

CERCular CERC Newsletter



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

From the Director

This year is CERC's tenth anniversary. CERC was established in the Faculty of Education in 1994, and has since then recorded substantial achievements in research in the field of comparative education. CERC is widely regarded as a leading centre of research in comparative education, and is recognized as a leading publisher in the field. CERC's achievements in this domain have led to a publishing agreement with Kluwer Academic Publishers, who now co-publish volumes in the *CERC Studies in Comparative Education Series*. The number of CERC publications reflects the development of the Centre, and this series, which started in 1997, will soon see its 16th volume. The recently established *CERC Monograph Series* is about to have its third volume. CERC also continues to publish books outside these two series, and in collaboration with other publishers. CERC contributes actively to the field through:

- its publication of about five book titles per year;
- publication of its newsletter, *CERCular*;
- its programme of seminars (one every three weeks of the academic year) and scholarly visitors (also about one every three weeks);

- its close collaboration with the World Council of Comparative Education Societies (whose secretariat is hosted by CERC), and with the Comparative Education Society of Hong Kong (for whom CERC also provides the secretariat, and on whose behalf CERC recently hosted its annual conference in celebration of its 15th anniversary);
- its attraction of post-doctoral fellows;
- its close relationship with the Hong Kong Centre of the International Association for the Evaluation of Educational Achievement; and
- its consultancies and development work.

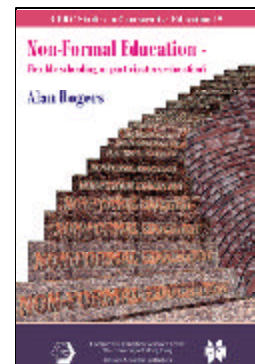
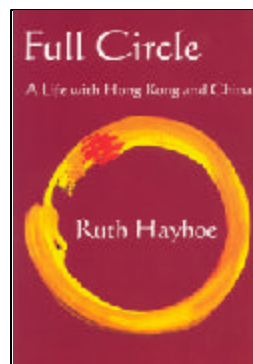
CERC's directors since its inception have included Lee Wing On (1994-96), Mark Bray (1997-2001), Bob Adamson (2002), and Mark Mason since 2002. The recent Faculty review of CERC congratulated the Centre on establishing itself as "one of the leading publishers in the field", and on operating "efficiently and effectively within the limited resources and manpower available". CERC is proud of what it has achieved in putting the Faculty of Education at the University of Hong Kong at the centre of comparative education research, both in Asia and globally. We will invite colleagues in the Faculty and more widely to celebrate these achievements with us in first semester of the 2004/05 academic year.

Mark Mason

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NEW CERC BOOKS



Please see pages 11-12 for details.

In celebration of the 20th anniversary of the Faculty of Education at the University of Hong Kong, Mark Bray, Dean of the Faculty and Chair Professor of Comparative Education, presented an Inaugural Professorial Lecture on 7 February 2004, entitled "Comparative Education: Traditions, Applications, and the Role of HKU". In honour of this occasion, he was interviewed by the Education Post of Hong Kong's South China Morning Post newspaper. This article was originally published in the Post on 7 February 2004, reproduced here with permission.

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

These words of wisdom were delivered a century ago by world-renowned British educator, Sir Michael Sadler.

Sadler was among the early academics pioneering the discipline of comparative education, and a mentor of Hong Kong's leading academic in that field, Professor Mark Bray, Dean of the University of Hong Kong's Faculty of Education.

Bray has recalled Sadler's words for his inaugural professorial lecture, which also launches a series of lectures to mark the faculty's 20th anniversary.

There is always a danger in borrowing ideas that appear to work in one country and expecting them to do wonders in another, as politicians are often tempted to do, warns Bray. But that does not mean they should be ignored. Whether you are a teacher or a policymaker, there is much to be learnt from how things are done elsewhere and it is the job of the comparative educator to help inform them.

Globalisation has made Bray's field more relevant than ever, its status having swung from "arcane ephemera to key educational policy tool".

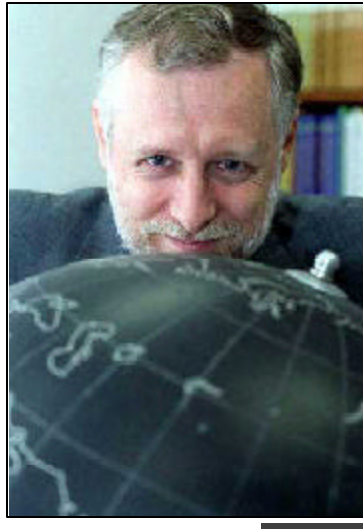
As issues, from university funding to debates about school curriculums or class sizes, confront education systems and seem to ricochet around the world, we would be ignoring what goes on elsewhere at our peril. "In an era of globalisation we can no longer afford to be parochial," said Bray, who has led a life that is anything but parochial.

He has taught and conducted his research from HKU since 1986 and is among a number of academics in its Faculty of Education who have worked across several continents, making it a natural base for comparison. In Hong Kong, east can meet west, north can meet south, better than in almost any other society.

Bray began his career teaching on a voluntary basis in village schools in Kenya and Nigeria in the early 1970s. "Africa was my first love, and during my 20s it was my life," he said. He has since built a formidable career in international education, holding posts with the World Bank, London's Institute of Education, in Papua New Guinea and the Univer-

Transplant of an exotic approach means risk

KATHERINE FORESTIER



"Policymakers, far more than ever before, are expected to draw on external examples and experiences to justify their proposals."

