

UNESCO Chair Interim Report for the Second Term



United Nations
Educational, Scientific and
Cultural Organization



- UNESCO Chair in TVET
and Lifelong Learning
- The Education University
of Hong Kong



Introduction

The UNESCO Chair in TVET and Lifelong Learning was awarded to the Education University of Hong Kong (EdUHK) in 2011 and was renewed in 2015.

Chair activities are undertaken in close collaboration with colleagues in the University and partners world-wide.

During the second term, the UNESCO Chair is focusing on the UNESCO Sustainable Development Goals: 2030 with particular reference to Goal No. 4 - Quality Education. There are four major programmes under development each of which is spear-headed by a major project as committed by the EdUHK. These programmes are:

- ☯ Skills for Life and Work (including TVET)
- ☯ Minority Education
- ☯ Third Age Learning
- ☯ International Education



Skills for Life and Work

This key theme focuses on formal education and non-formal skills for life and work.

The University has committed resources to the flagship project entitled “Developing Life and Employment Skills” to provide an online platform where students can learn skills that are valued by employers and thus increase their opportunities for employment.

The UNESCO Chair is collaborating with Departments, Centres and Offices within the University and external partners to highlight exemplary projects, activities and other forms of community engagement relating to Skills for Life, and in establishing new ones. The strategic direction is based on Sustainable Development Goal No. 4, Target No. 4:

Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”.

Specific Objectives:

- Develop a website portal focusing on Skills for Life;
- Report on or undertake projects, activities and other forms of community engagement relating to Skills for Life;
- Strengthen links and knowledge transfer activities with other UNESCO Chairs and UNEVOC Centres throughout the Asian region; and
- Disseminate findings on issues of regionalization and internationalization and how these impact upon education, with particular reference to TVET.



The conceptual basis is drawn from the four ‘Pillars of Learning’ identified by the International Commission for the Twenty-first Century, in the Delors Report for UNESCO, “Learning: The Treasure Within”:

- ☯ learning to be;
- ☯ learning to know;
- ☯ learning to do; and
- ☯ learning to live together.

This project seeks links with other Centres and Departments in the University as shown in the figure below.

	Learning to be	Learning to know	Learning to do	Learning to live together	
Sustainable Development Goal No. 4 Ensure inclusive and quality education for all and promote lifelong learning	<ul style="list-style-type: none"> Wellbeing and mindfulness Moral and values education Health Culture 	<ul style="list-style-type: none"> Learning skills Philosophy in education Lifelong learning 	<ul style="list-style-type: none"> School based work skills Employability skills Life skills 	<ul style="list-style-type: none"> Citizenship Diversity Globalization Education for sustainable development 	Portal Focus
	Integrated Centre for Wellbeing Centre for Religious and Spirituality Education Dept. of special Education and Counselling Dept of Health and Physical Education Dept of Psychological Studies Centre for Popular Culture in the Humanities Dept of Literature and Cultural Studies Centre for Chinese Literature and literacy Culture	Dept of International Education and Lifelong Learning Elder Academy Dept of Early Childhood Education Centre for Childhood Research and Innovation Centre for Brain and Education Dept of Psychological Studies	UNEVOC Centre (HK) School Partnership and Field Experience Office Dept of Curriculum and instruction Dept of Education Policy and Leadership The Joseph Lau Luen Hung Charitable Trust Asia pacific Centre for Leadership and Change Dept of Chinese Language Studies Dept of English Language Education Dept of Linguistics and Modern Language Studies Centre for Language in Education Dept of Mathematics and Information Technology	Academy of Hong Kong Studies Centre for Governance and Citizenship Dept of Asian and Policy Studies Dept of Social Sciences TDG Globalization Project Centre for Greater China Studies Centre for Special Educational Needs and Inclusive Education Dept of Science and Environmental Studies Centre for Education in Environmental Sustainability	EdUHK partners for portal content and project activities

The project has reached the stage of website development and it is hoped that by the end of 2016 there will be a beta version available for evaluation and testing. Content will comprise materials specifically generated for this project in the form of exercises for learners and materials already developed by other departments/centres/offices and faculties of the University. Links will be provided to other relevant educational sources - for example TED talks.

