

CERCular

CERC
Newsletter



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

Website: www.hku.hk/cerc

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From the Director



2011 is the centenary year of the University of Hong Kong (HKU), which is celebrating with a logo that results from much deliberation. As explained by the University:

The circular shape, symbolising fulfilment and perfection, features two distinctly different typefaces: an historical swash italic for the letters 'HKU' ... and a very contemporary sans serif for the numerals '100'. The typefaces strive to reach out beyond the circular confine, ever wanting to achieve more.

CERC's history dates from 1994, but within HKU, as noted in the article published on page 2, research and teaching on comparative education also has a long history. And, like the University as a whole, CERC is still reaching out, ever wanting to achieve more.

This issue of *CERCular* has much to report. For CERC itself, it notes a very positive and helpful external review of the Centre. And it highlights many of CERC's activities which are gaining added momentum.

Among longstanding links are ones with the World Council of Comparative Education Societies (WCCES). The Newsletter also reports on links with UNESCO, UNICEF and the Asian Development Bank (ADB), as well as with universities around the world.

CERC is also building new generations of scholars through contributions to training of Masters and PhD students. Special Interest Groups (SIGs) within CERC are focusing on early childhood studies, higher education, and shadow education; and three new books focus on early childhood education in Asia and the Pacific, on China's universities, and on construction of the field of comparative education.

Like the University as a whole, CERC is building on a tradition of excellence and reaching out around the region and the globe. We invite readers to get in touch with us to explore further partnerships and ways to contribute to the field of comparative education.

Mark Bray

Table of Contents

From the Director
Page 1

Celebrating HKU's Centenary
Comparative Education at HKU: The Early History
Page 2

CERC collaboration with the Asian Development Bank

CERC Visitors
Page 3

Conducting Education Research in Confucian Heritage Cultures

The Reorientation of Higher Education

Higher Education Quality Assurance
Page 4

East Asia-Pacific Childhood Development Workshop
Page 5

Building the Wealth of Nations by Investing in Early Childhood Care and Education

Special Interest Group in Early Childhood Studies
Page 5

CERC News
External Review of CERC

CERC Seminars
Page 6

Faculty Early Career Research Output Award

Li Ka Shing Prize

New Editorial Board for CERC Studies in Comparative Education
Page 7

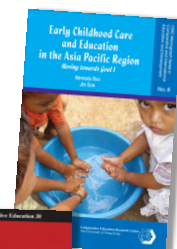
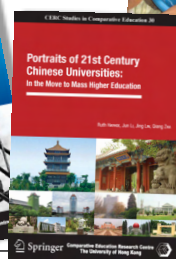
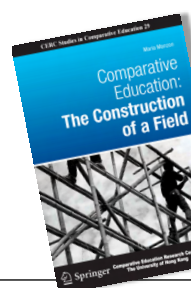
Shedding light on shadow education
Page 8

WCCES News
Pages 9-10

CERC book in Chinese

CERC book has received award
Page 11

New CERC Books
Page 12



Celebrating HKU's Centenary

The University of Hong Kong (HKU) was established in 1911, and thus in 2011 is celebrating its centenary. Within the University, teaching and research on comparative education can also claim a long history. Below we reproduce an article written by Anthony Sweeting for *CERCular* in 1999. Anthony Sweeting was well known as a historian of education in Hong Kong, and made major contributions to CERC. Although he passed away in 2008, his written works are part of his ongoing legacy.

Sweeting ends this article with promise of another meta-analytical piece. Perhaps he had in mind his forthcoming 2001 chapter in the book edited by Keith Watson.¹ Further commentaries were presented by Mark Bray in a 2004 lecture to celebrate the 20th anniversary of the Faculty of Education;² and in a 2008 chapter by Maria Manzon.³ CERC will much welcome further commentaries on the roles that HKU has played, is playing and should play in the field of comparative education!

Comparative Education at HKU: The Early History

Anthony Sweeting

Writing and teaching about Comparative Education have a long history at the University of Hong Kong (HKU). This article outlines the Comparative Education aspects of what I have elsewhere described as the Ancient History, the Dark Ages, and the Renaissance of teacher education at HKU (Sweeting 1998a, 1998b).

Writing about fields at least contiguous with Comparative Education may be traced back to 1926, when the first issue of the *Journal of Education* sponsored by the university's Education Society was released. The issue included articles on the new educational policy of the Chinese Republic, Chinese educational institutions from BC 255 to AD 220, and 'An Imperial Policy in Education, with Special Reference to Hong Kong'. While none of these articles was explicitly comparative in relation to the systems of different nation states, all included comparison over time, and competently researched and interestingly written articles on each of these topics would certainly be published in the leading comparative education journals today.

The earliest courses that may be regarded as a form of Comparative Education coincided with the first fundamental change in the nature of the programme provided by the university's Department of Education. This was the introduction in 1939 of the postgraduate diploma programme in place of the courses hitherto run concurrently with other undergraduate studies in the Faculty of Arts. As part of the radical curriculum reform in the department, a course on 'The History and Theory of Education' was subdivided into 'Chinese Systems of Education', 'Western Systems of Education from Greek to Modern Times', and 'The Study of Comparative Education: Present Day Trends' (HKU Calendar 1941:73). The first two of these subdivisions provided at least potential scope for comparative studies of education via inference aided by juxtaposition. The third was more directly comparative, though it presented largely descriptive and didactic offerings.