**Mark Bray
Dean of HKU's
Faculty of Education**

sity of Edinburgh. At HKU he has acted as an adviser to governments, from mainland China to the Cayman Islands, and international agencies such as UNESCO. His expertise stretches to the tiny state of Bhutan – Bray was awarded for a study of the Himalayan kingdom's new approach to primary education, which had involved annual visits over five years. "You don't get the information from a library," he said.

A decade ago he helped found the Comparative Education Research Centre at HKU, the first of its kind in Hong Kong, and is now secretary general of the World Council of Comparative Education Societies.

Comparative education has evolved to look not only at education across national boundaries but within, he says. In Hong Kong, for instance, there is much to be learnt by comparing different types of schools. Bray himself is alert to this, his own children having started their education in local schools but moving to the English Schools Foundation during the upper primary years. Both sides, he says, could learn more from each other and offer rich pickings for study.

International comparisons are even more significant. With so much focus on the so-called "knowledge economy" and growing competition between nations, countries are more concerned than ever as to how they shape up in education.

Comparative education thus has enormous relevance beyond the world of academia. Government reports driving education policy and change include detailed references to what is happening elsewhere. "Policymakers, far more than ever before, are expected to draw on external examples and experiences to justify their proposals for actions at home."

The University Grants Committee's review of higher education and the Education Commission's document on Aims of Education both used practices evolving elsewhere as pathfinders for change here, he points out. But this does not mean that Hong Kong should slavishly follow others. It could learn from their successes and failures.

"It is good Hong Kong is looking out, but we are lop-sided in where we look. We have a fairly blinkered view of the world," he said. Policy-makers tended to look at Western, particularly English-speaking, countries and more prosperous Asian countries such as mainland China, Taiwan, Japan and South Korea.

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“There is logic behind that, coming partly from language and the sort of places we aspire to be like. But it would be helpful if we broadened the focus.”

For an issue such as private tutoring – a specialist interest of Bray’s – Hong Kong would be better looking to countries such as India and Egypt, where the practice is rife, rather than Britain and Australia, where it is not.

Hong Kong not only has much to learn, but much to teach. “Hong Kong has been teaching others about its university student loan scheme, which started in 1969. Fees and loans have now become a major agenda. But Hong Kong has been doing this a long time and other countries come to see how we do it,” he said.

Hong Kong, meanwhile, was looking to countries such as Canada to see how they managed university budget cuts. “Sometimes we need to look elsewhere to see how difficult it is to implement, and to learn about the failures as well as the successes, to learn to be modest and not over-ambitious,” he said.

But education reform, he warns, is complicated, requires immense commitment and must be rooted in local conditions. Solutions cannot be adopted simplistically from overseas, making Sadler’s advice as relevant today as ever.

Hong Kong comparative educators also participate in several major international studies that are becoming increas-

ingly important policymaking tools. HKU is the local centre for the collection of data for the Progress in International Reading Literacy Study (PIRLS), and for TIMSS (the Trends in International Maths and Science Study). The Chinese University of Hong Kong, meanwhile, is the local centre for the UNESCO and OECD’s PISA studies (the Programme for International Student Assessment).

“TIMSS has had an enormous impact worldwide, mostly for the good, partly for the bad,” Bray said. While such studies provided a wealth of information of use to policymakers, the danger was that they were often boiled down to “horse-race rankings”. Few newspapers reported the qualifying detail of the reports.

But these surveys acted as important benchmarks and reality checks. “The PIRLS group were saying hey, how are places like Bulgaria doing better than Hong Kong in reading comprehension?” said Bray. The key was found to be that Hong Kong children are less motivated to read at home than their Bulgarian counterparts. “Without comprehensive study you don’t get questions asked to better understand yourself.”

Bray sees Hong Kong as an ideal place for his field. “One of the great things about Hong Kong is that it has always been outward looking in many ways. Hong Kong is a small place and has always been aware that it can’t rely on its own resources. Really parochial places tend to be big, where people think the world is where they live. Parts of the United States, and mainland China, are very parochial.” *

Nirmala Rao attended the Göteborg consultation as an invited delegate representing the early childhood and tertiary sectors. She gave a keynote talk on strategies to promote education for sustainable development among young learners in developing countries in Asia.

Learning to Change our World: Education for Sustainable Development

The Swedish government held an international consultation as a follow-up to the World Summit on Sustainable Development held in Johannesburg in 2002. Duly recognizing the importance of education in promoting sustainable development, the event was called “**Learning to Change our World**”. It took place in Göteborg, Sweden, from May 4-7, 2004, as preparation for the UN Decade of Education for Sustainable Development (2005-2015).

The consultation was premised on the commonly accepted definition of sustainable development as an activity which “meets the needs of the present without compromising the ability of future generations to meet their own needs”. There were 350 participants from over 70 countries and five continents who represented all levels of educational systems, formal as well as non-formal, from pre-school to university studies, as well as representatives from governments and NGOs.

Participants were asked to answer seven questions before the consultation, and their responses were used in the 15 working groups into which participants were divided. The motto of the conference was “**Reflect, Rethink and Reform**”.

A number of barriers to learning for sustainable development were articulated in the REFLECT phase. These included the lack of: awareness of the concept of sustainable

development, teacher education on sustainable development, resources, a transdisciplinary perspective on the concept, and consistent policies of those in leadership positions.

