziland

In October 2006, a HKU/CERC Research Assistant Professor, Bjorn Nordtveit, evaluated school-based initiatives to protect children from the worst forms of child labour in Namibia and Swaziland.

Namibia has the world's highest income disparity and also one of the world's highest HIV/AIDS prevalence rates. The combination of these two problems leads to frequent drop-out from primary or secondary school of children from HIV/AIDS-affected homes because of stigma, trauma, or poverty. Bjorn conducted field work in the Caprivi Strip in Namibia, which is situated at the crossroads of four other countries, including Angola, Botswana, Zambia and Zimbabwe. This region, the poorest in Namibia, has an HIV/AIDS infection rate of 43 percent, resulting in a steadily growing number of orphans and child-headed households in the area. In most of the schools that Bjorn visited during his field work, more than half of the children were orphans. These children are at particular risk from child labour, combined with emotional trauma, stigma and abuse.

This is why an international NGO, Africare, with funding from the U.S. Department of Labor's Child Labor Education Initiative, has helped many schools in the region to establish Care, Protection and Empowerment (COPE) Clubs. These school-based clubs are providing psycho-social support to orphans and are helping them to understand and cope with their situation.

A similar project (also funded by the Child Labor Education Initiative) is implemented in Swaziland's Lowveld region by Save the Children/Swaziland. This region faces the same challenges as the Caprivi region in Namibia, including a long period of drought that has reduced food crop production. Simultaneously, the high prevalence of HIV/AIDS has resulted in the disruption of traditional social support structures, and many households are headed by children. The chil-

dren benefiting from the project are exempted from payment of school fees, they are provided with school uniform, and in some cases, they receive psycho-social follow-up and/or help to access World Food Programme-funded food distribution.

Bjorn is currently conducting research in the field of "education as protection". The COPE Clubs in the Caprivi region, payments of school fees, provision of uniforms, food and psycho-social support in the Lowveld are examples of how schools can set up protection mechanisms to ensure that vulnerable children complete their education - and thereby do not drop out from school to enter a labour situation which is potentially dangerous. In the Lowveld, for example, local police authorities say that drop-out children sometimes became sex workers, often as young as eleven years of age. When traditional community support networks are broken, schools become important in the struggle to prevent a full societal breakdown.

Also, schools in areas with low HIV/AIDS incidence may need to set up child protection mechanisms. Bjorn had worked in Benin earlier this year, in regions where parents are so poor that they send their children to intensive labour situations (e.g., stone mines) from the age of six and up. Accordingly, many schools in Benin have built protection mechanisms to prevent vulnerable children from dropping out from school and entering dangerous work. In Benin and other parts of Africa, schools need to be flexible and accept older students who are withdrawn from dangerous work (e.g., mines, sex work, etc.) and who need to complete their education. If such re-entry into the formal school system for some reason (e.g., stigma) is undesirable, education authorities need to offer alternative schooling, such as non-formal literacy classes, vocational training, or some other forms of schooling.

Bjorn Nordtveit is aiming at expanding HKU/CERC's research on school protection mechanisms and encourages students interested in this topic to contact him bjorn@hku.hk.

HIV/AIDS orphans' drawings



School Uniform Distribution for HIV/AIDS orphans in Swaziland



COPE Clubs for orphans in Namibia



Dr. Bjorn Nordtveit



New Senior Research Assistant (Editorial): Kokila Katyal

Kokila Roy Katyal joined CERC in July, 2006 as a Senior Research Assistant. In 2005, she completed her doctoral studies at HKU under the supervision of Colin Evers and Ora Kwo. Her study focused on the impact of teacher leadership on student engagement in schools. Her research interests include teacher leadership, theories of leadership, training and education for teacher leadership, teacher leadership roles, barriers to and facilitators of teacher leadership, school-based learning, autonomous student learning, home-school interactions and their connection to teacher leadership and teacher education.

Prior to moving to Hong Kong, Kokila taught English in secondary schools in India for several years. She also has experience in operational aspects of school administration. The genesis of her interest in comparative education stems from her studies in comparative literature for her MA (Jadavpur University, India) and her first degree in English Literature (Calcutta University, India).