In addition to the core project run by UNESCO Chair staff, there are 10 partnered projects under the Skills for Life theme:

Title: Self-perception of sustainability consciousness of Hong Kong secondary school graduates and teachers resulted from Compulsory New Senior Secondary Liberal Studies curriculum

Department/Centre: Dept. IELL
Principal Investigator: Dr Tamara Savelyeva

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Title: Philosophy in Schools: Promoting Thinking and English Competence in HK Students

Department/Centre: Dept. IELL
Principal Investigator: Dr Lam, Chi Ming

* * *

Title: Developing leadership in STEM education and teachers' professional development - A multi-pronged approach

Department/Centre: SES and MIT
Principal Investigators: Dr Lee Yeung Chung and Dr. Chan Wai Hong

* * *

Title: Enhancement of Student Learning in Courses with English as the Medium of Instruction

Department/Centre: Dept. EPL

Principal Investigator: Dr Choi Tae Hee

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**Titles: Colour the School 2016 and
International Teacher Training Programme**

School Attachment Programme 2016-17

Language and Cultural Programmes in Hong Kong

Theme-based Short-term Programme

Department/Centre: International Office

Project Manager: Ms Fiona Wong

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Title: Bullying Behaviour among Preschoolers

Department/Centre: Dept. ECE

Principal Investigators: Prof. Elizabeth Jones and Dr. Wong Kwok Shing Richard

* * *

Titles: Chinese Culture-based Life Education Project; and

**Life Education Curriculum Development Programme
(Secondary School - Phase 1)**

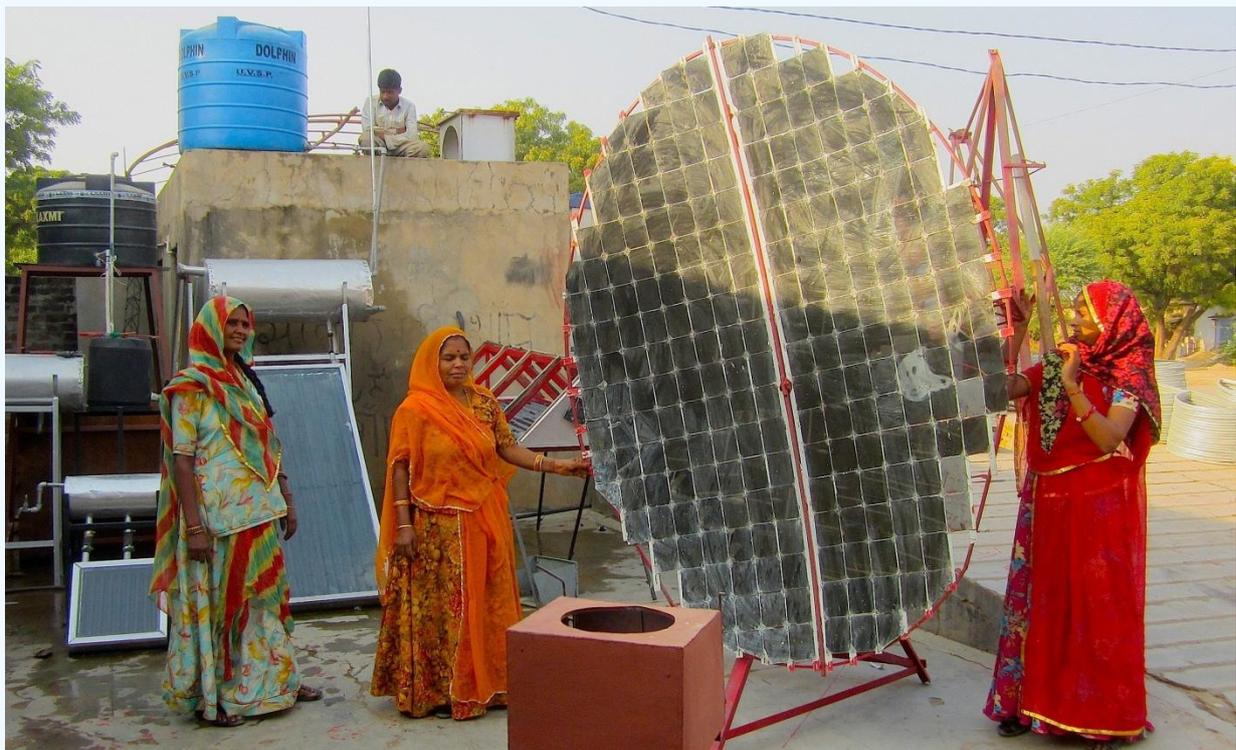
Department/Centre: VP (AC)

