

**香港戰前學校公民教育政策——以政體國家理論的一個歷史比較分析**

The researchers pointed out that the school civic education had appeared before the Second World War in Hong Kong, but they had never clearly pointed out whether the Hong Kong Education Department implemented this civic education policy. From the perspective of the state and the British colony, how the Hong Kong government to map the whole historical periods and scenarios is the major concern. And the related policy whether it was set as the discourse or the corresponding problem that it was reflected is the key areas to clarify.

研究者指出香港在第二次世界大戰前曾經出現了學校公民教育，但未曾清楚指出香港教育政策中當時教育司署是否有推行相關的學校公民政策。以國家和英國殖民地的香港角度的分析，主要關乎香港政府如何對應當時的一整個歷史時段和情景，執行如何的教育政策，以及有關的政策是否成為當時的議程，和歷史中對教育的對應問題的澄清。

**JACKSON, Liz (University of Hong Kong) [CS2.4]**

**Multicultural Education in Hong Kong? Challenges and Opportunities**

Multicultural education in many industrialized, diverse societies aims to positively represent and include minority groups in the curriculum. Though there is some discussion of this aim in Hong Kong curriculum, the positive inclusion of minorities in subjects dealing with social life remains minimal.

This paper aims to defend the need for multicultural education in Hong Kong by comparing the sociological and representational challenges there with those of other societies with traditions of multicultural education. Using comparative methods this project provides sociological and historical context to multicultural education programs in diverse societies including Canada, the United States, France, Japan, and South Africa. The historical backdrop of these countries will be considered as well as the nature of their multicultural education. Hong Kong faces unique dilemmas in developing multicultural education, including the problem of prejudice toward mainland Chinese people, and the common notion that to be a Hong Konger one must be both (a) of Chinese (Han) ethnicity, and (b) Chinese (Cantonese and/or Mandarin) speaking. This paper will examine these and related issues in the context of the broader comparative discussion, also considering other essential challenges to the concept of multicultural education.

**JEONG, Moon Sook (University of Alberta) [CS4.1]**

**The Ideological Communication between the West and the East: The Case Study of South Korea**

Facing the new reality in the late 20<sup>th</sup> century - globalization and a knowledge-based economy, South Korea has set up a series of educational reform policy and then restructured her higher education in a neoliberal way. As individual nations are interwoven politically, economically, socially and culturally in a globalized world, a local educational policy change reflects exogenous environment as well as domestic needs. Although the ideological root of neo-liberal education reform stems from the Anglo-American macroeconomics (liberal economy + post-Keynesianism), Korean local policy makers significantly accommodate neo-liberal principles (marketization, decentralization, accountability, etc.) for higher education reform. In bridging these two dimensions (origin and local practice), I will attempt to identify a macro-causal relationship of neo-liberal education reform with the material basis of advanced capitalism, while examining the duality of local politics in between two