The 'Dark Ages' for teacher education at HKU (i.e. 1942-51) included the period when Hong Kong was occupied by the Japanese military. During that time, some rather forced comparative approaches were effected at the Toa Gakuin (East Asia Academy), where all other forms of education were compared, to their disadvantage, with Japanese models. Meanwhile, in the Civilian Internment Camp at Stanley, a sub-committee of the HKU Senate recommended, amongst other ambitious plans for the post-war period, a custom-built Institute of Education. The interned academics felt that a "knowledge of Com-

parative Education is more necessary in this scheme than it would be in England, since China's educational system has suffered in the past by a slavish imitation of one country's methods" (HKU Registry Internment Records). The country they alluded to, perhaps enviously, was the USA. The argument was used in an effort to justify the appointment of a lecturer specifically qualified in Comparative Education.

However, financial constraints and conflicting priorities prevented this appointment from being made. Instead, the 'Renaissance' of teacher education at HKU began, in 1951, with a faithful restoration of the pre-war postgraduate diploma curriculum, including provision for 'The Study of Comparative Education: Present Day Trends'. Curriculum revision in 1953 replaced this in the core curriculum with 'The English Educational System since 1944' and 'The History of Education of Overseas Chinese, with Special Reference to Hong Kong'. Comparative Education, itself, was retained in the list of 17 optional subjects from which students were required to select one. For the next 22 years, "education systems, comprising the English education system and education in Hong Kong" provided the formal, macro-level focus for implicitly comparative study. Only in 1975 did overt reference to "comparative study of systems of education" reappear in official course descriptions.

As in universities elsewhere, much of the early teaching in comparative education at HKU was descriptive. It was focused at system level, and aimed to inform both students and administrators. In this sense, it wittingly or unwittingly followed the early 19th century model promoted by Marc-Antoine Jullien, who more or less invented the subject as a "science", derived from Enlightenment and

Encyclopedist ideas, that would help policy makers make policy (Fraser 1964). With the arrival of a later and very different generation of academics, such as Gerard Postiglione, Cheng Kai Ming and Mark Bray in the 1980s, Comparative Education at HKU entered its modern phase, with all the complications that such a phase inevitably entails. This will be the focus for a future, more meta-analytical, study by the present author.

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¹ Sweeting, Anthony (2001): 'Doing Comparative Historical Education Research: Problems and Issues from and about Hong Kong'. In Watson, Keith (ed.), *Doing Comparative Education Research: Issues and Problems*. Oxford: Symposium Books, pp.225-243.

² Bray, Mark (2004): *Comparative Education: Traditions, Applications, and the Role of HKU*. 20th anniversary inaugural professorial lecture, Faculty of Education, The University of Hong Kong. Available on: <http://hub.hku.hk/bitstream/10722/54854/2/31800058.pdf>.

³ Manzon, Maria (2008): 'Teaching Comparative Education in Greater China: Contexts, Characteristics and Challenges'. In Wolhuter, Charl; Popov, Nikolay; Manzon, Maria & Leutwyler, Bruno (eds.), *Comparative Education at Universities Worldwide*. Sophia: Bureau for Educational Services in conjunction with World Council of Comparative Education Societies, pp.211-228. May be purchased from CERC: HK\$135 or US\$17

CERC collaboration with the Asian Development Bank



CERC has long links with the Asian Development Bank (ADB). Among major milestones in the cooperation is a review of education in developing in Asia, which led to co-publication of a set of influential monographs (see box).

In 2010, ADB approached CERC to help with staff development. This work was conceived in the context of ADB's vision statement entitled *Strategy 2020* and its follow-up document for the Education Sector.¹ ADB is expanding its work in education and seeks ways to strengthen its professional capacity.

The approach to CERC was made by Jouko Sarvi, ADB's Practice Leader for Education. Mr Sarvi indicated that ADB was keen to liaise with leading research centres of excellence within the region, and clearly saw CERC as being in that category.

The staff development work is being led by Mark Bray and Ora Kwo, who made three visits to ADB Headquarters in Manila between September 2010 and February 2011, and will make further visits in the coming months. In addition, in March 2010 Ora Kwo visited Mongolia for an ADB teacher education project.

In a parallel arrangement, Gerard Postiglione is working with ADB in the domain of higher education. This is an

expanding area of ADB work, with considerable implications for the region. Additional inputs to the work have been made by Yang Rui, who has particular expertise on higher education in China.

CERC greatly welcomes this collaboration with ADB. It provides a bridge between academic analyses and the practicalities of policy and practice in the countries of the region.

Education in Developing Asia

CERC and ADB co-published a set of five booklets in the series (2004 second printing):

1. Don Adams, *Education and National Development: Priorities, Policies and Planning*
2. David Chapman, *Management and Efficiency in Education: Goals and Strategies*
3. Mark Bray, *The Costs and Financing of Education: Trends and Policy Implications*
4. W.O. Lee, *Equity and Access to Education: Themes, Tensions, and Policies*
5. David Chapman & Don Adams, *The Quality of Education: Dimensions and Strategies*.

The booklets may be purchased from CERC and/or downloaded from www.hku.hk/cerc.

¹ ADB (2008) *Strategy 2020: The Long-Term Strategic Framework of the Asian Development Bank 2008-2020*; ADB (2010): *Education by 2020: A Sector Operations Plan*. Manila.