Principal Investigator: Prof. John Lee

* * *



Visiting Delegation from the Singapore Lifelong Learning Council



Green Skills and Lifelong Learning at the Barefoot College, Rajasthan, India



Minority Education

Our research and development work in the area of education for minority groups seeks to inform education policies, which, if implemented effectively, can enable minority groups to engage fully in the social and political life of mainstream society and enjoy the opportunities for personal and career development.

Work focuses on education for minority language students, in particular secondary school students whose first language is not Cantonese. Two forums in an ongoing series were organized and a third is in preparation for October 2016. Two Briefing papers are available for download at:

<https://www.eduhk.hk/unescochair/view.php?secid=50362>

In August 2016 we will start a new project to produce a series of video interviews with teachers and

Specific Objectives:

- Maintain and build on a workshop series for stakeholders in education for students whose first language is not Chinese;
- Develop practical community engagement projects to assist teachers and students for whom Chinese is not their first language;
- Continue to work with the network of partners carrying out policy research and development in multilingual education in ethnic minority regions of China;
- Enhance our research and knowledge transfer in minority language education.

academics on successful methods for teaching minority language students.

A funding application has been submitted for Central Reserve funding to undertake an audit of programmes and courses offered by the University for content relevant to teaching minority language students.

In mainland China, we continue to collaborate with a research network on a major project studying multilingualism in ethnic minority areas which has been running for many years.

In addition to the core projects (run by UNESCO Chair staff) there are three partnered projects under the minority education theme:

Title: Trilingual Education in China Project

Department/Centre: Dept. IELL

Principal Investigator: Prof. Bob Adamson

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Title: Parental involvement and ethnic Korean students' enrollment in four-year universities of China: A multidimensional study on students' perceptions

Department/Centre: Dept. IELL

Principal Investigator: Dr Gao Fang

* * *

Title: Narrative Development in school-age South Asian children in Hong Kong

Department/Centre: Dept. LML

Principal Investigator: Professor Cheung Hin Tat

Forum on Inclusive and Equitable Education for All in Hong Kong

Hong Kong Institute of Education, May 2016

Promoting more understanding of the needs of minority language students





Third Age Learning

The Elder Academy (EA) continues to organize the programme of third age learning and is currently processing the next 100 applicants to join the programme in semester one of academic year 2016-17. The programme of training teachers and social workers to work in the area of third age learning will engage a new cohort of 40 students to commence the course in October 2016.

There have been a number of activities which the Elder academy has organized, co-organized or participated in:

- ☯ the EdUHK Elder Academy hosted visitors from Waikato University, New Zealand;
- ☯ Dr Maureen Tam was the guest of honour at the graduation ceremony at the Mei Foo Elder Academy;
- ☯ the EdUHK Elder Academy hosted visitors from the Taiwan Kaohsiung Dream City Development Association;

Specific Objectives:

- Develop the programme of third age learning in our Elder Academy;
- Continue our programme of training teachers and social workers to work in the area of third age learning.
- Enhance research and knowledge transfer in the areas of transitions to retirement, andragogy, intergenerational learning, and other relevant aspects of third age learning;
- Support University-community collaboration and public policy initiatives;
- Develop intergenerational partnerships.

- ☯ joint seminar with Shenzhen Nam Shan Elderly Institute on the issue of elder learning and development; and
- ☯ Dr Maureen Tam facilitated a community sharing session with the Tai Po North District Elderly Service Coordination Committee





International Education

This area covers research and projects in the areas of International Schooling and international education for development.

The flagship project is a Teaching Development Grant funded project in Globalization which is designed to enhance the global perspectives of students in the University. The project is cross discipline and cross faculty requiring cooperation between many members of University staff. This project is progressing on schedule.

