

CERCular

CERC
Newsletter



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

Website: <http://cerc.edu.hku.hk>

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Stephen Andrews is Dean of the Faculty of Education, and is thus responsible for overall direction of its mission and development. He launches this issue of CERCular with a focus on the UNESCO Chair.

The UNESCO Chair in Comparative Education

Much of the work of the Comparative Education Research Centre (CERC) dovetails with that of the UNESCO Chair in Comparative Education – and indeed the existence and reputation of CERC was among the reasons why the University of Hong Kong (HKU) was awarded the Chair in 2012. With this in mind, I am glad to open this issue of *CERCular* by highlighting a few dimensions of the Chair and its work.

The institutional framework

UNESCO's system of Chairs was established in the 1990s to build partnerships between UNESCO and universities around the world. UNESCO is a multisectoral body with a focus on Education, Science and Culture. In the Education Sector, UNESCO Chairs have been established in 131 of the 195 Member States.

HKU is proud to have been awarded a UNESCO Chair in Comparative Education. This is the first UNESCO Chair with this explicit label and focus. Mark Bray has been appointed the first Chairholder. He has strong links with UNESCO,

most obviously as Director in Paris of the International Institute for Educational Planning (IIEP) while on secondment from HKU.

The UNESCO Chair fits excellently with the mission of the Faculty of Education, particularly its goal to serve as a focal point of intellectual and academic excellence in our fields of expertise in Hong Kong, China and Asia, and act as a gateway and forum for scholarship with the rest of the world. The Chair opens new avenues for collaboration with multiple partners to serve both local and global communities.

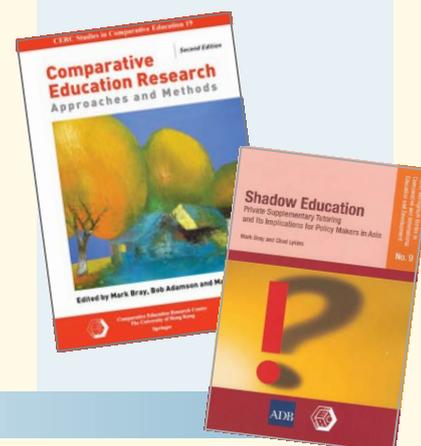
Multilevel partnerships

In the local community, the UNESCO-Hong Kong Association is among the important partners for the Chair. In 2013, HKU staff joined the Association in its Peacemaker's Celebration; and students are collaborating with the Association for work with local schools on education for sustainable development.

In a wider (national) focus, the UNESCO Chair is supporting experiential

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The UNESCO Chair in Comparative Education (Con't)

learning for HKU students. Especially prominent are visits to Gansu and other parts of Mainland China. Experiential learning is a key component of our undergraduate programmes.

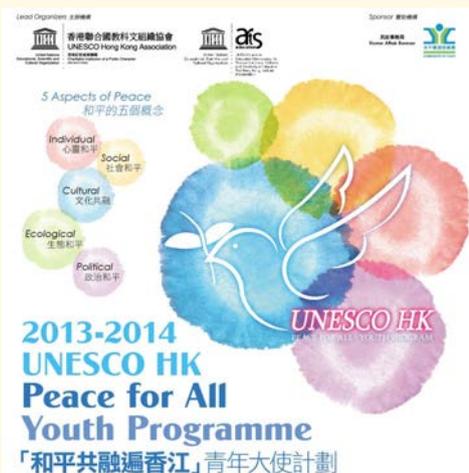
Regional collaboration associated with the Chair includes training for educational planners. In January 2013 CERC welcomed 73 planners and managers from Indonesia, Thailand and Vietnam for a one-week workshop as part of the blended (distance and face-to-face) Education Sector Planning course run by UNESCO-IIEP. The course was completed in September 2013 in partnership with six training institutions in the three countries. Financial support was provided by JP Morgan in a much-appreciated form of public-private partnership.

Other highlights deserving mention include:

- *The UNESCO Hamdan prize for teacher education effectiveness.* Ora Kwo has been a jury member for the prize, leading to work in Dubai, Indonesia and Nepal. Through this link, Gao Xuesong went to Nepal with two BEd students for a meeting on “Quality in the Classroom”, hosted by the Rato Bangala Foundation with proceeds from the UNESCO-Hamdan Prize.
- *Shadow education.* Much work is being conducted under the umbrella of the Chair. One component focuses on regulations for shadow education, conducted with UNESCO’s regional bureau for Asia and the Pacific in Bangkok (see pages 5-6).
- *Internships.* Two Hong Kong students have undertaken very meaningful internships, in Bangkok and Paris.

Also with a global lens, in June 2013 Mark Bray convened a panel of UNESCO Chairs at the triennial World Congress organized by the World Council of Comparative Education Societies (WCCES) in Argentina (see page 12). The panel revisited the Delors Report, prepared for UNESCO in 1996, noting ways in which it may be updated to reflect changing times.

Chad Lykins (HKU) with Lee Ngok (UNESCO Hong Kong Association), assessing displays by local schools on education for sustainable development



Recalling the launch

The chair was officially launched in May 2012. On the HKU side, Prof. Roland Chin (Acting Vice Chancellor, and Provost) joined me in presiding. On the UNESCO side, Dr Tang Qian (Assistant Director-General for Education) and Dr David Atchoarena (Director of the Division for Teacher Development and Higher Education at UNESCO Headquarters) presided.

We were joined by the UNESCO-Hong Kong Association, among other bodies. The Association was represented by Ms Mitzi Leung and Prof. Lee Ngok.