In the next phase, RETHINK, participants put forward strategies to overcome some of the obstacles to learning for sustainable development. Strategies put forward included those which could be operationalised both within and outside educational settings.

In the REFORM phase, participants were asked to imagine that it was 2015 and to describe important events that could potentially have a positive influence on sustainable development. Responses included curriculum development, the improvement of educational systems, partnerships between countries, governments and NGOs, and between parents and schools, the mobilization of political will, and dealing with overconsumption in some parts of the world.

In the last phase, OPEN SPACE, participants were asked to suggest topics which they could discuss in depth with others who were interested in the same. Among the 50 topics suggested, one of them, “What Austria can learn from Zimbabwe?”, certainly a topic that is of interest to comparative educationists, attracted many participants.

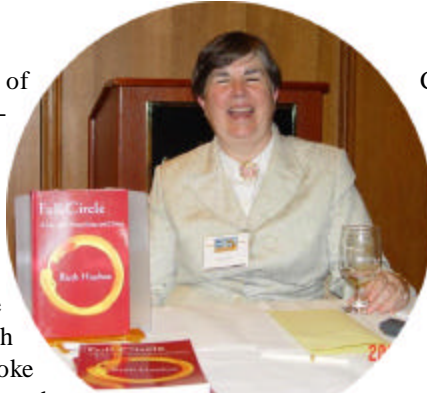
Overall, it was a wonderful event, which should result in the promotion of Education for Sustainable Development all over the world. *

Launches of Ruth Hayhoe's Autobiography in USA and Hong Kong

CERC is delighted to have published a very special book by Ruth Hayhoe, *Full Circle: A Life with Hong Kong and China* (see page 12). CERC hosted two launches of *Full Circle*, at the Annual Meeting of the Comparative and International Education Society (CIES) in Utah, USA, and in Hong Kong:

CIES Annual Meeting, Salt Lake City
10 March 2004

Since Ruth Hayhoe is a former President of the CIES, the annual meeting of the Society proved a particularly appropriate venue for this event. Introducing the book, Mark Bray, who, along with Ora Kwo, is one of the co-authors of the Foreword, described how he had come to know Professor Hayhoe, and how the circles of Ruth's life had overlapped with those of his and Ora's lives. Ruth then spoke about the context of her autobiography and the way in which she had written it. She highlighted a few personal stories, starting with a description of how Hong Kong was a city in crisis when she first arrived as a secondary teacher in 1967. She described how her life had come full circle when she returned to Hong Kong in 1997, the year of Hong Kong's reunification with China, to take up the Directorship of the newly established Hong Kong Institute of Education.



Ruth Hayhoe at the book launch at the CIES Annual Meeting

These formal presentations were followed by informal interactions and discussions among the many colleagues present.

The launch was agreed to be among the most memorable parts of the conference!

The University of Hong Kong
24 March 2004

CERC was fortunate that Ruth Hayhoe was able to come to Hong Kong for a second launch of her book at the university. Ruth is an Associate Member of CERC and a member of CERC's International Editorial Advisory Board. She is also an alumna of the University, having completed her Certificate in Education on this campus in 1977.

The Comparative Education Society of Hong Kong joined us in celebrating the launch. This time both authors of the Foreword, Mark Bray and Ora Kwo, made some introductory remarks about the overlapping

circles of their three lives, after which Ruth provided some background to the book, and shared with participants a few personal stories. She noted particularly how the letters that she had written to her mother (all of which had been kept by her mother) had provided a very useful source in her writing of the biography.

As in Salt Lake City, the formal part of the launch was followed by joyful interaction between Ruth and many friends who were able to be present – and who, of course, purchased their own copies to be signed by Ruth.



From left: Mark Mason, Ora Kwo, Ruth Hayhoe and Mark Bray at the HKU book launch



Ruth Hayhoe signing the books for participants



CERC congratulates Peter Cave, Paul Morris and Edward Vickers on their invited keynote presentations to the recent British Association for International and Comparative Education (BAICE) and University of London Institute of Education Conference on 7 May 2004. The theme of the conference was 'Education and Identity Formation in a Globalising World'. Peter Cave is currently a member of CERC, and Paul Morris and Edward Vickers were

both active members of CERC while they were at HKU. Paul was a member of the Executive Committee, and Edward was a member of the CERC Publications Committee. CERC is about to publish the paperback version of Edward's book, *In Search of an Identity: The Politics of History as a School Subject in Hong Kong, 1960s-2002*. *



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CESHK Conference & News



Photo 1: Mark Bray

Photo 2: Lynn Davies

CESHK Website

The CESHK website is hosted by CERC. Visit the newly-designed website to learn more about the Society: www.hku.hk/cerc/ceshk.

CESHK Conference 2004

On 7 February 2004, CERC was proud to host the annual conference of the Comparative Education Society of Hong Kong (CESHK). The theme was 'Comparative Education in an Increasingly Globalized World'. The conference marked the 15th anniversary of the Society, the 20th anniversary of the Faculty of Education, and the 10th anniversary of CERC. In celebration of the occasion, Mark Bray, Dean of the Faculty of Education and Chair Professor of Comparative Education, presented a keynote address (see pp.2-3) entitled *Comparative Education: Traditions, Applications, and the Role of HKU* in the form of an anniversary lecture (www.hku.hk/education/anniversary-lectures.htm), which was followed by a cocktail reception hosted by the Faculty. Lynn Davies, Professor of International Education and Director of the Centre for International Education and Research at the University of Birmingham, presented the opening keynote address.