CERC Visitors

CERC's visitors since the last issue include:

In 2010:

- 30 Apr: Aminudin Aziz, of Indonesian University of Education
- 24 Jun: Nancy Randall, Vancouver Island University, Canada
- 13 Jul: Roger Dale, University of Bristol
- 7 Sept: Chaiwat Sutthirat and 11 colleagues/students, Naresuan University, Thailand
- Sept to Dec: Anthony Welch, University of Sydney
- 2-6 Oct: Robert Arnové, Indiana University
- 16 Nov: Michael Crossley, University of Bristol
- 16 Dec: Huang Zhicheng, Wang Binhua, Deng Zhiwei, Peng Zhengmei, Wang Ling & Tang Xiaojing, Institute of International and Comparative Education of East China Normal University
- 19 Dec: Nutsa Kobakhidze, National Assessment and Examinations Council, Tbilisi, Georgia

In 2011:

- 7 Jan: David Post, Editor of *Comparative Education Review*, Penn State University, USA
- 11 & 14 Jan: Jouko Sarvi, Asian Development Bank, Manila, Philippines
- 14 Jan: Wolfgang Kubitzki, Asian Development Bank, Jakarta, Philippines
- 14 Jan: Shoko Yamada, Nagoya University, Japan
- 19 Jan: Saravanan Gopinathan, National Institute of Education, Singapore
- 19 Jan: Ronald Sultana, University of Malta
- 16 Feb: Michele Schweisfurth, Editor of *Comparative Education*, University of Birmingham, UK



CONDUCTING EDUCATION RESEARCH IN CONFUCIAN HERITAGE CULTURES

On 5 November 2010, a symposium on conducting education research in Confucian heritage cultures was held at the University of Hong Kong, with the financial support from the Faculty Research Theme (FRT) in Comparative Education. The focus was the papers for the special issue of *Comparative Education* being guest-edited by Colin Evers, Kokila Roy Katyal and Mark King (see *CERCular* Vol.12, No.2, 2010). Participating authors included Colin Evers (former HKU staff, now University of New South Wales), Kokila Katyal (former HKU staff, now Hong Kong Institute of Education), Mark King, Bjorn Nordtveit, Jae Park and Yang Rui, and Sun Miantao (PhD alumnus of HKU and now Shenyang Normal University). Other participants joining the symposium included Anthony Welch who was visiting the Faculty, and several postgraduate students.



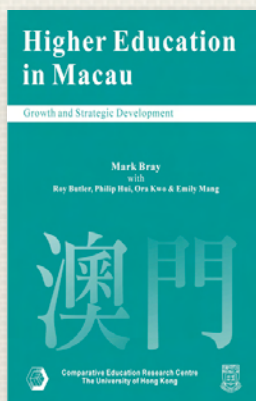
THE REORIENTATION OF HIGHER EDUCATION

On 10-11 November 2010, a symposium on the reorientation of higher education was held at CERC. The papers will in due course be published in a book edited by Bob Adamson, Jon Nixon and Feng Su. The symposium was co-organised by CERC and the Department of International Education & Lifelong Learning at the Hong Kong Institute of Education. Paper presenters included Mark Bray, Anthony Cheung, Mok Ka-ho, Anatoly Oleksiyenko and Yang Rui, in addition to the three editors. The lively discussion contributed to improvement in the papers and to identification of gaps which will be filled.



HIGHER EDUCATION QUALITY ASSURANCE

CERC co-hosted a symposium organised by the Macao Polytechnic Institute (MPI) on 7-9 November 2010. Part of the Symposium was a 10-years-later review of components of the study of higher education in Macau led by Mark Bray in 2000/2001. The report later became a CERC book entitled *Higher Education in Macau: Growth and Strategic Development* (2002). Mark Bray and Ora Kwo made a joint keynote address. CERC was also well represented in the other papers, which included ones by Wincy Chan, Anatoly Oleksiyenko, Kreangchai Rungfamai and Yang Min. A report of the conference will be published by the MPI.



East Asia-Pacific Early Childhood Development Workshop



Opening session

On 24-25 January 2011, CERC hosted a workshop on early childhood development in East Asia and the Pacific. The event resulted from an initiative by Nirmala Rao, and was organised by the Asia-Pacific Regional Network for Early Childhood (ARNEC) and CERC with support from UNICEF. The meeting brought together 20 participants from China, DPR Korea, Fiji, Lao, Mongolia, Philippines, Singapore, Thailand and the USA. The main objectives of this workshop were to:

- present the rationale for developing the East Asia-Pacific Early Childhood Development Scale and the process of selecting indicators,
- plan the validation process, and
- consider proposed support mechanisms for this validation progress.

The event was very successful. It brought together different voices and perspectives, and is leading to further action.

Building the Wealth of Nations by Investing in Early Childhood Care and Education

The first “World Conference on Early Childhood Care and Education: Building the Wealth of Nations”, organized by UNESCO, the Government of the Russian Federation and the City of Moscow was held in Moscow from September 27-29, 2010. The conference was attended by government ministers from 65 countries, representatives of UN agencies, early childhood experts and representatives from civil society.

The conference called for a great commitment to early childhood care and education programmes as these commonly yield higher returns to investment than other levels of education. The conference participants adopted the Moscow Framework of Action, which outlines a number of challenges that must be tackled to achieve the Education for All goal of expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children.

CERC’s Nirmala Rao, presented a keynote speech at the conference, entitled “Quality Matters: Observations from Early Childhood Programs in Low Resource Environments in Asia”.



Special Interest Group in Early Childhood Studies

A Special Interest Group (SIG) on Early Childhood Studies was formed within CERC in 2010. Members of the SIG have been engaged in several projects in Hong Kong and further afield. Within Hong Kong, members have been developing (i) measures of early childhood development; (ii) methods to assess the quality of early childhood services; and (iii) tests of young children’s proficiency in Cantonese, Mandarin and English.

The Asia-Pacific region lacks validated measures of early child development and this may be limiting regional progress in Early Childhood Development (ECD). Hence, several SIG members are involved in the development of the Asia-Pacific Early Childhood Development Scale. This measure could be used for:

- i. population level assessments;
- ii. tracking progress at a national level;
- iii. examining inequities within countries as a function of factors such as location or ethnicity; and
- iv. making comparisons between countries.