The launching event included specific focus on two of UNESCO’s flagship programmes, namely:

- Education for All (EFA), and
- Education for Sustainable Development (ESD).

HKU colleagues have contributed to shaping the next stages in these agendas, both working locally and attending meetings in Bangkok, Paris and Senegal. On the ESD front, we are engaged in discussions about a Sustainability Test for our undergraduates, to raise awareness about facts and attitudes in this important domain.

Looking Ahead

HKU is delighted to have been awarded the UNESCO Chair, and the Faculty has greatly welcomed the range of activities undertaken by the Chair in conjunction with the Comparative Education Research Centre.

We look forward to continuing partnerships at local, national, regional and global levels. UNESCO’s core missions of peace, development and learning to live together are indeed fundamental to us all. ■

Stephen Andrews



Launching the Chair, May 2012. On left side: Mark Bray, Roland Chin, Stephen Andrews; On right side: Qian Tang, David Atchoarena, Mitzi Leung

Early Child Development

East Asia Pacific-Early Child Development Scales (EAP-ECDS) Project

By Diana Lee and Nirmala Rao

The Early Childhood Special Interest Group (recently renamed the Early Childhood Development, Education and Policy Group), led by Nirmala Rao, has developed the East Asia Pacific Early Child Development Scales (EAP-ECDS). This is a tool to assess the holistic development of children ranging in age from 3 to 6 years. The EAP-ECDS initiative is funded by UNICEF (East Asia and Pacific Regional Office), Open Society Foundations and the Asia Pacific Resource Network for Early Childhood (ARNEC).

A three-day workshop was organized by CERC at the University of Hong Kong from February 25 to 27, 2013. The workshop focused on the rationale and administration of the EAP-ECDS and the associated parent questionnaire and on preparing country teams to administer the

tools to a nationally representative sample of children in seven countries. Forty-seven participants (including country representatives, donor representatives, HKU SIG members, and external experts) from 14 countries attended the workshop. Since the Workshop, six participant countries have started administering the EAP-ECDS. They are Cambodia, China, Mongolia, Papua New Guinea, Timor-Leste and Vanuatu. The sample size ranges from 900 to 1,800 children in each country.

The Group also provides country-level support to each participant country. Two members from the Group have visited each country and provided three days of intensive training to the local EAP-ECDS Assessors, Interviewers and Fieldwork Supervisors. ■

EAP-ECDS Workshop at HKU in February 2013



Children in Timor-Leste



Kindergarten children in Mongolia



EAP-ECDS Training in Vanuatu



ECDS Training in Cambodia

Expanding the Focus on Shadow Education

Previous issues of *CERCular* have highlighted CERC's work on the so-called shadow education system of private supplementary tutoring. It is widely called shadow education because much of it mimics the mainstream: as the size and shape of the mainstream change, so they also change in the shadow. Shadow education is a major phenomenon in East Asia, and has become increasingly visible in other parts of the world.

CERC's Special Interest Group (SIG)

The SIG in shadow education brings together academic staff, students at different levels (bachelors; masters; research postgraduate), and alumni. It has also welcomed several practitioners to its regular meetings. The SIG is a forum for academic enquiry and professional exchange.

During the 2012/13 academic year, five Bachelors students completed projects on shadow education under the supervision of Ora Kwo. They are Ken Chiu, Brian Lai, Noel Leung, Karin Sin and Kenny Tung. Two of them had assisted in a research project on Hong Kong funded by the General Research Fund (GRF) of the Research Grants Council (RGC).

In addition, Bai Yanzhao, Larry Kong and Sulata Ma-heshwari were among Masters students focusing on the theme; and the team of PhD students expanded. Zhang Wei completed her PhD studies on shadow education in Chongqing, China; and Kevin Yung and Li Wenjian continued their studies focusing on Hong Kong and Mainland China respectively. They were joined by:

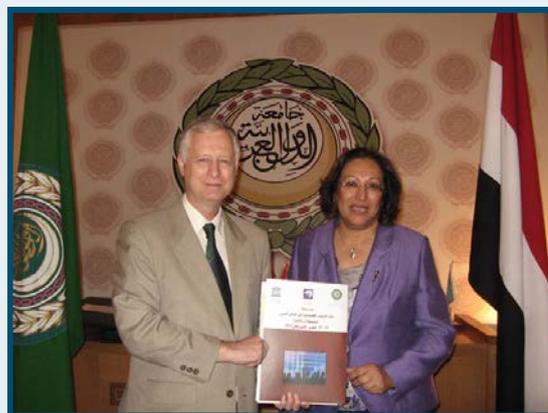
- William Brehm, who is focusing on Cambodia;
- Liu Junyan (China);
- Nutsa Kobakhidze (Republic of Georgia);
- Rafsan Mahmud (Bangladesh), and
- Tedros Sium (Eritrea).

In turn, these students work with the academic staff, whose foci are both local and international.

Further translations of the UNESCO-IIEP book

Mark Bray's book *Confronting the Shadow Education System*, published in English by UNESCO's International Institute for Educational Planning (IIEP) in 2009, has now been translated into 17 languages, namely: Arabic, Armenian, Azeri, Bangla, Chinese, Farsi, French, Georgian, Hindi, Kannada, Korean, Mongolian, Nepali, Polish, Sinhala, Spanish and Urdu – and more languages are on the way!

Some of these translations are having a regional as well as national impact. For example, the Arabic version has been sponsored by the League of Arab States (LAS) in Cairo. The LAS convened a regional meeting in November 2012 attended by delegates from 12 countries who are extending the research and improving their policies.



