

THE HONG KONG INSTITUTE OF EDUCATION (HKIED)
THE GLOBAL ALLIANCE FOR EDUCATIONAL CHANGE AND SOCIAL DEVELOPMENT

ABSTRACTS

Keynote Speech I by Prof Lee Shulman, Stanford University

The 21st Century Challenge for Teaching, Teacher Education and – Most Important – Testing and Assessment

What can we predict about the challenges that will be confronted in the 21st century? We can predict with certainty that... Life will be unpredictable. Indeed, the inherent unpredictability and the rapidity of change that can be expected globally defines the qualities and standards that the educational process must meet. On the one hand, we must educate students to engage, explore, manipulate, analyse critically, filter and synthesize the enormous bodies of information that are now available to them at the tap of a key and the utterance of a question. Information mining is a basic skill and must be honed and developed so the next generation does not drown in a tsunami of often questionable facts and flawed generalisations. At the same time, the management of information will not suffice. Learning to make judgments under conditions of uncertainty, to think and act spontaneously and intuitively is equally important. Education must provide opportunities for learning and training for ambiguity and improvisation. These dual responsibilities will require a reinvention of schools and universities to become both habitats for thought and incubators for innovation. We must re-imagine and re-design our institutions and our methods to meet these challenges.

Keynote Speech II by Prof Chris Husbands, UCL Institute of Education

Great Expectations: the Grand Challenges of Education in the 21C

Education has never been more important to more people than it is today. Governments around the world continue to reform the education systems. But if education is the great lever for social change and economic development, it can also reinforce inequalities and entrench divisions. This is the great paradox of education: the route to and the barrier to improvement. Chris Husbands will address the paradox and identify four great challenges for the education agenda of the twenty first century.

Keynote Speech III by Prof Nicola Yeates, Open University

Situating Regions in Global Worlds: Towards a ‘New’ Politics of Social Policy?

Accustomed as we now are to the diverse dimensions and ramifications of globalisation processes for human health, education and welfare, national social politics and policies continue to command the overwhelming share of attention from academic and policy scholars and activists. What attention is given to the prospects of attaining a more coherent, robust and unified global social governance and policy tends to conclude that it may be more realistic to measure progress towards this in small steps rather than large strides. In this context, there are opportunities to examine more closely the significance of sub-global, supra-national formations in relation to their present and prospective contributions to a

‘new’ politics and policy of social change. Transnational (or world-) regions offer one such focus for this. Regionalisation processes go beyond the hub of trade, finance and security to also encompass health, welfare and education, and these developments are contributing to reshaping global and national economic and social systems. The concerns of social policy permeate political processes of region-building in the Global North and South in diverse ways, while regions are becoming platforms for collective action to promote inclusive development including in spheres of global and domestic governance. This talk explores some key contours of the ‘new’ regionalism-social policy nexus and asks: what is its significance for scholarship on human welfare, educational change and social development?

Discussion Forum I

- Prof Joshua Mok, HKIEd [*Managing Changing Labour Market Needs and “Brain Drain” Problems: A Study of Motivation of Students and Implications for Social Development in China*]

In the last few decades, internationalisation of higher education has become an increasingly popular trend across different parts of the globe. The fierce competition globally and the aggravating unemployment rate, as well as low teaching and research quality revealed by universities in China mainland have inevitably compelled a growing number of Chinese students, particularly the financially well-being ones, to pursue higher education overseas or enrolling in transnational higher education. Realising the severe problem of “brain drain”, together with a strong conviction to transform its higher education system to become more international for enhancing the global ranking of Chinese universities, the Chinese government has made different attempts to enhance higher education quality by learning and incorporating new ideas and practices from overseas institutions, particularly encouraging the development of transnational higher education (TNHE) to change the higher education landscape in China mainland. The presentation sets out against the context briefly outlined above to critically compare and analyse the motivation of students who choose to study abroad or enroll in Sino-foreign cooperation universities, with particular reference to examine how these students evaluate their future prospects when choosing these alternatives in higher education. This presentation also discusses how far the internationalisation of higher education in China would enhance its capacity in addressing the challenges resulting from changing labour market needs in the highly competitive economic globalisation context.