WORLD CONFERENCE
ON EARLY CHILDHOOD
CARE AND EDUCATION

Building the Wealth of Nations

Moscow, Russian Federation
27-29 September 2010

External review of CERC highlights accomplishments and points to new directions

The University of Hong Kong has a rolling system through which every five years Centres and comparable bodies are the subject of external reviews. CERC was reviewed in 2010 by a distinguished panel, which had much praise for CERC's accomplishments and made helpful suggestions for future directions.

The Review Panel stated that CERC "has successfully performed a role in leading and developing comparative education locally, regionally and internationally". More specifically, it commended the Centre for:

- building an international profile through its publications programmes, seminars, conferences and visitors' schemes; and its service and connection with the Comparative Education Society of Hong Kong (CESHK) and the World Council of Comparative Education Societies (WCCES); and
- maintaining a high publication profile with rigorous review and editorial processes and excellent partnerships.

The panel also praised CERC for its foundation in knowledge exchange within and beyond the academic arena.

Concerning the future, the Review Panel highlighted ways to build further strengths. The review stressed the value of "developing a research agenda in comparative education in the broader sense, including the studies of globalization and development of comparative education".

CERC much appreciated these remarks. This issue of *CERCular* shows that the Centre is indeed extending its achievements towards new horizons.

CERC Seminars

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

15 September 2010

Umberto Ansaldo & Lisa Lim, "Language choice in complex multi-lingual settings: A minority's perspective"

21 September 2010

Mark Bray, "The shadow education system of private supplementary tutoring: Comparative perspectives and a research agenda"

29 September 2010

Anthony Welch, "Asian Higher Education: Public into Private?" [Co-organised with Faculty Research Theme 'Higher Education Partnerships']

5 October 2010

Robert Arnove, "Master Teachers and the Development of World-Class Talent in Different Performance Domains: A Comparative Study"

7 October 2010

Joel Spring, "Globalization of Education: From Confucianism and Westernization to Human Capital Economics" [Co-organised with the Office of Research]

19 October 2010

Kenneth King, "TVET and Globalisation: The Rise of Technical and Vocational Skills Development Worldwide?"

26 October 2010

Yang Rui, "Scholarly Publishing, Knowledge Mobility and Internationalisation of Chinese Universities" [Co-organised with Faculty Research Theme 'Higher Education Partnerships' and Wah Ching Centre of Research on Education in China (CREC)]

12 November 2010

Sebastian Lindstrom, "1+1= Across Africa: Morocco to South Africa in Search of Unsung Heroes" [Co-organised with the Centre of Development and Resources for Students (CEDARS)]

23 November 2010

Peter Kutnick, "Promoting Quality Education for All in the Caribbean: Overcoming failure in schooling through diagnosis and remedial action"

1 December 2010

Chair: Kenneth King "The New Bilateral Donors to Education and Training: Asia, Africa, Latin America" (NORRAG Meeting) with speakers Mark Bray, Cheng Kai-ming and Bjorn Nordtveit

7 December 2010

Law Wing Wah, "The State, Citizenship Education, and International Events: The 2008 Beijing Olympic Games in China" [Co-organised with CREC]

14 December 2010

Huang Ai-Feng and Thurman L. Bridges, "Symposium: Narrative Inquiry for Understanding Teacher Identity" [Co-organised with the Office of Research]

16 December 2010

Huang Zhicheng and colleagues, "Objectives and roles of the Institute of International and Comparative Education of East China Normal University" [Co-organised with CREC]

11 January 2011

Jouko Sarvi, "Evolving Asia and the Pacific Region – Challenges for Education" [Co-organised with CREC]

20 January 2011

Ronald G. Sultana, "Spatial Units of Analysis in Comparative Education: Complexities, Insights and Lessons"

28 January 2011

Anatoly Oleksiyyenko, "Is the University a Factory?" [Co-organised with the Faculty Research Theme on 'Higher Education Partnerships']

16 February 2011

Michele Schweisfurth, "Meet the Editor: The past, present and future of the journal 'Comparative Education'" [Co-sponsored with Comparative Education Society of Hong Kong, Dept of International Education & Lifelong Learning, HKIEd and Faculty of Arts & Sciences, HKIEd]

29 March 2011

Marie Ng, "Peer outreach and education as a tool to combat HIV/AIDS: Experiences and Achievements in India"

Faculty Early Career Research Output Award

CERC congratulates Bjorn Nordtveit, an elected member of the CERC Management Committee, for the Faculty Early Career Research Output Award in 2010. The book which led to this award is entitled *Constructing Development: Civil Society and Literacy in a Time of Globalization*, published by Springer in 2009.

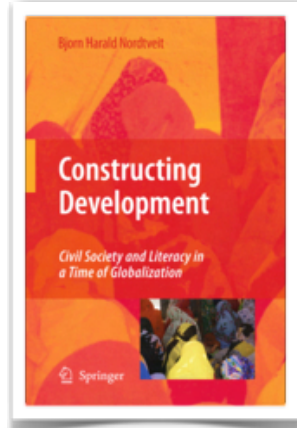
In the book, Nordtveit draws on his work for the World Bank and argues that development projects should not be understood and analyzed as linear systems. Instead, he believes we should view them as complex and dialectical organisms. Basing his work on post-development and complexity theories as well as New Institutional Economics, Nordtveit lays out a novel method of analyzing development both on the ground and in the think-tank.

Informed by detailed quotations from interviews with local people involved in a literacy project in Senegal, the author demonstrates how the project was entangled in the global economy, and how it constructed development through a discourse of gender equity, growth of the civil society, and promotion of the use of private provision of social services.