The conference was a great success. In addition to locals, it attracted participants from Australia, mainland China, England, Japan, Malaysia, Macau, Russia, Taiwan, and the United States.

CESHK Academic Activities, 2004-2005

The next conference will be held on Saturday 29 January 2005 on the theme "Approaches and Strategies in Comparative Education". Other CESHK activities planned for the rest of the academic year include educational visits and workshops for young scholars. Study visits to Shenzhen and Macau will be hosted on 22 June and 12 November 2004 respectively. Two workshops for young scholars will be organised on 9 October 2004 and 22 January 2005.

The next issue of the CESHK's *Comparative Education Bulletin* (No.7, 2003/04) will be published in autumn this year.

CESHK Executive Committee

The Society's Annual General Meeting, held in conjunction with the conference, brought to a conclusion Ip Kin Yuen's period as President. The new officers of the Executive Committee are:

- President: Mok Ka-ho (City University of Hong Kong)
- Vice-President: Greg Fairbrother (HKIED)
- Treasurer: Xiao Jin (Chinese University of Hong Kong)
- Committee Members: Mark Bray (HKU) and Wong Suk Ying (Chinese University of Hong Kong)
- Secretary: Emily Mang (CERC, HKU)
- Past President: Ip Kin-yuen (HKIED)

CESHK Membership

CESHK membership gives access to a wide range of activities in the field of comparative education, such as seminars, conferences, and study visits. Members enjoy a 20% discount on books published by CERC at the University of Hong Kong, and a reduced registration fee for the WCCES World Congress of Comparative Education Societies.

Subscription fees are HK\$150 (HK\$100 for students) in 2004. Membership operates on a calendar year basis. For members joining CESHK after 1 September, the subscription covers membership for the rest of the year and the whole of the following year. Registration/renewal forms are available from the CESHK website.

WCCES NEWS



The World Council of Comparative Education Societies was founded in 1970 as an international organisation of comparative education societies. Triennial congresses in different countries enable scholars, researchers and administrators to share knowledge and increase understanding of educational issues around the globe. Comparative education studies make an important contribution to policy in ways that respect diversity and stimulate international cooperation in the development of education for all. As an NGO in Operational Relations with UNESCO, the WCCES aims to do this in ways that prepare humankind for the challenges of the 21st century.

MESCE and AFDECE join WCCES

The WCCES continues to expand. The 32nd meeting of the WCCES Executive Committee was delighted to approve the applications for admission by two societies: the Mediterranean Society of Comparative Education (MESCE) and l'Association française pour le développement de l'éducation comparée et des échanges (AFDECE).

New Comparative Education Society in Mexico

The Mexican Society for Comparative Education (SOMECE) was recently formed with 30 scholars from different parts of the country. Marco Aurelio Navarro-Leal was elected president. SOMECE intends to apply to join the WCCES in the near future. SOMECE's website is at <http://rectoria.uat.edu.mx/planeacion/somec>.

CESE XXI Conference

Multiple Identities, Education and Citizenship: The World in Europe; Europe in the World

27 June-1 July 2004

The Danish University of Education
Copenhagen, Denmark

Invited Speakers:

- Thomas S. Popkewitz, University of Wisconsin-Madison
- Alan Smith, Grundtvig (Socrates programme) European Commission
- Jürgen Schriewer, Humboldt University
- Yasemin Soysal, University of Essex
- Jagdish Gundara, University of London
- Svein Lorentzen, Norwegian University of Science and Technology
- John Mallea, Brandon University

The website is at www.cmscongress.com/cese/start.htm.

BAICE Conference 2004-Education in the 21st Century: Conflict, Reconciliation and Reconstruction

3-5 September 2004

Centre for International Education
Sussex School of Education, University of Sussex

People are educated in societies that differ considerably in their level of social cohesion, law and order, democracy and respect for human rights. The role of the state in the delivery and control of education also varies enormously. The curriculum is seen as a powerful tool for teaching about demo-

cracy, political representation, human rights and responsible citizenship, yet it can also be used as a tool for propaganda and repression. At the local level, schools and other educational institutions may also be sites of social, ethnic and gender violence.

We have entered the 21st century with undiminished levels of civil and military conflict around the world. Since the events of 11 September 2001, there are heightened concerns about religious and political intolerance, and the consequences of young people's alienation from 'mainstream' society. The future is likely to see an enhanced role for education as a vehicle of political reconciliation and social renewal and reconstruction, with renewed efforts to teach about tolerance and respect for diversity and human rights.

The conference will address a number of key educational questions arising from pre-, current and post-conflict situations. These include: What role can and should the state play in supporting education for democracy, tolerance and co-existence? What role does the policy environment, curriculum, pedagogy, financing and/or management play in promoting or hindering tolerance? How is conflict played out and represented in educational institutions? How can education turn people against extremist views of any persuasion? How can the school environment be made more conducive to learning and to the construction of positive social relations among young people?

The website is at www.baice.ac.uk/BAICE_Conference_2004.htm.

Bulgarian Comparative Education Society Conference 2005

18-22 April 2005

Sofia, Bulgaria

Papers are invited for the 3rd International Conference on Comparative Education in Teacher Training, organized by the Bulgarian Comparative Education Society. The Conference sections are:

- Problems, challenges and trends in Comparative Education as a teacher training discipline
- Curricula, innovations and new strategies in teacher training
- History of Comparative Education as a teacher training discipline

For registration enquiries, email: Nikolay Popov <npopov@fnpp.uni-sofia.bg>. The website is at <http://edcollege.ucf.edu/cett/>.