In addition to the core projects (run by UNESCO Chair staff) there are three partnered projects under the international education theme:

Specific Objectives:

- Enhance research and knowledge transfer in the areas of International Education, Comparative Education and Education for Development;
- Enhance the global perspectives of students in the University;
- Develop undergraduate and postgraduate programmes of study in learning and teaching in International Baccalaureate schools;
- Increase the international presence of the University by building worldwide partnerships;

Title: A Distributed Perspective on Middle Leadership in International Baccalaureate Continuum Schools in Northeast Asia

Department/Centre: A Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change (APCLC) project funded by the International Baccalaureate
Principal Investigator: Dr Darren Bryant

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Title: Ideology and Instruction in Global Education: Case Studies of International and Local Schools in Hong Kong, New York, and Singapore

Department/Centre: Dept. C&I
Principal Investigator: Dr Theresa Alviar

* * *

Title: Hong Kong youths' national identity: Impacts of Mainland exchange programmes, study tours and volunteer activities 內地交流活動對香港青少年國民身份的影響

Department/Centre: Dept. EPL
Principal Investigator: Dr Annie Cheng



For International Exchange Students, Semester 2, 2015/16



Target Beneficiaries

The following groups will be targeted by the UNESCO Chair with special attention to disadvantaged groups such as youth, minorities and the elderly:

- ☯ students and teachers who will have access to resources for improving employability skills through the Skills for Life and Work Project;
- ☯ students for whom Chinese is not the first language and their teachers;
- ☯ students involved in other UNESCO Chair activities, who will receive practical work experience;
- ☯ students who participate in the internship programme run by the UNESCO Chair;
- ☯ elder students (up to 200 per year) who take part in the Elder Academy programme;
- ☯ participants in the Professional Certificate Programme in Lifelong and Elderly Education (PC Programme);
- ☯ policy makers, researchers and professionals in relevant fields, as beneficiaries of knowledge transfer; and
- ☯ academics who are involved in the UNESCO Chair's international activities.

Partners

The UNESCO Chair is a University-level entity that provides a common platform for all University staff to engage in research, knowledge transfer and community engagement in support of UNESCO objectives. The Chair provides a way to bring together people who have a common interest in such activities. The Chair partners with organisations that have complementary aims and objectives and on a project basis. Any project that meets the following criteria can partner with the Chair:

- ☯ supports UNESCO Sustainable Development Goals: 2013, with particular reference to Goal 4 - Quality Education; or
- ☯ supports other UNESCO goals, objectives and principles; and
- ☯ relates to skills for life and work and/or lifelong learning.

Partner Organisations:

The UNESCO Chair has partnered with:

- ☯ The Centre for Spiritual and Religious Education
- ☯ The Centre for Governance and Citizenship

On behalf of the EdUHK, the UNESCO Chair has recently applied to join UNESCO UNITWIN Network in Intercultural and Interfaith Dialogue, based at Deakin University, Melbourne.

UNESCO Chair Core Project Team

Professor Bob Adamson

UNESCO Chairholder in TVET and Lifelong Learning
Chair Professor of Curriculum Reform
Director, Centre for Lifelong Learning Research and Development

Professor Kerry Kennedy

UNESCO Chair Focal Point
Advisor (Academic Development)

Dr. Maureen Tam

Co-Director, Centre for Lifelong Learning Research and Development
Associate Professor, Department of International Education and
Lifelong Learning
Head, EdUHK Elder Academy

Dr. Margarita Pavlova

Director, UNEVOC Centre (Hong Kong)
Associate Professor, Department of International Education and
Lifelong Learning

Dr. Jae Park

Assistant Professor, Department of International Education and
Lifelong Learning

Mr. Will Douglas

Project Manager for the UNESCO Chair in TVET and Lifelong Learning
Manager, Centre for Lifelong Learning Research and Development

Ms. Elaine Chan

Project Assistant to the UNESCO Chair in TVET and Lifelong Learning

Team Publications

Bob Adamson

Book Chapters

Kan, V. & Adamson, B. (2016). A Matrix Approach to Language Policy Analysis: The Case of Hong Kong. In C.M. Lam & J. Park (Eds.), *Sociological and Philosophical Perspectives on Education in the Asia-Pacific Region: Education in the Asia-Pacific Region: Issues, Concerns and Prospects* (111-130). Dordrecht, The Netherlands: Springer.