New Research Assistant: John Siu

John Siu joined CERC in October 2006 as a Research Assistant. He completed a sociology degree in 2005 at the Hong Kong Baptist University. He was the Publication Secretary of the Sociology Society during his undergraduate study. After graduation, he worked as a district councillor's assistant for a year, thus gaining a variety of experiences at work. His duties included handling citizens' enquiries and cases, getting involved in the functions of the district council and preparing manuscripts for councillors' newsletters, as well as maintaining their website. After exploring for a year, he was more interested in work related to publications and thus decided to join CERC as it has already published over thirty books.

Before joining CERC, he had no idea about the nature of comparative education. Having worked for the centre over the last two months, he has gained a little more understanding. He hopes to make contributions to the Centre and the field in the future.

CERC Seminars

CERC maintains a vigorous programme of seminars. The following is the list since the last issue:

- 24 Mar. 06 Kenneth King, "China and Africa: New approaches to aid, trade, and international cooperation"
- 23 May Hermenegilde Rwantabagu, "Progress and Problems in the Implementation of a Mother Tongue Policy in Education in Africa: The Kirundization Programme in Burundi"
- 29 May Katarina Tuinamuana, "Global Discourse and Local Cultures of Educational Practice: the banking model, culture, tradition and change in a periphery setting like Fiji"
- 1 June Ruth Hayhoe, "Book Launch: Portraits of Influential Chinese Educators"
- 6 Sept. Brian Denman, "The Apples and Oranges Debate: Comparative Education in Australia"
- 14 Sept. Gabrielle Hogan-Brun, "Multilingualism and Language Policies across Europe"
- 8 Nov. Alan Smith, "Education, Conflict and International Development"
- 10 Nov. Li Anshan, "The Chinese in Africa"
- 27 Nov. Jorn Middelborg, "UNESCO's Asia-Pacific Programme of Education for All"
- 28 Nov. Martin Finkelstein, "The American Faculty: The New Restructuring of Work and Careers"
- 29 Nov. Gita Steiner-Khamsi, "The Politics and Economics of Educational Policy Borrowing: Global Convergence or Local ambivalence?"
- 5 Dec. Karl Donert, "European Higher Education's Response to the Bologna Process"

Visitors

CERC's visitors since the last issue include the following:

- | | |
|-------------------|--|
| 24 Feb. 06 | Chen Shijian, Southern University |
| 1 March | Vesselin Loulanski, Hokkaido University |
| 3 March & 6 Sept. | Brian Denman, University of New England |
| 29 May | Hermenegilde Rwantabagu, University of Burundi |
| 29 May | Katarina Tuinamuana, University of the South Pacific |
| 8 Nov. | Alan Smith, University of Ulster |
| 29 Nov. | Gita Steiner-Khamsi, Columbia University |

Education and Society in Hong Kong and Macao: Comparative Perspectives on Continuity and Change

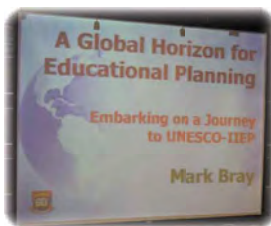
Edited by Mark Bray & Ramsey Koo

The simplified Chinese version of the second edition of CERC Studies in Comparative Education No.7 was published in April 2006 by the People's Education Press. The book is available from CERC for HK\$80 or US\$12. See www.hku.hk/cerc/Publications.



A GLOBAL HORIZON FOR EDUCATIONAL PLANNING Embarking on a Journey to UNESCO-IIEP

On 11 March 2006, the Hong Kong University Education Alumni Association (HKUEdAA) and the Faculty of Education in association with the Comparative Education Society of Hong Kong (CESHK) jointly organised this farewell event to mark the departure of Professor Mark Bray for UNESCO-IIEP. The event gathered over 100 colleagues, students and friends of Professor Mark Bray. The event was opened by a welcome address by the CERC Director, Mark Mason. The Acting Dean of the Faculty, Nirmala Rao, and the President of HKUEdAA, Ip Kin-yuen said a few words as well. The Distinguished Visiting Professor, Kenneth King, who is also Professor Bray's former supervisor, and Ora Kwo shared with the guests some interesting stories about Professor Bray, and a reception followed immediately after. It was a memorable event, and as Professor Bray mentioned, "This is not a farewell: I will continue to contribute to the field from a different place and a different perspective."