- Prof Yeun-wen Ku, National Taiwan University [*To Be or Not to Be Part of Greater China: Social Development in the Post-Ma’s Taiwan*]

The year of 2015 is a critical moment for Taiwan’s future development. The impressive student movement in 2014 has retarded further collaboration between China and Taiwan and is also leading to the failure of the KMT government in the local election in November. President Ma Ying-jeou has almost lost his legitimacy to the public and therefore put his government in a wandering situation. This presentation will look into some important social development before the coming of presidential election in 2016.

- Dr. Antonios Roumpakis, University of York [*Exploring the Institutional Conditions for Family Provision in South Europe and East Asia*]

The presentation aims to comparatively explore the role of family provision within the South European (SE) and East Asian (EA) welfare capitalism. Many scholars have long highlighted both the cultural and the political importance of family for welfare provision both in SE and EA. In contrast with the traditional understanding of families as predominantly welfare providers, the presentation expands this concept to engage with the feminist political scholarship to reconsider family as a key institution for social reproduction in welfare capitalism. The presentation argues that in order to fully capture the institutional dynamics of welfare provision, we need to place family within a comparative political economy perspective that does take into account how national political economies are embedded in global capitalism and how the state shifts the risk of social reproduction onto or away from the family. The presentation aims to ask first the question how did welfare regimes institutionalise the conditions for families' role as an economic and welfare actor. And second what are the key strategies that families employ in order to secure their own social reproduction and accumulate their resources. The empirical analysis will primarily focus on SE and EA for two reasons; to historically explore the interplay between family strategies with welfare and labour market modernisation and; to theoretically frame strategies that family as an economic actor employs to meet the demands of social reproduction.

Discussion Forum II

- Prof Aki Yonezawa, Nagoya University [*Japan's Higher Education Reforms in the Global Age Role of Social Sciences of Education*]

Japan is now in the mid of educational reforms for responding the rapidly changing global environment and the domestic society facing with ageing. Here, the social sciences dealing with the education issues that were under the boundary of the national system, language and cultural are becoming exposed to the global competitions. Taking a case of Japan's higher education reforms as the policy challenges of a strong non-English speaking economy, the author examines the contemporary challenges of social sciences of education both in academic research and social contribution. The author also suggests the future perspectives in international cooperation in this field.

- Dr Stefan Kuhner, University of York [*Human Capital, Redistribution and Growth: When do we know what we think we know?*]

Although disparate in nature and spread across different academic disciplines, there have been countless studies exploring the determinants of economic and social development at the macro-level. Recent advances in international data consolidation offer an enticing opportunity to revisit the often contested conclusions in these different literatures and test discordant high-middle/low income cases in more encompassing pooled time-series cross-section (TSCS) regression specifications. Building on Ostry et al.'s (2014) high-profile IMF staff discussion note on the effect of inequality and redistribution on economic growth spells in 50+ countries (1975-2010), this paper tests whether such research designs can be sensibly combined with fuzzy set analysis (a) to uncover regional anomalies reflecting distinct causal pathways to growth and (b) to identify deviant cases for further in-depth study. Thereby, it adds to a

small but growing literature that aims to develop sequential mixed-methods frameworks that systematically combine the strengths of both pooled TSCS regression and fuzzy set analysis rather than focussing on oft-quoted epistemological and ontological divisions between these research techniques.

- Dean Yuebin Xu, Beijing Normal University [*The Challenge and Opportunity of Social Work Education and Practice in Mainland China*]

We are facing a rapid rise in demand of social workers in mainland China. Currently we have less than 200,000 social workers in contrast to a need for 500,000, which will surge to 1,450,000 by 2020. Obviously, there is a huge gap between demands and supply. In the meantime, Chinese policy makers are continuing to drive social workers education and practice by publishing guidelines and strategies. The School of Social Development and Public Policy at Beijing Normal University has launched a Master Program in Social Work (MSW) in 2012. In order to build and strengthen our teaching capacity, we invited professors from HK, US, and Canada who have rich experiences in teaching and practice to teach our students, and faculties as well. In addition, we have established more than 40 intern bases all over China, to train supervisors and guarantee professional supervision for MSW students. Furthermore, we take advantages of the connection with Governmental departments, Universities, and NGOs, to enhance the employment capacity and future development for MSW students.