Adamson, B. & Morris, P. (2015). Comparing curricula. In M. Bray, B. Adamson & M. Mason (Eds), *Comparative education research approaches and methods (In Russian)* (268-286). Dordrecht, Holland: Springer.

Adamson, B., & Morris, P. (2015). Comparações entre currículos. In Bray, M., Adamson, B., & Mason, M. (Eds.), *Pesquisa em Educação Comparada: abordagens e métodos* (345-368). Brasilia, Brazil: Liber Livro Editora Ltda.

Adamson, B., & Yi, Y.Y. (2015). Trilingual education in Inner Mongolia – signposts for the future of English in Asia?. In M. O’Sullivan, D.Huddart, & C. Lee (Eds.), *The future of English in Asia: Perspectives on language and literature* (193-206). Abingdon, UK: Routledge.

Bray, M., Adamson, B. & Mason, M (2015). Introduction. In M. Bray, B. Adamson & M. Mason (Eds.), *Comparative education research approaches and methods. (In Russian)* (9-21). Dordrecht, Holland: Springer.

Bray, M., Adamson, B. & Mason, M. (2015). Introdução. In Bray, M., Adamson, B. & Mason, M. (Eds.), *Pesquisa em Educação Comparada: abordagens e métodos* (27-42). Brasília, Brazil: Liber Livro Editora Ltda.

Bray, M., Adamson, B., & Mason, M. (2015). Modelos diferentes, ênfases diferentes, discernimentos diferentes. In Bray, M., Adamson, B., & Mason, M. (Eds.), *Pesquisa em Educação Comparada: abordagens e métodos* (457-476). Brasília, Brazil: Liber Livro Editora Ltda.

Bray, M., Adamson, B. & Mason, M. (Eds.) (2015). *Comparative education research approaches and methods (In Russian)*. Dordrecht, Holland: Springer.

Bray, M., Adamson, B. & Mason, M. (2015). *Pesquisa em Educação Comparada: abordagens e métodos*. Brasília, Brazil: Liber Livro Editora Ltda.

Feng, A.W. & Adamson, B. (2015). Contested notions of bilingualism and trilingualism in the People's Republic of China. In W.E. Wright, S. Boun, & O. Garcia (Eds.), *Handbook of bilingual & multilingual education*(484-494). Oxford, UK: Wiley-Blackwell.

Adamson, B. (2015). China's English: lessons for Asian literacy. In C. Halse (Ed.), *Asia literate schooling in the Asian Century* (119-132). Abingdon, UK: Routledge.

Adamson, B. (2015). Preface. In Liu, D.Y., & Z.Y. Wu (Eds), *English education in China: Past and present* (1-3). Beijing: People's Education Press.

Adamson, B. & Choi, T.-H. (2015). *Teaching with English as a medium of instruction*. Hong Kong: Hong Kong Institute of Education.

Adamson, B. (2015). Defining a comparative identity: 2002. In Manzon, M. (Ed), *Changing times, changing territories: Reflections on*

CERC and the field of comparative education (39-46). Hong Kong: Comparative Education Research Centre.

Adamson, B., & Feng, A.W. (2015). Trilingualism in Education: Models and Challenges. In A.W. Feng & B. Adamson (Eds), *Trilingualism in Education in China: Models and Challenges* (243-258). Dordrecht, Holland: Springer.

Feng, A.W., & Adamson, B. (2015). Researching Trilingualism and Trilingual Education in China. In A.W. Feng & B. Adamson (Eds), *Trilingualism in Education in China: Models and Challenges* (1-21). Dordrecht, Holland: Springer.

Sunuodula, M., Feng, A.W., & Adamson, B. (2015). Trilingualism and Uyghur identity in the People's Republic of China. In Evans, D. (Ed), *Language and identity: discourse in the world* (81-104). London: Continuum.

Feng, A.W., & Adamson, B. (2015). *Trilingualism in Education in China: Models and Challenges*. Dordrecht, Holland: Springer.