National launch of the Arabic version of the shadow education book: Mark Bray with Faega Al-Saleh, Assistant Secretary General in the League of Arab States, Cairo

The CERC-ADB Book

Alongside the globally-focused UNESCO-IIEP book is a volume focusing on Asia (see page 16). Co-authored by Mark Bray and Chad Lykins, it is entitled *Shadow Education: Private Supplementary Tutoring and its Implications for Policy Makers in Asia*. The book was co-published with the Asian Development Bank (ADB), and an electronic version is available free of charge from the CERC and ADB websites.

When deciding on translations of this book, CERC and ADB looked at the list for the UNESCO-IIEP book in order to prioritise languages not yet reached. Accordingly, the first translation, appearing in 2013, has been to Vietnamese. Other languages are on the way, including Chinese.

A Pair of Policy Forums

The CERC-ADB book was the starting point for a pair of Policy Forums in 2013. The first, on 8-9 April, was co-hosted with ADB and the UNESCO Asia and Pacific Regional Bureau for Education. It was entitled *Regulating the Shadow Education System: Private Tutoring and Government Policies in Asia*. It brought together 33 researchers, government personnel, practitioners and other stakeholders. Alongside participants from Hong Kong and neighbouring Macao and Mainland China were visitors from India, Korea, Malaysia, Nepal, Pakistan, Vietnam and Uzbekistan.

(continued on next page)

Expanding the Focus on Shadow Education (con't)

The second Policy Forum was held on 6-7 June 2013. Several participants from Mainland China were so enthusiastic about the first event that they decided to run another in Chinese specifically for operators of tutoring centres in different parts of China. The lead was taken by Li Wenjian, working with Larry Kong who was an MEd student also working as a tutor in Guangzhou.

This second event attracted 22 participants, and again was warmly welcomed as a form of knowledge exchange.

Both events will lead to further partnerships in both research and practical improvement of services offered to children and their families.

Shadow education has been designated as Faculty Research Theme, and has a specific section in the CERC website. We will welcome collaboration with counterparts around the world. ■

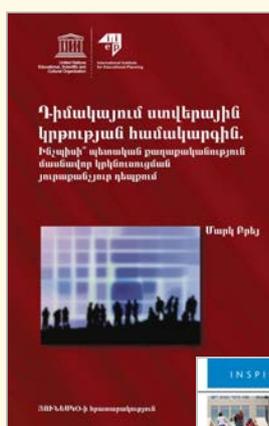


The first Policy Forum in April 2013

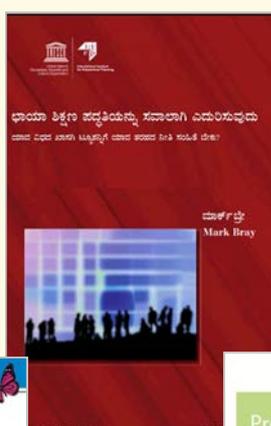


The second Policy Forum in June 2013

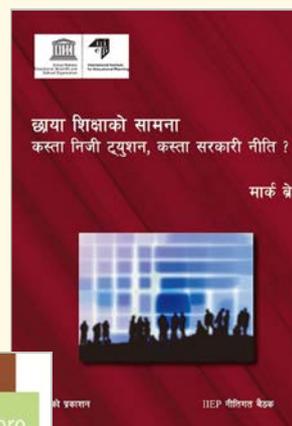
Other translations of *Confronting the Shadow Education System*:



Armenian



Kannada



Nepali



Polish



Spanish

People at CERC

New Cohort of MEd Students in CGSED



The 2013 intake for the CGSED specialism, with the Coordinator of the specialist stream and accompanying students who joined the comparative class as an elective

Recognising the popularity and reputation of the programme, the Master of Education (MEd) in Comparative and Global Studies in Education and Development (CGSED) now has an annual intake.

In September 2013, a new cohort of 21 students commenced their studies. In addition to five from Hong Kong, they include nine from Mainland China, two from the United Kingdom, and one each from Australia, Cambodia, Nepal, Philippines and the USA. Some have careers in teaching, while others have worked in businesses and NGOs in Africa, Asia, North America and Europe. Thirteen are studying full-time, and eight are studying part-time.

The CGSED stream has four specialist modules:

- Themes and Approaches in the Field of Comparative Education (Mark Bray)
- Addressing the Global-Local Nexus in Education (Rui Yang)
- Education for Sustainable Development (Liz Jackson)
- Critical Issues in Educational Reform (Trey Menefee).

In addition, students take two modules on research methods and a number of electives, and they write either project or a dissertation.

One of the participants expressed the feeling of many with the words “I am so excited to be able to learn with such a diverse group of classmates. They have a wide range in ages and personal experiences, and bring remarkable perspectives to our group discussions and other interactions.”



CERC congratulates the CGSED 2013 Graduates on their dissertations with the following titles.

- *Daniel Bernal*: ‘The Context, Development and Role of Three Sustainability Offices at Universities in Hong Kong: Perceptions from Staff of the Sustainability Offices and Other Insiders’
- *Paul Gardner*: ‘A Comparative Study of the Impact of Citizenship and Globalisation in Two Separate Streams at an International School in Hong Kong’
- *Bonnie Tam*: ‘Comparative Studies on Leadership Training for Secondary Students in Hong Kong, China and Singapore: Are Culture-Specific Implicit Leadership Attributes Reinforced?’
- *Lucy White*: ‘NGOs and Education for Sustainable Development: A Comparison of the Provision of Education Opportunities for Secondary Schools in Hong Kong by UNESCO and WWF’
- *Peggy Wong*: ‘Why the Popularity? A Case Study of a Low-fee Private School in Cambodia’
- *Vivica Xiong*: ‘Affirmative Action and Preferential Policy in College Admissions in the USA and China’
- *Flora Yau*: ‘Comparing Values Embedded in Sex Education: Case Studies of Two Secondary Schools in Hong Kong in Different School Systems’

People at CERC

Emily Mang Moves On



For many people, CERC and Emily Mang have been considered synonymous. The news that in 2014 Emily would move to a different part of the University has therefore required some digestion and reflection.