Conference Announcements of WCCES Constituent Societies

25/02 - 01/03

CIES 2007

Comparative and International Education Society (CIES) 51st Conference

Baltimore, Maryland, USA

Theme
Engaging our Difference

Website
www.cies.ws
Program related enquiry
questions@cies.us
Registration related enquiry
cies_registration@umd.edu

26/05 - 29/05

CIESC 2007

CSSE/Comparative and International Education Society of Canada (CI-ESC) Annual Conference

Saskatoon, Canada

Theme
Bridging Communities:
Making public knowledge -
Making knowledge public

Website
www.csse.ca
or
www.edu.uwo.ca/ciesc

28/08 - 31/08

BCES 2007

Bulgarian Comparative Education Society (BCES) 5th International Conference

Sofia, Bulgaria

Theme
Comparative Education,
Teacher Training and New
Education Agenda

Website
<http://bces.conference.tripod.com/>

Enquiry
npopov.bces.mail.bg

11/09 - 13/09

UKFIET/BAICE

The UKFIET/BAICE Conference 2007

Oxford, England

Theme
Going for Growth?
School, Community,
Economy, Nation

Website
www.cfbt.com/ukfiet

Enquiry
conference@ukfiet.org
or
sjeffery@cfbt.com

CERC Management Committee (2005-2007)

Director:	Mark Mason		
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	Frederick Leung	Maria Manzon	Edwin Yiu
Senior Research Assistants:	Kokila Roy Katyal	Emily Mang	
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CERCular editor: Mark Mason
CERCular layout: Emily Mang

3rd Roundtable Discussion on African Studies

On 25 May 2006, the 3rd Roundtable Discussion on African Studies was jointly organised by the African Studies Group (ASG) and the Comparative Education Research Centre (CERC) on the theme "Comparative Culture and Education in African and Asian Societies". The Dean of the Faculty of Arts, Professor Kam Loie, delivered the Welcome Address, followed by the South African Consul-General for Hong Kong and Macau, the Hon. Mario George Masher's Opening Speech.

The Keynote Address was delivered by the Distinguished Visiting Professor of the Faculties of Education and Arts, Kenneth King on "China and Africa: Towards a New Paradigm in Human Resource Development?" Other invited papers included various topics around Africa and China presented by He Wenping of the Chinese Academy of Social Sciences in Beijing, Lawal Marafa of Chinese University of Hong Kong, Hermenegilde Rwantabagu of University of Burundi and Barry Sautman of Hong Kong University of Science and Technology. Cultural issues about Africa were discussed by Adams Bodomo and Mark Mason of the University of Hong Kong. The Nigerian Consul-General for Hong Kong, Hon. Usman Baraya delivered the Closing Speech. A short meeting about the Education Policy Research and Review Network (NORRAG) followed after the roundtable discussion. A reception was organised that evening, and also to celebrate Africa Day. Participants had fruitful discussions about their presentations in the event that contributed significantly to the production of a journal special issue on this theme.



On 1 June 2006, the Higher Education Borders/Bridges Activity Network (HEBAN) Workshop II was held at the University of Hong Kong. The second workshop continued themes from the first one. Scholars from Japan and China, namely Yasuo Uchida, Huang Futao and Lin Jinhui, also joined this workshop. The workshop was opened by the HEBAN project leader, Professor Gerry Postiglione, and closed by Professor Ruth Hayhoe from the University of Toronto with an informal presentation on "China's Move to Mass Higher Education: Implications for Democratization and Global Cultural Dialogue". The workshop will lead to a publication to be published by CERC-Springer, and a third and last workshop has been planned for March 2007.