The WCCES website is hosted by the Comparative Education Research Centre at the University of Hong Kong. Please visit www.hku.hk/cerc/wcces for more details about WCCES and its activities.

Bob Adams, Assistant Secretary General

12th World Congress of Comparative Education Societies

October 25-29, 2004



Main Theme: "Education and Social Justice"

The 12th World Congress of Comparative Education Societies will be held in Havana, Cuba, 25-29 October 2004. It will be hosted by the Sección de Educación Comparada of the Asociación de Pedagogos de Cuba (APC).

The APC was founded in 1989. With 14,000 members, 80 specialising in comparative education, it is the largest professional association for educators in Cuba.

The venue for the congress will be the Congress Palace. The conference languages will be Spanish, English and French, with simultaneous translation facilities. The conference programme will address the following themes:

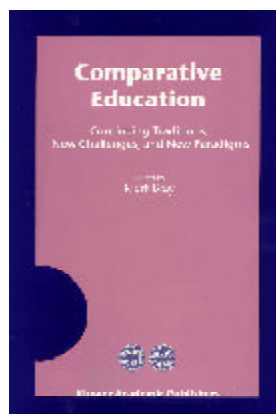
1. Education, Peace and Justice
2. Education in Conflict and Reconstruction Settings
3. Educational Policies in a Changing World
4. Comparative Education: Theory and Method
5. Lifelong Learning
6. Social Inclusion (Gender, Ethnic and Migration)
7. Language, Culture and Education
8. Literacy and Basic Education for All
9. Teacher Education and Teaching Professions
10. Curriculum Change and Innovation
11. World of Childhood
12. Higher Education
13. Educational Governance, Planning, Finance and Management
14. New Technologies, Distance Education and Learning

The programme will include plenary sessions, symposia, commissions, workshops and tours to educational centres. Participants will be invited to learn about Cuban experiences of education and social development.

For further information contact the APC by email <12wcces@teleda.get.tur.cu>
Tel + (537) 202 5420 Fax + (537) 204 5724
The web-site address is <http://www.12wcces.cujae.edu.cu>

WCCES Publication:

An edited volume prepared from the 11th World Congress



Comparative Education: Continuing Traditions, New Challenges, and New Paradigms. Editor: Mark Bray. ISBN 1-4020-1143-1. Published by Kluwer, Dordrecht, Netherlands, and available from Kluwer or WCCES Secretariat, Comparative Education Research Centre, The University of Hong Kong

At the beginning of the new century, the field of comparative education has emerged with new features. Some of these features result from new technologies, while others reflect political transitions and the forces of globalization. The field embraces new insights on cultures, and scholars are exploring diverse units of analysis. This book presents perspectives on these changes while noting various continuing traditions. Its contributors come from a wide range of countries and contexts, and present their work within a framework set by the 11th Congress of the World Council of Comparative Education Societies. The book makes a valuable methodological as well as conceptual contribution to the field.

The Editor

Mark Bray is Secretary General of the World Council of Comparative Education Societies. He is also Chair Professor of Comparative Education and Dean of the Faculty of Education at the University of Hong Kong. He has written extensively in the field of comparative education, with particular emphasis on policy analysis, the financing of education, and methodological issues.

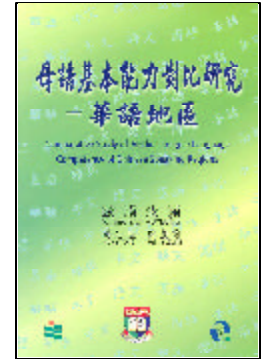
The Authors

Mark Bray, David N. Wilson, Douglas L. Morgan, Yoko Yamato, Wolfgang Mitter, Tadashi Endo, Joseph Zajda, Hiroko Fujikane, Nirmala Rao, Kai-Ming Cheng, Kirti Narain, Meesook Kim, Diane M. Hoffman, Barbara Schulte and Hiroyuki Numata.

CERC congratulates Winnie Auyeung, Mark Bray, Frederick Leung and Nancy Law on their new publications:

Comparative Study of Mother-tongue Language Competency of Chinese Speaking Regions [in Chinese]

Winnie Y.W. Auyeung, Ho Kin Tong & Leung Wai Ha
 Publisher: The University of Hong Kong
 ISBN 962-8093-28-2, 396pp. 2003

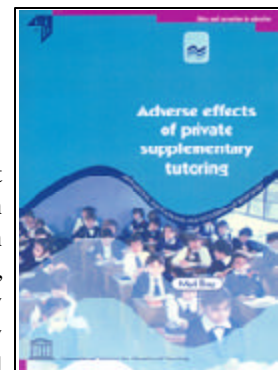


This book is part of the research outcome of a project on mother tongue language competency funded by the Quality Education Fund of Hong Kong. It displays the mother tongue language curricula of four major Chinese-speaking regions, namely Hong Kong, Mainland China, Taiwan, Macao, as well as Singapore. The objectives of each curriculum, the learning outcomes, and indicators, were analysed and compared with those of Hong Kong. Given the similarities between the Japanese and Chinese cultures, the Japanese mother tongue language curriculum was also compared with that of Hong Kong in the Annex.