Emily joined CERC in 1997, and thus has been with us for 17 years. Since the Centre had only been created in 1994, she has in effect been part of CERC for 85% of its lifetime.

I remember the time that I interviewed candidates for the post, together with Lee Wing On who had been the Founding Director of CERC. At that time the Centre was in the seventh floor of the Knowles Building. We had several strong candidates, among whom Emily clearly stood out. She had a degree in geography from Victoria University in Canada's British Columbia, so had some knowledge of the world. More impressively, knowing that she would be interviewed for a job about Comparative Education, she had taken the trouble to visit the corridor the previous day in order to read the notices and find out what Comparative Education was!

That action indicated the sort of initiative which we were seeking. Emily had already found out enough about the field at the time of the interview; and during the next

few years she learned a great deal more. She did this not only through interaction with the CERC members and visitors, the taking of minutes, the compilation of issues of *CERCular*, and the management of our CERC books; she also enrolled as a part-time student in the MEd Programme. Her dissertation (2001) was entitled 'Evolution in the Field of Comparative Education, and the Role of the Comparative Education Research Centre'.

Since then, she has indeed contributed to ongoing evolution in the field. This has not only been directly with CERC but also as Secretary of the Comparative Education Society of Hong Kong (CESHK) and Assistant Secretary General of the World Council of Comparative Education Societies (WCCES).

So where is Emily going, you may ask, and why? Well, fortunately she is not going far. She will remain in the HKU community as part of the School of Professional and Continuing Education (HKU-SPACE). She has been offered a promotion post in their administration, and I have to say that she deserves it. It is unsurprising that they knew her reputation; and perhaps CERC can only express appreciation for her loyalty and dedication for so many years.

We will find her difficult to replace; but we will try. And we will also know that Emily will always remain loyal to CERC and the community in which she has herself been a major actor for so long. Thank you, Emily! ■

Mark Bray

Understanding Comparative Education Through Films



The CERC movie platform aims at creating a student-centered learning environment as well as providing academics with diverse resources for future research. In this semester, students and scholars shared the following educational documentaries:

- Schooling the World;
- Two Million Minutes;
- Preschool in Three Cultures;
- The Finland Phenomenon; and
- The First Year.

The documentaries covered a variety of topics, ranging from preschool to tertiary education. Most of the movies were created from a comparative perspective, revealing the case studies in different countries and areas: Hong Kong, Mainland China, the USA, India, Japan, Finland, and South America. In the post-screening discussions, new ideas and topics of inquiry were generated through collaborative effort.

Lin Shumai from the MEd programme organized and chaired the events. In each session scholars and students from both our faculty and other universities (e.g. Williams College, Seoul National University) participated as discussants and guests. One participant remarked: *Such movie-screening with follow-up discussion offers a 'backyard' for dialogues and reflections from different perspectives, as if each movie offers a window to look into challenging issues of our world today. Though it is not a 'front-garden' for mainstream conversations, it carries a helpful purpose.*

The platform serves not only as a junction between educational theories and practices, but also as a bridge between students and academics. For further information, please visit the website of CERC Movie-screening platform at <http://cercfilm.wix.com/cerc-film-screening>. ■



Learning through Internship at UNESCO-Bangkok

By Zhang Wei

My three-month internship in UNESCO's regional office for Asia and the Pacific in Bangkok (UNESCO Bangkok) was shorter than many other interns due to the progress of my PhD study, but the valuable opportunity allowed me to grow in another great team apart from the CERC family. The Education Policy and Reform (EPR) Unit where I worked promotes policies and strategies to improve and reform education systems in the region with professionals focusing on four main areas: education sector policy, quality of education, skills development for the world of work (e.g. TVET), and education research and foresight. My role was primarily related to education quality with particular focus on curriculum, pedagogy and assessment.

The period of internship was from late January till the end of April, when the office was particularly busy with various conferences, workshops and projects. This helped me to understand UNESCO as an insider. My job assignments included research and preparation of materials for the workshop and educational cooperation project, technical and logistical support for meetings, translation of documents for programme evaluation, assistance in finalizing research reports, identification of national research consultants for multi-country studies, and writing articles for the monthly e-newsletter.

The technical assistance such as in preparation of research reports and presentations can be viewed as an extension of my PhD training, where the knowledge of comparative education was applied to provide information on country specific case studies and policy recommendations. The involvement in the conferences and meetings then deepened my understanding of the education practice in the region and updated me with the cross-cutting issues in education globally.

We interns served as note takers during major regional meetings in relation to the Millennium Development Goals and the post-2015 development agenda. We were told the stories of ongoing educational reforms in different countries, their dilemmas and best practices, and research initiatives in education. Rather than just reading the names and evaluations of NGOs in the literature, I have got to know more about the mechanisms and the challenges encountered by NGOs.