Nordtveit asserts that all development initiatives should investigate whether the donors' vision of development coincides with national and local views of development. Only then can the holistic and complex interrelations between the project and all other development desires and services be met. The project's cost effectiveness must also be considered.

Nordtveit also examines the strengths and weaknesses of public-private partnerships, which are being used ever more frequently by donor agencies to implement social services.

The book can be ordered from <http://www.springer.com> for €89.95.



Li Ka Shing Prize

CERC congratulates Maria Manzon, PhD Alumna and CERC Research Associate, for winning the Li Ka Shing Prize (2008-2009) for the best PhD thesis in the Faculty of Architecture, Arts, Business & Economics, Education, Law and Social Sciences. The Li Ka Shing Prizes are highly competitive, and the recipients are the best of our elite students. A version of the thesis, entitled *Comparative Education: The Construction of a Field* has been published in the series "CERC Studies in Comparative Education" (see the last page). The book was launched at the annual conference of the Comparative Education Society of Hong Kong (CESHK) on 19 February 2011, where Maria Manzon made a keynote address.



Maria Manzon (fourth right) with colleagues and professors at the Li Ka Shing Prize award ceremony, December 2010.

New Editorial Board for CERC Studies in Comparative Education

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For over a decade, Mark Bray has focused much of his research attention on the so-called shadow education system of private supplementary tutoring. Shadow education has become a major industry in Hong Kong, and has also become a global phenomenon.

Shedding light on shadow education

Another body through which the work is reaching an audience of practitioners is the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP). This body addressed the theme in a 2009 meeting in Shanghai, and CERC is partnering in further investigation.

Mark Bray's 1999 book¹ is widely seen as a foundation stone in the literature; and, partly because of the global growth of shadow education, his 2009 sequel² has achieved even greater visibility. The 2009 book has been very positively reviewed in over 20 academic journals. In addition, it has already been translated into five languages – Bangla, Georgian, Korean, Mongolian and Urdu – and many other translations are on the way.

The growing global research community

Reflecting the growing significance of shadow education, researchers in many parts of the world are turning to the theme. In June 2010, Mark Bray joined colleagues at a workshop hosted by the University of Waterloo with funding from Canada's Social Science and Humanities Research Council (SSHRC). Other participants came from North America, Europe and several countries of Asia.

One product of this workshop was a special issue of the Newsletter (No.56, 2011) of the International Institute for Asian Studies (IIAS) at the University of Leiden, Netherlands (www.iias.nl/newsletter-56). The cover graphically expresses the pressures faced by many students in Asian societies. The Newsletter includes articles on Australia, Cambodia, Hong Kong, Japan, Korea, Mainland China, Taiwan and Vietnam.



Shadow education also featured prominently in the September 2010 conference of the Czech Comparative Education Society (CCES). Mark Bray delivered a keynote address that has led to follow-up not only in the Czech Republic but also in Belgium and Russia. And in another region, considerable press coverage was given to an August 2010 address by Mark Bray in the Dubai School of Government attended by researchers in United Arab Emirates.

Reaching the policy makers

Researchers may have a responsibility to reach policy makers as well as other researchers. The fact that the 1999 and 2009 books were published by UNESCO has helped to convey the messages to many national policy makers.

In addition, the European Union (EU) has taken up the theme. Having seen the 2009 book, an EU officer in Brussels commissioned a more specific follow-up study focusing on the 27 EU countries. Mark Bray completed this study, entitled *The Challenge of Shadow Education: Private Tutoring and its Implications for Policy Makers in Europe*, at the beginning of 2011. In April, he travelled to the EU Headquarters in Brussels to present the report. The officer who had commissioned the study described it as "explosive", and "certain to make a lot of noise". The study showed that shadow education was much more widespread in Europe than had been commonly assumed.

Expanding the team in Hong Kong

For CERC, these exciting developments clearly need expansion of its own team. This is partly being achieved through recruitment of a postdoctoral fellow and several PhD students.

The postdoctoral fellowship was gained through competitive bidding with all Faculties across the University of Hong Kong. The advertisement attracted very strong applicants from across the world. The successful candidate is Zhan Shengli (see photo), from the Shanghai Academy of Educational Sciences. She brings to the task not only her detailed knowledge of education in China but also her training in comparative education from Beijing Normal University and in the economics of education from the Chinese University of Hong Kong.



In addition, Zhang Wei has joined CERC as a PhD student to research the theme. Zhang Wei graduated from Peking University with a major in Russian and a minor in Japanese. She then went to Oslo University in Norway where she completed (in English) a Masters degree focusing on higher education. Now she is researching the demand for shadow education in Chongqing, China.

Two further PhD students are expected to join the team in 2011/12. One is from Mainland China and the other is from Georgia.

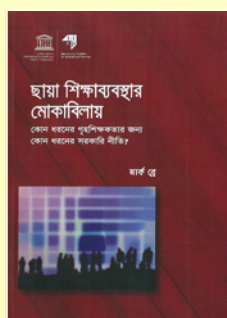
A Special Interest Group (SIG)

To provide a framework for the expanding research, CERC has formed a SIG on the theme. In addition to the above-mentioned academic staff and doctoral students are teachers who are focusing on shadow education in their part-time MEd and MA studies. Claudia Chan is a secondary teacher in Hong Kong who is looking at private tutoring in Liberal Studies; and Kevin Yung is a tutor from one of the mass tutoring centres who is looking at the experience of secondary school students learning English.

Shadow education is expanding worldwide, and needs much detailed attention from a range of angles. CERC is glad to take a lead in dimensions of the research, and will be pleased to collaborate with counterparts elsewhere in the world.