Higher Education Borders/Bridges Activity Network Workshop II

Presentations in this second workshop included:

- A Comparative Study of Transnational Higher Education in China and Japan
- The Increasingly Borderless Nature of Higher Education in the Asia-Pacific Rim
- Korea's Internationalization of Higher Education: Process, Challenge and Strategy
- Policy Initiatives towards Internationalization of University Education in Hong Kong and Singapore (1996-2006)
- Borders Bridging Degrees: Two University Degree Programs between Harbin and Vladivostok
- The Research of the Introduction of Quality Higher Educational Resources in Sino-Foreign Cooperation in Running Schools
- A Cross-cultural Study of the Motivation and Culture Differences in Second Language Acquisition: International Students Studying Chinese in the Universities of the PRC
- Bordering Crossing in the Universities: A Case of Ethnic Mongolian Students
- Developing Cultural Competency in U.S. Teacher Education Programs: A Case Study





WCCES News

The World Council of Comparative Education Societies was founded in 1970 as an international organisation of comparative education societies to advance their field of expertise. CERC has hosted the secretariat and the website for the WCCES, and many CERC members play an active role in the organisation. The website is now at www.wcces.net

13th Congress of
The World Council of Comparative Education Societies (WCCES)

LIVING TOGETHER

EDUCATION AND INTERCULTURAL DIALOGUE

3-7 September 2007

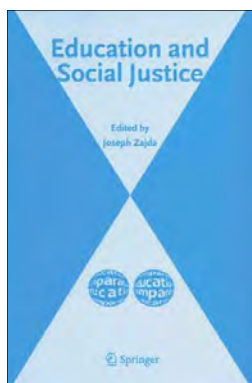
Sarajevo, Bosnia & Herzegovina

www.wcces2007.ba

adila@wcces2007.ba or larisa@wcces2007.ba

The 13th World Congress will be held in Sarajevo, capital of Bosnia and Herzegovina, 3-7 September 2007. It will be hosted by the Mediterranean Society of Comparative Education (MESCE), and organised under the leadership of Prof. Adila Kreso of the University of Sarajevo. Sarajevo is a historic city of great beauty and cultural significance. It has already undergone great reconstruction since the civil war that ended in 1995. As a meeting ground of Islamic, Christian and Jewish cultures, and as a society with recent memories of strife, it is an especially appropriate location for a Congress on the theme "Living Together, Education and Intercultural Dialogue". There are 12 thematic groups under four main organising themes:

- | | |
|--|---|
| A. Comparative Education | 1. Comparative Education: Theory and Methodology |
| | 2. Intercultural Education and Human Rights: Theory and Practice |
| B. Policy, politics and economics | 3. Language |
| | 4. Higher Education (mobility, internationalisation, ERASMUS) |
| | 5. Education for All (inclusion, disability, diversity, NFE) |
| C. Social and Educational Relationships within and between societies | 6. Transitions, conflict and post-conflict societies |
| | 7. Ethnicity, Religion, Secularism and Spirituality (including management of diverse education provision) |
| | 8. Gendered Discourses (including women and Islam, etc) |
| D. Teaching and Learning | 9. Teacher Education |
| | 10. Educating Professionals (Health, Law, Police) and including HIV/AIDS, comparative law, managing staff from different cultural groups) |
| | 11. Indigenous learning |
| | 12. Learning in and out of classrooms (including citizenship education, life-long learning, art, music) |

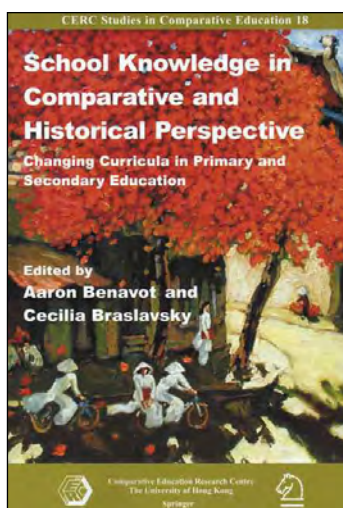


WCCES Books

Education and Social Justice

Following a longstanding tradition, a selection of papers from the 12th World Congress of Comparative Education Societies, held in Havana, Cuba, in 2004, is being published as a special double issue of the *International Review of Education*: Vol.52, Nos.1-2, 2006. The papers have been edited by Joseph Zajda, Suzanne Majhanovich and Val Rust with Elvira Martín Sabina, and follow the overall Congress theme of "Education and Social Justice". The papers have been reprinted in book form under the same title by Springer (Dordrecht, Netherlands). The book is available from both Springer and CERC for HK\$200 or US\$32 including postage. See www.hku.hk/cerc/Publications/publications.htm.