Discussion Forum III

- Prof Nick Ellison, University of York [*Transferring What From Whom? Policy Learning in a Highly Competitive World*]

The presentation will review key literature on policy learning and transfer from a critical perspective. Until recently, concern with policy transfer has centred mainly on issues associated with the developed economies. Over the past seven years or so, greater efforts have been made to incorporate the experiences and structural positioning of developing economies into analyses of policy transfer – with a twofold result. First, ‘policy transfer’ as an area of study has become increasingly complex, which, second, means that it is important to disentangle the main themes addressed in the literature in ways that expose the essentially contested nature of the concept. This exercise can best be undertaken by the construction of a model that sets out the parameters of policy transfer and provides a basic account of the major conceptual issues at stake in any study concerned with ‘the transfer of what, to whom, and where’.

- Prof King-lun Ngok, Sun Yat-sen University [*Reconstructing Chinese Welfare State in the New Century: Process, Dynamics and Regime Orientation*]

Social policies in China have undergone a process of radical changes since the founding of the People’s Republic of China, giving rise to the construction, destruction and reconstruction of China’s welfare state. Under the planned economy in Mao’s era, China established an urban biased, danwei-based socialist welfare state. The market-oriented economic reforms in the era of Deng Xiaoping put priority on economic development, actually dismantled Mao’s socialist welfare state. The destruction of urban welfare state made millions of Chinese workers living out of the basic safety net. Although China in the

reform era had achieved remarkable economic growth, Chinese society has become an unjust society which is characterised by uncontrolled social inequality. In view of the increasing social problems and conflicts, the Chinese government started to expand its social policy at the turn of the new century which indicates a process of reconstruction of welfare state in China. In this presentation, based on the review of the recent social policy expansion and the development of social protection system in China since the new century, will describe the process of the welfare state rebuilding, explore the dynamics behind or the driving forces, and discuss the nature and future of the emerging welfare state in China.

- Dr Keerty Nakray, O.P. Jindal Global University [*India's Emerging Social Policy Paradigm: Productivist, Protectionist or a Rentier State?*]

Last two decades was marked by India in the global arena as a front running economy. However, the India's Human Development Index has remained stagnant at 135 for the few years which can be directly linked to poor political commitment to improving social expenditure. Poor institutional commitment is related to deeply prejudicial attitudes towards women, *Dalits*, scheduled tribes and religious minorities. This paper examines the emerging social policy paradigm in India as being productivist, protectionist or simply a rentier state which is leaving majority of its citizen out of development. Some of the pertinent problems remains that regulatory policies and laws are not driven by evidence based research but arbitrary decision making by bureaucracy, politicians or influenced by lobby groups.

- Dr Mulyadi Sumarto, Gadjah Mada University [*Welfare Regime Transformation and Global Social Policy: Evidence from Indonesia*]

Over the last two decades, global social policy has shifted welfare regimes in developing worlds, including that of Indonesia. Since 1998, Indonesia's welfare regime has been experiencing a transformation mainly due to an external pressure from global financial institution, namely the World Bank. The transformation started when the Indonesian Government distributed social safety net (SSN) for the poor as part of structural adjustment program (SAP) urged by the Bank. The SAP was a conditionality to receive the Bank's loan to respond to the Asian economic crisis which hit Indonesia in 1997. Started from the SSN programs, the Indonesian Government developed massive social protection programs targeted for the poor led to the welfare regime transformation. Concurrently, community's informal welfare provision, which formerly cover about seventy percent of the welfare distribution, has been still thriving. In this paper, the World Bank and its prescription to distribute SSN are seen as a manifestation of global social policy. This paper will discuss three important points on the issue elaborated above, i.e. (1) SAP and local political-economic context, (2) the development of Indonesia's welfare regime and regime transformation phase, and (3) the problem of institutional layering which takes place during the transformation.