Journal Publications

Forestier, K., Adamson, B., Han, C. & Morris, P. (2016). Referencing and borrowing from other systems: the Hong Kong education reforms. *Educational Research*, 58 (2), 149-165.

Chan W.F., Bond T.G., Adamson B. & Chow, M. (2016). Identifying Core Competencies of Infection Control Nurse Specialists in Hong Kong. *Clinical Nurse Specialist*, 30 (1), 1-9.

Xie, Q., & Adamson, B. (2015). How effective is workplace English for Occupational Purposes (EOP) Training?: Case studies of corporate programs in mainland China. *The Asian ESP Journal*, 11(1), 151-184.

Tong, S.Y.A. & Adamson, B. (2015). Student Voices in School-based Assessment. *Australian Journal of Teacher Education*, 40(2), 15-28.

Wang, D.P. & Adamson, B. (2015). War and peace: perceptions of Confucius Institutes in China and USA. *The Asia-Pacific Education Researcher*, 24 (1), 225-234.

Adamson, B., Forestier, K., Morris, P. & Han, C (2016, June). *PISA, policy making and political pantomime: education policy referencing between England and Hong Kong*. Paper presented at the Comparative Education Society of Europe Conference, Glasgow, UK.

Adamson, B. (2015, November). *The future of English in China: Implications for teacher education*. Keynote speech presented at the Sixth National Conference on Foreign Language Teacher Education and Development, Chengong, Yunnan, PRC.

Adamson, B. & Forestier, C. (2015, October). *The power of PISA: Is Hong Kong really a high performing education system?*. Paper presented at the 2015 International Education Conference, Las Vegas, USA.

Adamson, B. (2015, August). *The languages of tourism and principles of communicative language teaching*. Conference on Multilingualism for Tourism, Tengchong, Yunnan, PRC.

Adamson, B. (2015, March). *Hong Kong as a source for education policy in England: Rhetoric and reality*. Paper presented at the Comparative & International Education Society Annual Conference, Washington D.C., USA.

Adamson, B. (2015, February). *Defining a comparative identity*. Comparative Education Society of Hong Kong Annual Conference, Hong Kong.

Adamson, B. (2015, January). *Social equity, language policies and ethnic minorities in China*. Paper presented at 13th Annual Hawaii International Conference on Education, Honolulu, Hawaii, USA.

Maureen Tam

Scholarly Books, Monographs and Chapters

Tam, M. (2015). The Confucian view of lifelong learning: relevancy to the teaching and learning of older adults. In C.M. Lam & J. Park (Eds.), *In C.M. Lam & J. Park (Eds.) Sociological and Philosophical Perspectives on Education in Asia-Pacific Region* (chapter 13-13). Dordrecht, Netherlands: Springer.

Journal Publications

Tam, M., Aird, R., Boulton-Lewis, G., Buys, L. (2016). Ageing and learning as conceptualized by senior adults in two cultures: Hong Kong and Australia. In M. Tam (Ed.) Thematic Issue on Learning and Well-being in Later Life. *Current Aging Science*, 9 (3), 160-182.

Tam, M., & Chui, E. (2016). Ageing and learning: What do they mean to elders themselves?. *Studies in Continuing Education*, 38 (2), 195-212.

Margarita Pavlova

Scholarly Books, Monographs and Chapters

Pavlova, M., & Lomakina, T. (2015). Sustainable development as a worldview: Implications for education. C.M. Lam & J. Park (Eds.), *Sociological and Philosophical Perspectives on Education in the Asia-Pacific Region* (37-50). Dordrecht, Heidelberg, London, New York: Springer.

Pavlova, M. (2015). Design and Technology Education for Sustainable Futures: In preparation for Global Citizenship. In K. Stable and S. Keirl (Eds), *Environment, Ethics and Cultures: Design and Technology Education's contribution to Sustainable Global Futures* (87-100). Rotterdam: Sense.

Journal Publications

Pavlova, M., & Zhang J.J. (2016). 綠色技能：職業教育課程體系變革的一種綜合方法 [Green skills: an integrated approach of the curriculum system reform of vocational education]. *職教論壇雜誌社* [Vocational and Technical Education Forum], 15, 87-96.