¹ Bray, Mark (1999): *The Shadow Education System: Private Tutoring and its Implications for Planners*. Paris: IIEP-UNESCO. Can be downloaded from www.iiep.unesco.org.

² Bray, Mark (2009): *Confronting the Shadow Education System: What Government Policies for What Private Tutoring?*, Paris: IIEP-UNESCO. Can be downloaded from www.iiep.unesco.org.



Bangla



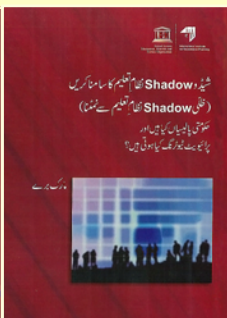
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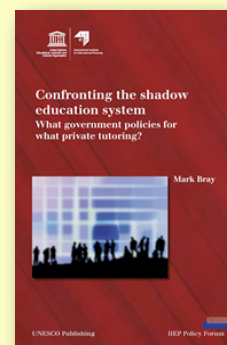
Korean



Mongolian



Urdu



English



The World Council of Comparative Education Societies was founded in 1970 as an international organisation of comparative education societies. CERC's Emily Mang is Assistant Secretary-General, and Mark Bray is a coopted member of the WCCES Executive Committee. The website address is www.wcces.net

XIV World Congress of Comparative Education Societies

The XIV Congress of the WCCES was held in Istanbul, 14-18 June 2010. It was hosted by the Turkish Comparative Education Society (TÜKED), and organised under the leadership of Fatma Gök of Bogazici University, together with Congress Managers Meral Apak and Soner Simsek. The theme was "Bordering, Re-Bordering and New Possibilities in Education and Society".

On 17 June 2010 at the 43rd Meeting of the World Council, Lee Wing-On, Dean of the Office of Education Research at the National Institute of Education, Singapore, was elected the next President of WCCES. He formally took office at the WCCES General Assembly on 18 June, congratulated by out-going Crain Soudien. CERC adds its own congratulations, recording with pride that Lee Wing-On was CERC's first Director (1994-96), is author or editor of six books published by CERC, and remains one of CERC's distinguished Associate Members.

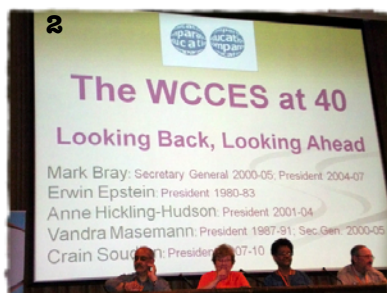
The Argentine Society of Comparative Studies on Education (SAECE) was selected by the WCCES to host the XVth World Congress, to be held in June 2013 in Buenos Aires. Norberto Fernández Lamarra, SAECE President, has been appointed Vice-President of WCCES for the period 2010-2013.

Congress participants in Istanbul also noted that 2010 was the 40th anniversary of the WCCES. A special panel with Presidents/Past-Presidents (two of whom had also been Secretaries-General) was organised. It highlighted the 2007 book published by CERC entitled *Common Interests, Uncommon Goals: Histories of the World Council of Comparative Education Societies and its Members*.

In addition, the new WCCES book entitled *A Tribute to David N. Wilson: Clamouring for a Better World* edited by Vandra Masemann, Suzanne Majhanovich, Nhung Truong and Kara Janigan was launched at the Congress.



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1. Participants of the 43rd WCCES Executive Committee meeting.
2. The special panel with President and Past-Presidents for the 40th anniversary of the WCCES.
3. Crain Soudien and Fatma Gök with Congress Managers Meral Apak and Soner Simsek as well as students volunteers in the General Assembly.
4. Out-going President, Crain Soudien and the next President, Lee Wing-On

Conferences of Constituent Societies

July 2011	Aug 2011	Sept 2011
<p>4-7</p> <p>The 5th International Congress of Mediterranean Society of Comparative Education (MESCE) University Pasquale Paoli of Corsica, France</p> <p>Theme: "Territories and cultural democracy: towards a new educational contract"</p> <p>Contact: Véronique Lepidi, Johanna Casanova, Aurélien Leoni Enquiry: mesce2011@gmail.com</p>	<p>5-9</p> <p>The 9th Bulgarian Comparative Education Society (BCES) International Conference on Comparative Education and Teacher Training Sofia, Bulgaria</p> <p>Website: http://bces.conference.tripod.com/ Enquiry: bces.conference@bgcell.net</p>	<p>8-11</p> <p>Southern African Comparative and History of Education Society (SACHES) Annual Conference 2011 Mada Hotel Jinja Nile Resort, Uganda</p> <p>Theme: "Redrawing the boundaries of difference in the region: Regionalisation as a new space for educational change"</p> <p>Website: http://www.saches.co.za/</p>
		<p>13-15</p> <p>11th UKFIET International Conference on Education and Development Oxford, UK</p> <p>Note: The British Association for International & Comparative Education annual conference is held within UKFIET conference every second year.</p> <p>Theme: "Global Challenges for Education: Economics, Environment and Emergency"</p> <p>Website: http://www.cfbt.com/ukfiet/</p>

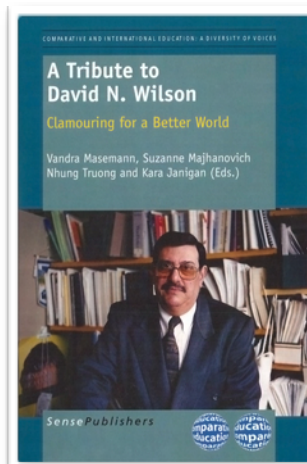
A Tribute to David N. Wilson: Clamouring for a Better World

Edited by Vandra Masemann, Suzanne Majhanovich, Nhung Truong and Kara Janigan

This volume was commissioned by the WCCES, in memory of their Past-President, David N. Wilson, who died in 2006. David Wilson was also President of the Comparative and International Education Society of Canada, the Comparative and International Education Society (US) and the International Society for Educational Planning. Many of his colleagues, friends and former students contributed chapters.