In order to obtain a clear picture of the mother tongue language competency of the regions under study, this book can be read side by side with *First Language Competency of English Speaking Regions*, another research outcome of the same project, which adopted a similar approach in displaying, comparing and analyzing the mother tongue language of Hong Kong and some English speaking countries, namely, Australia, Canada, the UK, New Zealand and the United States of America.

Adverse effects of private tutoring: Dimensions, implications and government responses

Mark Bray
 Publisher: UNESCO International Institute for Education Planning (IIEP)
 ISBN 92-803-1240-5, 84pp. 2003



Private supplementary tutoring has long been a major phenomenon in some parts of East Asia, particularly Japan, the Republic of Korea and Taiwan. In recent decades it has grown significantly in both industrialized and less developed societies. This monograph focuses on the adverse effects of private tutoring, which include distortion of the mainstream curricula, pressure on young pupils, exacerbation of social inequalities, and manipulation of clients by tutors – particularly in situations where mainstream teachers provide paid supplementary tutoring for their own pupils after school hours. It begins by considering the nature, scale and causes of private supplementary tutoring. It then turns to the impact of tutoring on mainstream lessons, on societies, and on economies. It goes on to analyze government responses, with reference to the cases of Mauritius, Hong Kong, Singapore, Taiwan and the Republic of Korea. It comments on the implications of each of these strategies and, for policy-makers who decide to recognize and regulate tutoring, elaborates on ways in which this can be achieved.

KLUWER INTERNATIONAL HANDBOOKS OF EDUCATION: Volume 10

Second International Handbook of Mathematics Education

Edited by
 Alan J. Bishop, M.A. (Ken) Clements, Christine Keitel, Jeremy Kilpatrick & Frederick K.S. Leung
 ISBN 1-4202-1008-7, 1000pp. 2003

The Second International Handbook of Mathematics Education is a useful resource for students, researchers, teacher educators and curriculum policy makers in the field of mathematics education. It is a follow-up to the first Handbook, which laid down the base-line in many areas of the field of mathematics education.

The first Handbook was published in 1996, covering research done prior to 1994. The second Handbook covers the changes and developments that have occurred since 1994 and has a section focusing on public policy and mathematics education. It is an important reference for those who shape educational policy.

Fundamentals of Educational Planning 77

ICT in education around the world: trends, problems and prospects

Willem J. Pelgrum & Nancy Law

Publisher: UNESCO International Institute for Educational Planning

ISBN 92-803-1244-8, 2003

In a world moving forward into an age evermore dominated by technology, the need to educate people – particularly young people and the teachers who teach them – in ICT is becoming increasingly pressing. Not only should young people be trained in information technology to enhance their future career prospects, but also – as argued in this booklet – information and communication technologies can play a major role in education itself, providing newer and more efficient means of teaching. These include distance education, and the facilitation of teaching methods in educational institutions. At the beginning of the 21st century, no education system can afford to overlook the issue of developing an appropriate ICT-in-education policy and implementation strategies at a national system level.

As this booklet clearly demonstrates, introducing ICT into an education system is a lengthy and complex process, requiring changes to the system itself, including leadership and organizational structure, infrastructure and curriculum materials, practices, and beliefs.

Willem J. Pelgrum is Senior Researcher at the Faculty of Behavioural Sciences at the University of Twente in the Netherlands. His main expertise is in the area of international comparative educational assessments, with a focus on ICT. He was principal investigator of the IEA 'Computers in education' studies (1987, 1993) and the IEA 'Second information technology in education study' (1997-1999). **Nancy Law** is Director of the Centre for Information Technology in Education (CITE) and Associate Dean of the Faculty of Education at the University of Hong Kong. She has served on the Steering Committees of the Second Information Technology in Education Study (SITES) and the APEC Cyber Education Consortium. She has conducted numerous evaluative studies, as well as research and development projects, such as the science modeling software 'Worldmaker'.

Cross-national Information and Communication Technology Policy and Practices in Education

Edited by Tjeerd Plomp, Ronald E. Anderson, Nancy Law and Andreas Quale

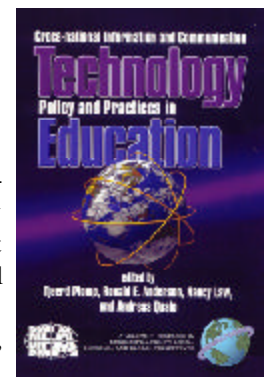
Publisher: Information Age Publishing

ISBN 1-59311-018-9, 580pp. 2003

During recent years, most national governments have established new ICT-related initiatives in education. In undertaking the Second Information Technology in Education Study (SITES), the International Association for the Evaluation of Educational Achievement (IEA) sought to obtain, through surveys of school principals and technology coordinators, a cross-national picture of main trends associated with the use of ICT in learning and teaching.

During the 1998 meeting convened to discuss the design and instrumentation of the study, the SITES National Research Coordinators identified the need for more background information about ICT policies and practices in education in the various countries as a context for interpreting variations in the results of the survey. They also agreed that the rapid developments in this field meant that the book *Cross-National Policies and Practices on Computers in Education* (published in 1996 and edited by Plomp, Anderson and Kontogiannopoulou-Polydorides) could no longer serve as an adequate source, and that an update was needed. This agreement gave rise to the collaborative project that has resulted in this book, *Cross-National Information and Communication Technology Policies and Practices in Education*.

This compendium of papers documents educational ICT policies and practices in over 30 countries, making it a valuable resource for understanding and comparing ICT-related national policy developments in education. The work offers a unique in-depth examination of the trends, and provides a reference to major educational systems and how they have adapted to and taken advantage of the challenges and opportunities provided by the new information and communication technologies.