Apart from the fulfilling working experience, the people with whom I worked made the internship more valuable. They are talented professionals with rich experience who generously answered our questions. They are "trendy" and creative colleagues who always updated us with the latest news in the field and endeavored to try new technologies. They were good friends who made my life in Bangkok colorful and memorable. ■



Returning Home: A Personal Research Journey

By Mei Li

Twelve years ago, arriving in Hong Kong, I started my academic journey under the supervision of Prof Mark Bray. I chose HKU as my destination to fulfill my dream of becoming an international researcher on Chinese higher education policy and practice with a comparative approach and perspective. Eight years ago, upon graduation I began my academic career as a young faculty member at the Institute of Higher Education (IHE) in East China Normal University (ECNU) where I had studied for my master's degree in the 1990s. Looking back at my journey, I am very grateful for the rigorous training in methodology and theory at HKU.

I also benefited much from the community of comparative education with CERC at its core. The experiences of being a co-opted member of CERC management committee, as the coordinator of postgraduate students, and as a participant or organizer of various academic activities nurtured my sense of responsibility of serving the community and leadership of managing a team.

The academic environment and discipline of PhD training taught me to be professional and devoted to research and teaching, pursuing truth and knowledge at its own sake. I have also taken HKU's international position and advantage to build my international academic networks. Nowadays, I

am actively involved in both national and international circles.

Small achievements

After publishing peer-reviewed journal papers and books in both Chinese and English, I was promoted to associate professor in 2008. Following the good model of CERC colleagues, I am proud of being a responsive and respected supervisor who has 10 masters students graduated and another eight students currently. I have also helped to raise the level of internationalization by organizing an international conference, hosting international visitors, and strengthening international cooperation and exchange.

In 2011 I extended my international experiences by being a visiting scholar at the University of California at Los Angeles, USA. The following year I was invited to teach in Tohoku University, and to HKU as a Tin Ka Ping Fellow in 2013. In my diary of this HKU visit, I wrote "The feeling of coming back HKU is just like I had never left. I cannot believe that I have graduated for seven years, yet I wanted to say hello to every old friend and meet with new faces. The Peak behind the campus is still silent, but the trees have grown taller, and more new buildings have been constructed. I was at home again." ■

Tedros Sium Mengesha is from Eritrea, in the Horn of Africa. In 2013 he joined the University of Hong Kong (HKU) as a PhD student. Here he introduces his background and the path which led him to HKU.



From Eritrea to Hong Kong

By Tedros Sium Mengesha

Eritrea is a young country, having become a sovereign state in 1991 after 30 years of fighting against Ethiopia. I spent my childhood in the bushes of armed struggle, where I attended a school established by Eritrean freedom fighters. After Independence, I obtained my first degree in Teaching English to Speakers of Other Languages (TESOL) and then my Masters in Education from UK universities.

Immediately before I joined HKU, I was Director of the Human Resources Development Division in the Ministry of Education. My main responsibilities were planning, managing, and evaluating continuing professional development programs for teachers and others employed by the Ministry of Education. Prior to that, I worked as a teacher educator, curriculum developer and school teacher in Eritrea.

When I was at home, I used to read about the success of the Far East nations and the so called 'Asian Tigers', but never dreamed to undertake a PhD in this region. My work required much international travel, and in 2012 I happened to meet Dr Ora Kwo from HKU at a UNESCO meeting in

New Delhi, India. The meeting was the 4th International Policy Dialogue Forum of the International Task Force on Teachers for Education for All (EFA). I was excited by her powerful presentation, entitled 'Decentralization in the Teaching Profession: Empowerment and Leadership as a Collective Drive for EFA', and decided to chat with her. My encounter with Dr Kwo influenced my search for an institution in which to study, and I am proud that I am now in a world-class university.

My research is about equitable access to quality education for all in Eritrea. I am very concerned about social justice and equitable development for my young country. I hope to achieve both conceptual advance and practical learning which will be useful especially in Eritrea but also more widely. I am privileged to have financial support from the African Development Bank, and am studying under the supervision of Prof Mark Bray and Dr. Sarah Aiston.

I feel that I have much to learn in HKU. At the same time, I am glad to introduce Africa to classmates and others who do not know much about our continent. ■



Dr LEE Moosung

Dr Lee was a CERC member from the time he joined HKU in September 2012 until he left in January 2014 to take a post at the University of Canberra, Australia. During this time, he conducted two major projects funded by the International Baccalaureate Organization (IBO) and Hong Kong Research Grants Council (RGC). The project funded by the IBO was the first empirically grounded study on university destinations of IB school graduates in China. The second project targeted IB schools in Hong Kong with a focus on teachers' collective interactions and collaborations in building professional learning communities.

Dr Lee's two major projects on IB schools in East Asia are expected to contribute significantly to the litera-



ture on international schooling, which has emerged as a remarkable phenomenon in the Asia Pacific region.

Dr Lee also ran a quantitative methodology workshop for CERC members. It received very positive feedback.

Dr Lee's recent paper, titled "National contexts influencing principals' time use: Economic development, societal culture, and educational system" (published in *School Effectiveness and School Improvement*) won the 2013 Wolf Memorial Award from the International Association for the Evaluation of Educational Achievement (IEA). ■

Research Projects conducted by CERC Members

Yang Rui has won support from the General Research Fund (GRF) of Hong Kong's Research Grants Council (RGC) for research on integration of Chinese and Western higher education traditions. Here he outlines the nature of his project.

A Comparative Policy Analysis of the Quest for World-Class Universities

Many governments, especially in East and Southeast Asia, are introducing policy initiatives to create world-class universities. This project investigates how modern universities, which are European in origin and characteristics, have developed in four Chinese societies: Mainland China, Hong Kong, Taiwan, and Singapore. It examines how research universities reconcile the tensions between attaining world-class status and retaining cultural heritage and local relevance.