Lee, J. C-K., Pavlova, M., & Maclean, R. (2016). School-to-work transition in Hong Kong: Suggestions for the vocationalization of secondary education. *Curriculum and Teaching*, 31(1), 47-66.

Pavlova, M. (2016). Regional overview: What is the governments' role in greening TVET?. *TVET@Asia*, 6, 1-18.

Pavlova, M. (2015). Skills for greening economies: requests from industry. *Білім-Образованіе* [National education], 73 (2), 94-102.

Conference Papers

Pavlova, M. (2016, June). *Effective partnerships between vocational education, government and industry for green skills development within the paradigm of lifelong learning*. Proceedings of the 14th International Conference on Lifelong Learning: Continuous Education for Sustainable Development, 3-5 June, 2016, St. Petersburg.

Pavlova, M. (2016, May). *Greening of skills and economies for a successful transition to environmentnally friendly, low-carbon development: What are the implication for TVET?*. UNESCO-UNEVOC Centre Qatar Seminar Series, 30 May, Doha, Qatar.

Pavlova, M. Lee, C-K. J., & Maclean, R. (2016, April). *Transition to life beyond school: what is the role of the 21st century skills?*. Comparative Education Society of Hong Kong Annual Conference 2016: Learning to Live Together and Comparative Education, 15-16 April, EdUHK, Hong Kong.

Pavlova, M. (2015, December). *Global megatrends, greening restructuring and TVET: issues of competitiveness and sustainability*.

Keynote address presented at the International Conference on Engineering Technology, Vocational Education and Social Sciences (ICETVESS) held at Sultan Idris Education University, 1-2 December 2015, Tanjong Malim, Perak, Malaysia.

Pavlova, M. (2015, December). *Innovative ways of using ICT in TVET*. Presentation at the ADB International Forum on Current Priorities in Technical and Vocational Education and Training, December 1-2, Manila.

Pavlova, M. (2015, November). *Green skills in construction*. Expert meeting on APEC project, 26-27 November, Sydney, Australia.

Pavlova, M. (2015, November). *Green skills vs. greening skills: TVET practices in the region*. Expert Consultation Meeting on greening TVET in Mongolia organized by UNESCO Beijing Office, 3 November, Ulaanbaatar, Mongolia.

Pavlova, M. (2015, November). *How to unleash a potential of the UNEVOC centres in Asia and the Pacific?*. Expert workshop on TVET leadership capacity development, UNESCO-UNEVOC International Centre, 17-19 November, Bonn, Germany.

Pavlova, M. (2015, September). *Pursuing green innovation: What competencies are required?*. Lifelong learning: Continuous education for sustainable development. Proceedings of the 2nd stage of the 13th International Conference, 9-12 September, Ulan-Ude.

Pavlova, M. (2015, August). *Green skills: defining and reorienting competencies for environmentally friendly practices*. Presentation at the International symposium on the inclusion of green competences in the Recognition of Prior Learning: a comparative study of seven countries in Asia and the Pacific region, EdUHK, 26-27 August, Hong Kong.

Pavlova, M. (2015, August). *Regional study cross-regional analysis & recommendations and a Prototype Curriculum for top-up skills*. Presented at the Asia-Pacific Conference on Education and Training, 2-5 August, Kuala Lumpur, Malaysia.

Pavlova, M. (2015, May). *Greening of economies: environmental industries in Hong Kong*. Keynote address at the Inception Workshop of the APEC project on 'Systematic Design of Green Skills Development in TVET', May 28-29, Beijing.

Pavlova, M. (2015, March). *Empowering people to participate in greening economies*. Invited conference presentation at the 2015 Annual Conference of the Comparative and International Education Society (CIES), *Imagining a Humanist Education Globally*. 8-13 March 2015, Washington, DC.

Creative and Literary Works, Consulting Reports and Case Studies

Pavlova, M. (2015). *Report on Green skills- top-up approaches: How TVET insitutions are responding in Asia and the Pacific region*. Bonn, Germany: Project report prepared for UNESCO-UNEVOC International Centre, Bonn.