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CERC Seminars

CERC maintains a vigorous programme of seminars. The following is the list for November 2003 to June 2004:

- 19 Nov. 03 Frederick Leung, "Two Different Pictures of Mathematics Teaching in Hong Kong: Findings from the TIMSS 1999 Video Study"
- 20 Nov. 03 Sharon Lynn Kagan, "Early Childhood Education Policy: Multinational Perspectives"
- 10 Dec. 03 Victor Ordonez and a panel of distinguished international visitors, "New Education Paradigms and Leadership Programmes"
- 11 Dec. 03 Victor Ordonez, "Is the World Keeping its Promises? Monitoring progress towards the UN Millennium Development Goals in education in the Asia-Pacific Region"
- 17 Dec. 03 Philip Altbach, "The Academic Profession and Academic Freedom: Regional and Global Trends"
- 7 Jan. 04 Tse Shek-Kam, "The IEA PIRLS Study"
- 28 Jan. 04 Nancy Law, Allan Yuen & Angela Chow, "Methodological Approaches to Comparing Pedagogical Innovations Using Technology"
- 4 Feb. 04 Joseph Zajda, "Globalisation, Policy and Comparative Education: Changing Paradigms"
- 11 Feb. 04 Lynn Davies, "UNESCO Associated Schools: Comparing 172 countries"
- 24 Mar. 04 Ruth Hayhoe, Mark Bray & Ora Kwo, "Book Launch – Full Circle: A Life with Hong Kong and China"
- 1 Apr. 04 Tony Sweeting, "Comparing Times: A Contribution to Theory and Methodology in Comparative Education"
- 23 Jun. 04 Peter Ninnes, "Discourses of Fear and Desire in 20th Century Comparative Education"

CERC congratulates Dr. Tomoko Ako on her appointment as Associate Professor in the Department of Chinese in the Faculty of Foreign Languages of Himeji Dokkyo University in Hyogo, Japan. Tomoko Ako was an active member of CERC, who first came to HKU from Japan to study for the MEd in Comparative Education, and then upgraded to registration for a PhD. She graduated last year, and prior to her appointment as Associate Professor, worked for the Embassy of Japan in Beijing.

CERC welcomes Rita Yuen as a temporary student helper. Work in the CERC office has been so demanding that we decided to appoint a student helper to assist with routine affairs. Rita is a second year student in the Department of Psychology, and her cheerful presence at CERC is already making a difference in our administration. We hope that our relationship with Rita will continue throughout her studies at HKU, and appreciate her energetic support.

Post-doctoral Fellow

In March 2004, CERC welcomed its Post-doctoral Fellow, Dr. Keoun Dong Taik, from Korea. Keoun Dong Taik, funded by the fellowship programme of the Korea Research Foundation (KRF) for one year, completed his PhD in the Graduate School of the Korea National University of Education (KNUE) in February 2002. He worked as a part-time lecturer in the KNUE, a university of teacher education prepares kindergarten, primary and secondary school teachers. The theme of his research is "A Study of Teacher's Educational Leadership Development for the Quality Management of Elementary School Organization". His research interests are in educational leadership, quality management, and in elementary educational theory.



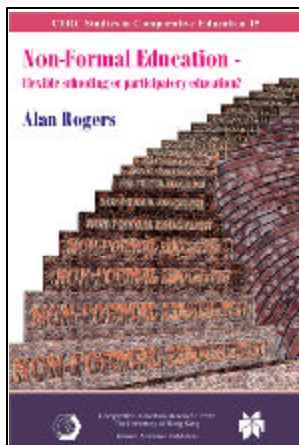
Dialogue on New Education Paradigms and Leadership Programs

CERC hosted on behalf of the Faculty of Education a three-day "Dialogue on New Education Paradigms and Leadership Programs" from 8 to 10 December 2003. Victor Ordonez of the East-West Center in Hawaii set up the meeting, with Mark Bray, Cheng Kai-ming and Mark Mason from the Faculty, and participants from Fiji, France, USA, Thailand and India.



CERC Studies in Comparative Education 15

July 2004; 306pp.
ISBN 962 8093 30 4
HK\$200 / US\$32



This is the first full study of non-formal education on an international scale since the 1980s. It describes the emergence of the concept in the context of development and educational reform. It traces the debate about non-formal education from its origins in 1968 to the mid 1980s, and looks at the issues which this debate raised. It then describes a number of pro-programmes in many different parts of the world, pointing out the very wide range of different views held about what is and what is not 'non-formal'. And finally it asks whether we should drop the term altogether or try to reconceptualise it in terms of flexible schooling or participatory education.

This is an important new book by a well-established

Non-Formal Education – flexible schooling or participatory education?

Alan Rogers

author. It deals with complex issues, but is written in a clear style. It contains an important new analysis of the development paradigms in which the controversies surrounding non-formal education grew up and which shaped its purpose and impact. Its call for a reformulation of the concept will find echoes not just among developing societies but also in Western circles where the language of non-formal education is being used more and more within the context of lifelong learning. Above all, the book is intended for students in comparative education courses in higher education institutions today, for it grew out of the teaching of non-formal education in which Professor Rogers has been engaged for the last twenty years.