The project will improve understanding of how higher education in the four societies attempts to meet conflicting demands. Employing a strong comparative design - four societies and two types of universities in each society - this analysis can lead to more general propositions than simple descriptive studies.

A case-study approach facilitates understanding of the complexities of policy on world-class univer-

sities from within individual institutions. Cross-case analysis will identify common themes across universities within and between societies. Two universities have been chosen from each society based on their institutional nature: 'comprehensive' or 'technological.' They are:

- Peking University and Tsinghua University in Mainland China;
- The University of Hong Kong, and Hong Kong University of Science and Technology;
- National Taiwan University, and Tsing Hua University; and
- The National University of Singapore, and Nanyang Technological University.

Within each case, five administrators (the president, other senior executives, and administrators working in international programs) and five academics from the humanities, social sciences, engineering, and sciences will be invited to participate.

Yang Rui



Yang Rui (right), with Anthony Welch of the University of Sydney with whom he is collaborating in the research – and Chairman Mao, in East China Normal University.



Global Competition and Collaboration Strategies of Research Universities in China and Russia

Anatoly Oleksiyenko



This study is testing and elaborating on the theoretical perspectives of multi-layered governance in the internationalization of academic science by exploring the global competition and collaboration strategies of research universities in the new world economies. The study examines academic partnership strategies in China and Russia to illustrate how research universities in the new world economies approach the calibration of stakeholder relations at home and abroad to mitigate resource asymmetries and enhance cumulative advantages. The "global higher education matrix" (Jones 2008; Jones and Oleksiyenko 2011) is used to identify and compare collaborative/competitive patterns across the universities' understructures (individual/academic unit

strategies), structures (institutional/university-wide strategies) and superstructures (internationalization funding and policies at the level of local and national governments, and global agencies). The matrix enables the correlation of data from multiple levels of governance structure with information on local, national, regional and global demands. The analysis is conducted across four case studies: two research universities in China (Peking University and Tsinghua University), and two research universities in Russia (Moscow State University and National Research University "Higher School of Economics").

WCCES News



The World Council of Comparative Education Societies (WCCES) was founded in 1970 as an international organization of comparative education societies. CERC's Mark Bray is the UNESCO Liaison Representative, and Emily Mang was Assistant Secretary-General until 31 January 2014. The website address is www.wcces.com.

The WCCES Congress 2013

The XV World Congress of Comparative Education Societies (www.wcces2013.com) was hosted by the Argentine Society of Comparative Studies in Education (SAECE) in Buenos Aires, 24-28 June 2013. It attracted 1,300 participants from 70 countries, with a very strong Latin American presence. The overall theme was: "New Times, New Voices: Comparative Perspectives for Education".

The heart of the Congress lay in the 201 sessions featuring individual papers and 83 panels. Most presentations fitted into 12 thematic groups, and displayed work from all continents.

The organisers' work did not conclude with the Congress. Committees are preparing publications in books and journals in English, French, Portuguese and Spanish.

During the Congress, Carlos Alberto Torres of the University of California-Los Angeles (USA) was elected as WCCES President (2013-16). Norberto Fernández Lamarra (SAECE President) and Wang Yingjie (President

of the China Comparative Education Society) are Vice Presidents. Diane Napier of the University of Georgia, USA, continues as Secretary General.



The WCCES General Assembly approved a "Pro-UNESCO Statement", which denounces the withholding by some UNESCO Member States of their financial dues as a way to protest decisions of UNESCO'S General Conference. This situation affects UNESCO'S capacity to accomplish its mission and introduces a pressure mechanism that alters the nature of democratic decision-making processes. The WCCES Assembly formally requested these Member States to desist from these practices that have a negative impact on a global scale. The statement can be found on the WCCES website. The next World Congress will be hosted by Beijing Normal University in 2016.



The out-going President Lee Wing On (right) and the new President Carlos Alberto Torres.



Vice-President Norberto Fernández Lamarra (SAECE President).



Vice-President Wang Yingjie (CCES President).



Secretary General Diane Napier

The *Inaugural Issue of a new WCCES Newsletter* was published in October 2013. It can be downloaded from the WCCES website: www.wcces.com

Conferences of Constituent Societies

Comparative Education Society of Philippines (CESP) Annual Conference 2014

February 28, 2014
De La Salle University

Theme: Be on T.O.P with Comparative Education (Trends, Opportunities and Possibilities)

Comparative Education Society of Hong Kong (CESHK) Annual Conference 2014

February 28 - March 1, 2014
SPACE, The University of Hong Kong

Theme: Policy and Educational Development in a Global Context

Website: <http://www.fe.hku.hk/cerc/ceshk/doc/Call-for-Papers-2014.pdf>

58th Comparative and International Education Society (CIES) Annual Conference 2014

March 10-15, 2014
Toronto Canada

Theme: Revisioning Education for All

Website: <http://www.cies.us/2014/>

5th Annual Gulf Comparative Education Society (GCES) Symposium

April 9-10, 2014
Dubai, United Arab Emirates

Theme: Locating the National in the International: Comparative Perspectives on Language, Identity, Policy and Practice

Website: <http://gulfcoped.ning.com/page/gces-symposium-2014>

9th Biennial Conference of Comparative Education Society of Asia (CESA)

May 16-18, 2014
Hangzhou Normal University, China

Theme: Education, Equality and Social Harmony: Asian Experiences in Comparative Perspectives