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School Knowledge in Comparative and Historical Perspective
Changing Curricula in Primary and Secondary Education

Edited by Aaron Benavot and Cecila Braslavsky

School curricula are established not only to prepare young people for a real world, but also to beckon an imagined one anchored in individual rights and collective progress. Both worlds—the real and the imagined—increasingly reflect influential trans-national forces.

In this special edited volume, scholars with diverse backgrounds and conceptual frameworks explore how economic, political, social and ideological forces impact on school curricula over time and place. In providing regional and global perspectives on curricular policies, practices and reforms, the authors move beyond the conventional notion that school contents reflect principally national priorities and subject-based interests. Some authors emphasize a convergence to standardized global curricular structures and discourses. Others suggest that changes regarding the intended contents of primary and secondary school curricula reveal regional or trans-cultural influences. Overall, these comparative and historical studies demonstrate that the dynamics of curriculum-making and curricular reform are increasingly forged within wider regional, cross-regional and global contexts.

Publishers: CERC and Springer
ISBN 10: 962-8093-52-5
ISBN 13: 978-962-8093-52-6
June 2006; 315 pages
HK\$200/US\$32

Aaron Benavot is a senior policy analyst at UNESCO (Paris) working on the Global Monitoring Report on Education For All, and a senior lecturer (on leave) from the Hebrew University of Jerusalem in Israel. His research focuses on the effects of education on development and democratization, the expansion of mass education, and worldwide patterns of official school curricula. **Cecilia Braslavsky** was Director of UNESCO's International Bureau of Education (IBE) from July 2000 until her untimely passing on 1 June 2005. A remarkable educationalist in the realms of both theory and practice, she made significant contributions to the field of curriculum development and change. She was formerly Educational Coordinator of the Latin American Faculty of Social Sciences (FLACSO), and Director-General of Educational Research in the Argentine Ministry of Education.

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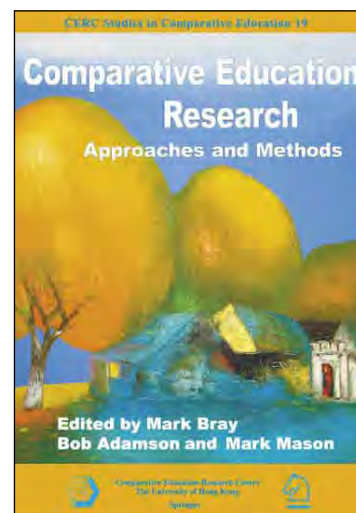
Comparative Education Research
Approaches and Methods

Edited by Mark Bray, Bob Adamson and Mark Mason

Approaches and methods in comparative education research are of obvious importance, but do not always receive adequate attention. This book contributes new insights within the longstanding traditions of the field.

A particular feature is the focus on different units of analysis. Individual chapters compare places, systems, times, cultures, values, policies, curricula and other units. These chapters are contextualised within broader analytical frameworks which identify the purposes and strengths of the field. The book includes a focus on intra-national as well as cross-national comparisons, and highlights the value of approaching themes from different angles. The book will be of great value not only to producers of comparative education research but also to consumers who wish to understand more thoroughly the parameters and value of the field.

The editors: **Mark Bray** is Director of the UNESCO International Institute for Educational Planning, in Paris; **Bob Adamson** is Associate Professor in the Hong Kong Institute of Education; and **Mark Mason** is Associate Professor in the Faculty of Education at the University of Hong Kong. They all have been Presidents of the Comparative Education Society of Hong Kong (CESHK), and Directors of the Comparative Education Research Centre (CERC) at the University of Hong Kong. They have also written extensively in the field of comparative education with reference to multiple domains and cultures.



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