Alan Rogers is an international expert in adult education and learning with wide experience in Asia and Africa. He was formerly Executive Director of Education for Development (Reading, UK), and is currently Visiting Professor at the Universities of Nottingham and East Anglia, and Convenor of Uppingham Seminars in Development (UK).

Order CERC Publications 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 orders, please provide card number, expiry date, and the name and address of the cardholder.

Series: Education in Developing Asia

This set of five volumes was first co-published with the Asian Development Bank in 2002. In March 2004, the self-contained series was reprinted. Price: HK\$100/US\$12 each; or HK\$400/US\$50 for the set of five.

Education in Developing Asia consists of five studies, edited by Mark Bray:

<p>Volume 1 Education and National Development: Priorities, Policies, and Planning</p> <p>Don Adams</p> <p>ISBN 971-561-529-5 81pp.</p> 	<p>Volume 2 Management and Efficiency in Education: Goals and Strategies</p> <p>David Chapman</p> <p>ISBN 971-561-530-9 60pp.</p> 	<p>Volume 3 The Costs and Financing of Education: Trends and Policy Implications</p> <p>Mark Bray</p> <p>ISBN 971-561-531-7 77pp.</p> 	<p>Volume 4 Equity and Access to Education: Themes, Tensions, and Policies</p> <p>W.O. Lee</p> <p>ISBN 971-561-532-5 101pp.</p> 	<p>Volume 5 The Quality of Education: Dimensions and Strategies</p> <p>David Chapman & Don Adams</p> <p>ISBN 971-561-533-3 72pp.</p> 
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Full Circle

A Life with Hong Kong and China

by Ruth Hayhoe

March 2004; 276pp.
ISBN 962 8093 31 2
HK\$200 / US\$32

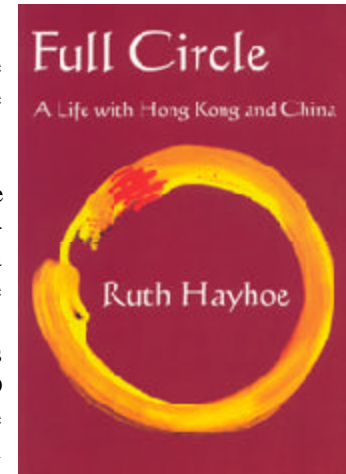
Full Circle is the story of a life transformed by long exposure to the peoples and cultures of China and East Asia. The stories of many people in Hong Kong, China and Japan are interwoven into this narrative account, as Ruth Hayhoe shares what it was like to live through a series of major transitions – from the Cultural Revolution in 1967 to Hong Kong's return to China in 1997.

Ruth Hayhoe left Toronto as a 21 year-old in 1967 and moved to Hong Kong, where she started her career as a teacher in an Anglo-Chinese secondary school for girls. Intending to stay six months, she spent 11 years in Hong Kong, teaching, studying, assisting a number of veteran China missionaries, and falling in love with Chinese people and Chinese culture.

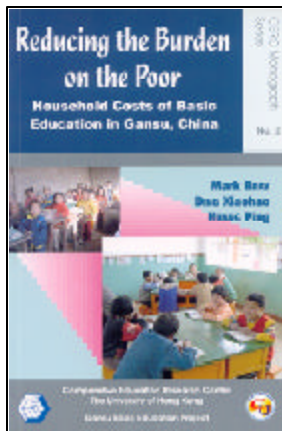
In 1980 she moved to Shanghai and taught the first cohort of university students after the end of the Cultural Revolution. She returned to Canada in 1984, having done a PhD in comparative education at the University of London. Five years later, following the Tiananmen tragedy, she was drawn back to China as Cultural Attaché in the Canadian Embassy. She continues to visit China where she does research and development work.

In 1997, the year Hong Kong was reunited with China, she became Director of the Hong Kong Institute of Education, a newly-established tertiary institution for teachers. Her life came full circle, as she again settled into the city where she had begun her teaching career 30 years earlier.

Ruth Hayhoe is Professor at the Ontario Institute for Studies in Education, University of Toronto. She is an award-winning author of several scholarly books about China's education and about educational relations between China and Western countries. She is a noted specialist in comparative education and a former President of the Comparative & International Education Society. She is also an Associate Member of the Comparative Education Research Centre at the University of Hong Kong.



CERC Monograph Series No.2



English:

March 2004; 67pp.
ISBN 962 8093 32 0
HK\$50 / US\$10

Also available in Chinese:

May 2004; 67pp.
ISBN 962 8093 32 0
HK\$50 / US\$10



Reducing the Burden on the Poor

Household Costs of Basic Education in Gansu, China

by Mark Bray, Ding Xiaohao & Huang Ping

The Gansu Basic Education Project (GBEP) was launched in 1999 with the goal of helping one of the poorest parts of China to achieve universal basic education. The project aims particularly to assist minority children and girls, and has had a significant impact.

The reasons why children do not enrol in school, or drop out at an early stage, are many and complex. This study focuses on the costs of schooling to households. These costs can be a heavy burden, and may be a major obstacle to the universalisation of basic education. The GBEP has aimed to reduce the costs to poor households in various ways. This study examines the arrangements for financing education at county and school levels. Among other project components, it focuses on the effectiveness of a targeted scholarship scheme for poor children, a reformed system of education budgeting, and a free-lunch programme.

Mark Bray is Dean of the Faculty of Education at the University of Hong Kong. Ding Xiaohao is Head of the Economics of Education Department in Peking University; and Huang Ping is Deputy Director of the Institute of Sociology of the Chinese Academy of Social Sciences.