Website: <http://cesa2014-hznu.com>

XXVI Conference of Comparative Education Society in Europe (CESE)

June 10-13, 2014
Freiburg, Germany

Theme: Governing Educational Spaces: Knowledge, Teaching, and Learning in Transition

Website: <http://www.cese-europe.org/2014>

The 50th Japan Comparative Education Society (JCES) Annual Conference

July 12-13, 2014
Nagoya University, Japan

Website: http://www.gakkai.ne.jp/jces/en_taikai.html

Spanish Society of Comparative Education (SEEC) XIV National Congress of Comparative Education

November 18-21, 2014
Autonomous University of Madrid

Theme: Education, Citizenship and Supranationality. Education of citizens in supranational contexts: contributions from comparative education

Website: <http://www.congresoseec2014.org/>

British Association for International and Comparative Education (BAICE) 2014 Conference

September 8-10, 2014
University of Bath

Theme: Power Politics & Priorities for Comparative and International Education

Website: www.baice.ac.uk/conference

CERC Seminars

CERC maintains a vigorous programme of seminars. The following is the list from 2013.

10 January: "The Chinese government's overseas academic talent policy and mainland Chinese scholars in the United States" (Li Mei)

18 January: "Placing Teachers in Global Governance Agendas" (Susan Robertson and Roger Dale)

21 January: "Mobilities Paradigm and its Challenges for Comparative Education" (Fazal Rizvi)

25 February: "Islam as a Culture or an Ideology: The Role of Universities" (Abbas Arani)

1 March: "Lifelong Learning, Equality and Social Cohesion: New Directions in Research" (Andy Green)

5 March: "Maintaining the Local and Reflecting the Global in Islamic Education: A Comparison of the Maldives with Malaysia and Indonesia" (Mina Hattori)

26 March: "The Relation between Shadow Education and Public Education System in South Korea" (Hyunjin Kim)

11 April: "Will Intra-Nationalization of Hong Kong's Higher Education Enhance its International Position?" (Roger Y. Chao Jr.) [Co-sponsored with Community for Higher Education Research (CHER)]

24 April: "Global agencies and research agendas: Upcoming opportunities and challenges in comparative education studies" (Mark Bray, Yang Rui & Anatoly Oleksiyenko)

15 May: "Research, Academic Life and Career Development: Insights from Committed Collaborations between Canada and China" (Ruth Hayhoe)

24 September: "What Really Matters to Students? A Comparison between Hong Kong and Singapore Mathematics Lessons" (Ida Mok)

2 October: "The Culture of Borrowing: The Thai State, Higher Education and Quality Assessment" (Rattana Lao)

8 October: "International Cooperation to Achieve the Education for All (EFA) Goals: Strategies and Challenges for UNICEF and its Partners in Kenya" (Suguru Mizunoya)

22 October: "The Globalisation of MOOCs: Democratisation of Education and the Future of the MOOC Revolution" (Michael A. Peters & Tina Besley)

23 October: "Multicultural Education: Comparing Policies for Marginalized Groups in Canada and Israel" (Ruwaida Abu Rass)

20 November: "Parenting Styles and Practices Among Chinese Immigrant Mothers with Young Children" (Jennifer Chen)

27 November: "The Expansion of the International Baccalaureate Diploma Programme in China: Shedding Light on Graduate Outcomes and Stakeholder Perceptions" (Lee Moosung and Ewan Wright)

3 December: "Comparative Education: A Personal Research Trajectory" (Maria Manzon)



Andy Green



Abbas Arani

Research Projects conducted by CERC Members

International Higher Education and Reconceptualization of Center-Periphery Legacies: A Comparative Study of Post-Soviet Transformative Trajectories and Challenges at Research Universities of Russia and Ukraine

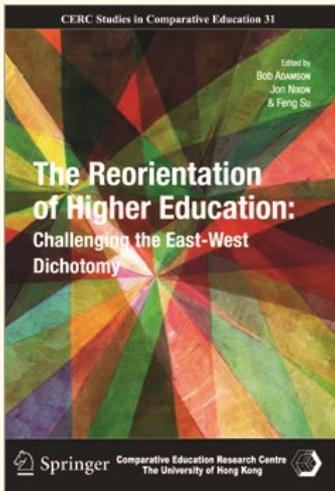
Anatoly Oleksiyenko

Despite the fact that the Soviet Union collapsed over 20 years ago, its higher education model has continued to affect transformations in the new independent states as well as some other parts of the global community that used to borrow from Soviet planning and organizational principles: e.g. concentrated and preferential funding and pooling of intellectual resources in the capital (central) cities; top-down distribution of resources; rigorous state control over research and teaching; functional affiliation of specialized universities to industrial sectors; separation

of research (often militarized and security-driven) and teaching; prioritized investments into "strategic" scientific equipment over human resources; affirmative but largely tokenistic action in support of minorities; indoctrinated and bureaucratic teaching. This study compares current challenges in policy contexts, organizational strategies and cultural frames of research universities in Russia (St. Petersburg and Nizhnyi Novgorod) and Ukraine (Kyiv and Lviv) shifting away from the post-Soviet paradigm of higher education to a global higher education paradigm.