All Other Outputs

Schröder, T., Pavlova, M., Numyoot, S., & Zhiqun, Z. - editors of the Special Issue (2016). *Special Issue 6: The Greening of Technical and Vocational Education and Training*. RAVTE, UNESCO Bangkok, SEMEO VOCTECH. <http://www.tvet-online.asia/issue/6>.

Schröder, T., Pavlova, M., Numyoot, S., & Zhiqun, Z. (2016). *Editorial TVET@Asia Issue 6: The Greening of Technical and Vocational Education and Training*. www.tvet-online.asia: RAVTE, UNESCO Bangkok, SEMEO VOCTECH.

Jae Park

Book Chapters

Park, J. (2016). Thematic Approach to Theoretical Speculations in the Field of Educational Administration. In S. Eacott & C. Evers (Eds.), *New Directions in Educational Leadership Theory* (pp. 53-65). London: Roulledge.

Park, J. (2016). Field of Educational Administration and Its Coevolving Epistemologies. In A. M. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (1-5). Singapore: Springer.

Park, J. (2016). Internationalization of Chinese higher education in Latin American Campuses. In H. Horta, M. Heitor, & J. Salmi (Eds.), *Trends and challenges in science and higher education : Building Capacity in Latin America* (pp. 87-102). Heidelberg New York Dordrecht London: Springer.

Park, J. (2016). Asian education and Asia as method. In C. M. Lam & J. Park (Eds.), *Sociological and Philosophical Perspectives on Education in the Asia-Pacific Region* (pp. 205-225). Singapore, Heidelberg, New York, Dordrecht, London: Springer.

Lam, C. M., & Park, J. (2016). Introduction: A sociological and philosophical approach to education. In C. M. Lam & J. Park (Eds.), *Sociological and philosophical perspectives on education in the Asia-Pacific region*(pp. 1-8). Singapore: Springer.

Edited book (editor)

Lam, C. M., & Park, J. (Eds.). (2016). *Sociological and philosophical perspectives on education in the Asia-Pacific region* (<http://www.springer.com/gp/book/9789812879387>). Singapore: Springer.

Publications in refereed journals

Park, J., & Wen, R. (2016). A comparative framework for culturally differentiated digital game-based learning. *International Journal of Comparative Education and Development*, 18(3), pre-print.

Park, J. (2016). Sociocultural concept of high ability and heart-mind epistemology in Confucian societies (doi: 10.1080/09620214.2016.1187078). *International Studies in Sociology of Education*, 26(pre-print), 1-10.

Yuen, A. H. K., Lau, W. W. F., Park, J. H., Lau, G. K. K., & Chan, A. K. M. (2016). Digital Equity and Students' Home Computing: A Hong Kong Study. *The Asia-Pacific Education Researcher*, 25 (1), 1-10.

Balitskaya, I., & Park, J. (2015). Education and Mobility of Korean Diaspora in Sakhalin. *International Journal of Comparative Education and Development (form. Comparative Education Bulletin)*, 17(2), 82-96.

Zhou, D., & Park, J. (2015). China's Third Attempt of Education Reform with a Global Outlook. *International Journal of Comparative Education and Development (form. Comparative Education Bulletin)*, 17(2), 54-67.

Park, J. (2015). Thematic Approach to Theoretical Speculations in the Field of Educational Administration. *Educational Philosophy and Theory*, 47(4), 359-371.

Invited conference paper

Park, J. (2016, April). Plenary Keynote 'Global Conflict and Post-Conflict Childhood as a Unit of Analysis for Asian Comparative Education'. Keynote presented at The Third Cross-strait Comparative Education Forum, Hong Kong.

Park, J. (2015, November). *New friends and old foes of comparative education as a scholarly field*. Plenary Keynote at the Second Cross-strait Comparative Education Forum, Taiwan.

Park, J. (2015, July). *Sino-Latin American relation: from Coolies to Confucius Institutes*. Plenary Keynote at II Crossings: Brasil, Portugal e Grande China, Sao Paolo.

Park, J. (2015, June). *Instructional Forum Discussion on Google Drive and Moodle*. Seminar presented at the UNESCO Expert Meeting for Building the Capacity of Higher Education Institutions in Asia-Pacific for Blended Learning to Enhance Student Engagement and Outcomes, Hong Kong SAR.

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