David N. Wilson was educated at Syracuse University as an educational planner, and he had a lifelong career at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. His main interests are reflected in the five major

themes in this book: Africa and Development, Technical and Vocational Education and Training, Cross-Cultural Issues, Policy Development, and Comparative Education. The authors place their work firmly within these areas of interest and explains how their work or life experiences were influenced by David Wilson. Several of his children also contributed to the Introduction, and Crain Soudien, the 2007-2010 President of the WCCES, wrote the Preface. The book provides a fitting tribute to a man whose heart, in the words of his former student Suwanda Sugunasiri, was always "clamouring for a better world".



Publisher:

Sense Publishers
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hardback USD99/EUR90
ISBN 978-94-6091-260-3
paperback USD39/EUR35
June 2010; 324 pages

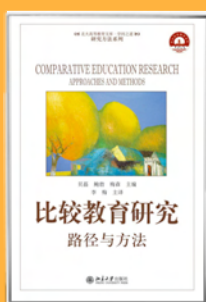
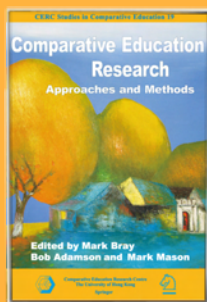
The 15th Conference of China Comparative Education Society (CCES)

The 15th CCES Conference was held in Hangzhou, 8-10 October 2010. It was hosted by CCES, sponsored by the Zhejiang University, Chinese National Commission for UNESCO and the UNESCO Beijing Office. This Conference was a joint event on Professor Wang Chengxu's Educational Thought, in order to celebrate Professor Wang's 100th birthday. Invited international scholars included Robert Arno of Indiana University, Mark Bray of the University of Hong Kong, Robert Cowen of University of London, and Keith Lewin of University of Sussex. The Conference attracted over 500 local and international scholars!



The Conference attracted over 500 local and international scholars!

CERC Book in Chinese



A Chinese translation of the book *Comparative Education Research: Approaches and Methods* edited by Mark Bray, Bob Adamson and Mark Mason has been published by Peking University Press in Beijing. The work was accomplished under the direction of Li Mei (HKU PhD graduate, now in East China Normal University) and Jiang Kai (formerly CERC postdoctoral fellow and now in Peking University).

The book was launched at the 15th Conference of the Chinese Comparative Education Society (CCES) in Hangzhou on 9 and 10 October 2010. Among the major figures at that conference was Gu Mingyuan from Beijing Normal University, who is widely considered to be China's most distinguished scholar of comparative education. On the back cover of the book, Gu Mingyuan described it as "a major contribution to the field which integrates theoretical frameworks and methodological pathways for analysis of educational policy and practice".

Chinese is the fourth language in which the book has appeared. Following the original in English, the book has also been published in French, Italian and Spanish. Two further translations are in preparation: Japanese and Farsi.



Mark Bray and Gu Mingyuan
in Hangzhou

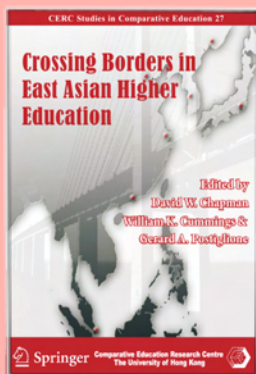


Jiang Kai



Li Mei

CERC Book has received award!



The 2010 book in the Series "CERC Studies in Comparative Education", entitled *Crossing Borders in East Asian Higher Education* edited by David Chapman, William Cummings and Gerard Postiglione has received the 1st place in the Annual Comparative & International Education Society (CIES) Higher Education Special Interest Group (SIG) Best Books for the academic year 2009-2010. This was a highly competitive selection process. The SIG indicated that the award would be given during in the CIES Annual Conference, 1-5 May 2011 in Montreal, Canada. The contents of the book are as follows:

Foreword (Philip G. Altbach)

1. Transformations in Higher Education: Crossing Borders and Bridging Minds (David W. Chapman, William K. Cummings & Gerard A. Postiglione)

I. Issues and Perspectives

2. East Asian Knowledge Systems: Driving Ahead Amid Borderless Higher Education (Gerard A. Postiglione)
3. Is the Academic Center Shifting to Asia? (William K. Cummings)
4. China's Universities, Cross-Border Education, and Dialogue among Civilizations (Ruth Hayhoe & Jian Liu)

II. China's Global Adaptations

5. Adaptation of Globally Held Ideas about Research in China's Universities (Brian Yoder)
6. Educational Exchanges: What China Should Not Adopt from United States Higher Education (Kathryn Mohrman)
7. China's Scholarship Program as a Form of Foreign Assistance (Lili Dong & David W. Chapman)
8. Attitudes and Motivation in Second-Language Acquisition: A Study of International Students in China from a Cultural Perspectives (Baohua Yu & David Watkins)

III. National Experiences

9. Japan's Internationalization of Higher Education: A Response to the Pressures of Globalization (Akira Arimoto)
10. Korea's Internationalization of Higher Education: Process, Challenge and Strategy (Eun Young Kim & Sheena Choi)
11. Borders Bridging Degrees: Harbin and Vladivostok's Dual-Degree Programs (Andrey Uroda)

IV. Comparative National Experiences

12. Transnational Higher Education in Japan and China: A Comparative Study (Futao Huang)
13. Internationalizing Universities: Comparing China's Hong Kong and Singapore (1996–2006) (Michael H. Lee)