Recent CERC Books

CERC Studies in Comparative Education No.31



Publishers:
Comparative Education Research Centre and Springer
ISBN 978-988-17852-7-5
September 2012; 314 pages
HK\$250 / US\$38

The Reorientation of Higher Education Challenging the East-West Dichotomy

Edited by Bob Adamson, Jon Nixon and Feng Su

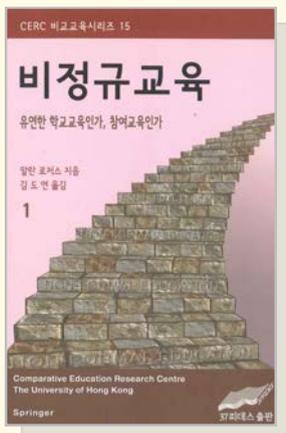
This book presents accounts of the repositioning of higher education institutions across a range of contexts in the East and the West. It argues that global governance, institutional organisation and academic practice are complementary elements within the process of institutional repositioning. While systems, institutions and individuals in the different contexts are subjected to similar global trends and pressures, the reorientation of higher education takes diverse forms as a result of the particularities of those contexts. That reorientation cannot be explained in terms of East-West dichotomies and divisions, but only with reference to the interflow across and within systems. Globalisation necessitates complex interconnectivities of regionality, culture and geopolitics that this book explores in relation to specific cases and contexts.

Bob Adamson is Professor and Head of the Department of International Education and Lifelong Learning at the Hong Kong Institute of Education. **Jon Nixon** has held professorial posts in four UK institutions of higher education and is currently Honorary Professor of Educational Studies, University of Sheffield, UK. **Feng Su** is a Lecturer in Education at Liverpool Hope University, UK.

CERC Books in Other Languages

The Korean translation of the book *Non-Formal Education: Flexible Schooling or Participatory Education?* by Alan Rogers (No.15 in the Series "CERC Studies in Comparative Education") was published by 37Fides Publisher in 2012.

The Vietnamese translation of the book *Shadow Education: Private Supplementary Tutoring and Its Implications for Policy Makers in Asia* by Mark Bray and Chad Lykins (No.9 in the CERC Monograph Series in Comparative and International Education and Development) was published by the Asian Development Bank (ADB) in 2013.



CERC Management Committee

(2013-15)

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* 1 January - 30 June during official leave of Mark Bray

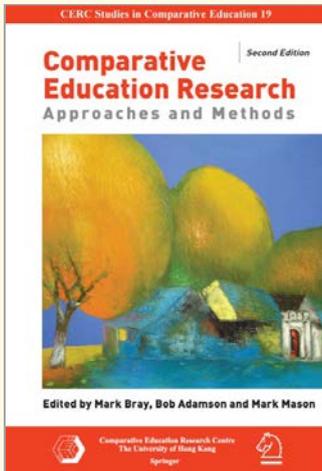
CERC Congratulates Yang Rui on the award by the Higher Education Special Interest Group (HESIG) of the Comparative and International Education Society (CIES) as the Best Article of the Year.

The article is:

Yang, Rui (2012). Internationalization, Regionalization and Soft Power: China's Relations with ASEAN Member Countries in Higher Education. *Frontiers of Education in China*, 7(4), 486-507.

New CERC Books

CERC Studies in Comparative
Education No.19



Publishers: Comparative
Education Research
Centre and Springer
ISBN 978-988-17852-8-2
January 2014; 453 pages
HK\$250 / US\$38

Comparative Education Research: Approaches and Methods (2nd edition)

Edited by Mark Bray, Bob Adamson and Mark Mason

Approaches and methods in comparative education are of obvious importance, but do not always receive adequate attention. This second edition of a well-received book, containing thoroughly updated and additional material, contributes new insights within the longstanding traditions of the field.

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

The editors: **Mark Bray** is UNESCO Chair Professor in Comparative Education at the University of Hong Kong. **Bob Adamson** is Professor and Head of the Department of International Education and Lifelong Learning at the Hong Kong Institute of Education; and **Mark Mason** is Professor at the Hong Kong Institute of Education and a Senior Programme Specialist at the UNESCO International Bureau of Education (IBE) in Geneva. They have all been Presidents of the Comparative Education Society of Hong Kong (CESHK), and Directors of the Comparative Education Research Centre (CERC) at the University of Hong Kong. They have also written extensively in the field of comparative education with reference to multiple domains and cultures.

Shadow Education: Private Supplementary Tutoring and Its Implications for Policy Makers in Asia

Mark Bray and Chad Lykins

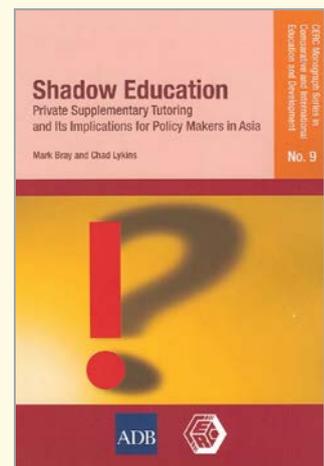
In all parts of Asia, households devote considerable expenditures to private supplementary tutoring. This tutoring may contribute to students' achievement, but it also maintains and exacerbates social inequalities, diverts resources from other uses, and can contribute to inefficiencies in education systems.

Such tutoring is widely called shadow education, because it mimics school systems. As the curriculum in the school system changes, so does the shadow.

This study documents the scale and nature of shadow education in different parts of the region. For many decades, shadow education has been a major phenomenon in East Asia. Now it has spread throughout the region, and has far-reaching economic and social implications.

Publishers: Comparative Education Research Centre (CERC) in collaboration with Asian Development Bank (ADB)
ISBN 978-92-9092-658-0 (Print); ISBN 978-92-9092-659-7 (PDF); May 2012; 100 pages
This book is downloadable for free: <http://cerc.edu.hku.hk/publications/cerc-monograph-series/>

CERC Monograph Series in
Comparative and Inter-
national Education and
Development No.9



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