V. The Hong Kong Crossing

14. Border Crossing and Market Integration: Mainland Consumers Meet Hong Kong Suppliers (Mei Li)
15. Adaptation of Mainland Postgraduate Students to Hong Kong's Universities (Min Zeng & David Watkins)

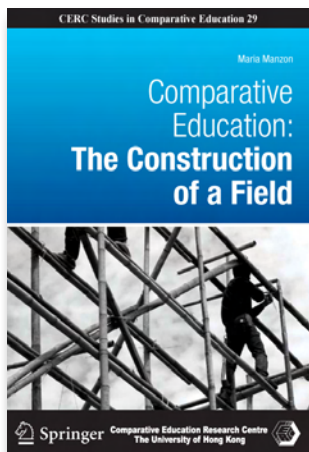
VI. Conclusion

16. East Asia's Experience of Border Crossing: Assessing Future Prospects (Gerard A. Postiglione & David W. Chapman)

Publishers:
Comparative Education
Research Centre (CERC)
and Springer
ISBN 978 962 8093 98 4
March 2010; 388 pages
HK\$250/US\$38

Order from CERC
E-mail: cerc@hku.hk
Website: www.hku.hk/cerc

CERC Studies in Comparative Education



No.29

Comparative Education: The Construction of a Field

Maria Manzon

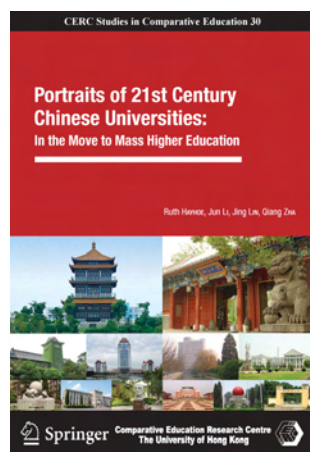
“This book is a remarkable feat of scholarship — so remarkable in fact that I put it in the same league as the great classics of the field that had so much to do with setting the direction of Comparative Education. Indeed, this volume goes further than earlier classics to reveal, through textual analysis and interviews with key figures, how the epistemological foundations of the field and crucial professional developments combined to, as the title indicates, construct Comparative Education.

“Manzon’s work is indispensable — a word I do not use lightly — for scholars who seek a genuine grasp of the field: how it was formed and by whom, its major theoreticians, its professional foundations, and so on. Clearly too, this book marks the rise of a young star, Maria Manzon, who shows promise of joining the ranks of our field’s most illustrious thinkers.”

Erwin H. Epstein
Director, Center for Comparative Education
Loyola University, Chicago, USA

Maria Manzon is a CERC Research Associate of at the University of Hong Kong. She has also been Assistant Secretary General of the World Council of Comparative Education Societies (WCCES).

Publishers: Comparative Education Research Centre and Springer
ISBN 978 988 1785 26 8
February 2011; 295 pages
HK\$200/US\$32



No.30

Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education

Ruth Hayhoe, Jun Li, Jing Lin, Qiang Zha

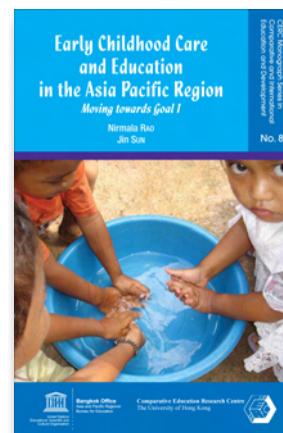
This book examines the ways in which China’s universities have changed in the dramatic move to a mass stage which has unfolded since the late 1990s. Twelve universities in different regions of the country are portrayed through the eyes of their students, faculty and leaders.

The book begins with the national level policy process around the move to mass higher education. This is followed by an analysis of the views of 2,300 students on the 12 campuses about how the changes have affected their learning experiences and civil society involvement. The 12 portraits in the next section are of three comprehensive universities, three education-related universities, three science and technology universities, and three newly emerging private universities. The final chapter sketches the contours of an emerging Chinese model of the university, and explores its connections to China’s longstanding scholarly traditions.

Ruth Hayhoe is a professor at the Ontario Institute for Studies in Education of the University of Toronto. **Jun Li** is an assistant professor in international education policy at the Hong Kong Institute of Education. **Jing Lin** is a professor of international education policy at University of Maryland, College Park. **Qiang Zha** is an assistant professor at York University.

Publishers: Comparative Education Research Centre and Springer
ISBN 978 988 1785 23 7
April 2011; 483 pages
HK\$300/US\$45

CERC Monograph Series in Comparative and International Education and Development



No.8

Early Childhood Care and Education in the Asia Pacific Region: Moving towards Goal 1

Nirmala Rao and Jin Sun

In 2000, the global community set six goals as part of the Education for All (EFA) agenda. This monograph considers progress towards Goal 1, namely “to expand and improve comprehensive early childhood care and education”.

Compelling reasons have been provided for investment in the early years, and much progress has been achieved in Asia and the Pacific. Particularly important are improved access and strengthened quality in early childhood services. However, much remains to be done to improve child and maternal health, enhance the quality of services, and expand access particularly for children below the age of three. Further progress will require improved monitoring and attention to legislation. The book shows that policy priority and funding for early childhood care and education should markedly increase throughout the region.

Nirmala Rao is a Professor and **Jin Sun** is a Post-Doctoral Fellow in the Faculty of Education of the University of Hong Kong.

Publisher:
Comparative Education Research Centre in collaboration with UNESCO
ISBN 978 988 1785 25 1
December 2010; 98 pages
HK\$100/US\$16