

The Centre for Research in International and Comparative Education (CRICE), University of Malaya (Malaysia) is looking for doctoral students in International and Comparative Education. Full scholarship and fee bursaries will be provided.

The doctoral fellow is expected to:

1. Focus and build on a research topic relevant to the Centre with the aim of publishing and presenting the study as it progresses to relevant bodies.
2. Assist in existing research projects of the Centre.
3. Conduct/organise/assist in relevant seminars of the Centre

CRICE is one of the more recently established research centres at the University of Malaya. The Centre aims to be a leader on International and Comparative Education in South-East Asia and we are looking for a highly qualified, motivated and research-active individual that can help achieve this goal.

Applications are invited from students with relevant qualifications, usually a distinction (Bachelor's degree) and a Masters in a relevant area/subject. The age of the candidate must not exceed 35 years\* at the time of application. The primary criterion would be research excellence / ability to publish.

Selected applicants may be requested to submit copies of their written work which can be published or submitted articles, conference papers or parts of their Master's thesis. Candidates are requested to indicate in their application which work they are willing to submit if required.

Interested applicants, please send

- (a) Research proposal (1500-2000 words), CV with a cover letter to: the Director, Centre for Research in International and Comparative Education (crice@um.edu.my); quoting reference 'Phd application'
- (b) Two separate references are to be sent from each of the referees' email directly to crice@um.edu.my ; quoting 'Phd: name of candidate' (if this is not possible, please contact CRICE for alternatives).

Applications should be sent by 11 May 2012.

Fee Bursaries (on top of scholarship. i.e., course fee exemptions according to the conditions fixed by the University):  
3000- 3500/month Malaysian Ringgit

Outstanding Phd students can be allotted conference funds and research grants to help with publication. Preference will also be given in the involvement of academic programmes such as student exchange programmes and others.

\*age limit only applies to this particular scholarship



# CRICE

University of Malaya

## About us

The Centre for Research in International and Comparative Education (CRICE) embodies a focus on research in international and comparative issues in education that affect educational policies and practice, broadly defined. Some prominent issues may include, among others, education in the knowledge economy at all scales from global to local; education provision issues such as efficiency, effectiveness, access/equity, gender, culture and religion as well as teaching and learning. The Centre focuses on, but not be restricted to, South East Asia. It is envisioned that the Centre will help overcome the relative dearth of research in this field in South East Asia. Globally there is a realisation that Interdisciplinary study and research is the way forward. Consequently the Centre will also examine how related and contributing disciplines to educational studies (such as history, economics, geography and sociology) help to analyse and explain education systems and contribute to their improvement.

### Prime Objectives of CRICE

- To promote research capacity in Malaysia in international and comparative education.
- To investigate issues that affect educational policies and practice, broadly defined.
- To advance research of this kind especially in relation to South East Asia.

## Comparative Education and Research Capacity Building Reflections on International Transfer and the Significance of Context

Recent years have seen a resurgence of interest in comparative and international education, along with a fundamental reconceptualisation of this distinctive multidisciplinary field of study. The nature and significance of these developments are explored with particular reference to their implications for broader research capacity building initiatives worldwide. In doing so, a critique of the uncritical international transfer of globally dominant research modalities and strategies is presented – along with arguments for increased attention to context sensitivity in both international development cooperation and educational research in general. Illustrative examples that support these arguments are drawn from the presenter's own research, and from related studies being carried out in Malaysia. In concluding, the strategic role of comparative research traditions and perspectives in a rapidly globalising world are highlighted, while supporting the promotion of new initiatives and research centres for comparative and international education.

Michael Crossley is Professor of Comparative and International Education, Director of the Research Centre for International and Comparative Studies at the Graduate School of Education, and Director of the Education in Small States Research Group ([www.smallstates.net](http://www.smallstates.net)), University of Bristol, UK. He was Editor of the journal *Comparative Education* from 2004 to 2009 inclusive, and was Chair and Vice Chair of the British Association for International and Comparative Education (BAICE) from 2000 to 2004. He is a member of the Editorial Board for *Comparative Education*, the *International Journal of Educational Development and Research in Post-compulsory Education*, and is Founding Series Editor for the *Bristol Papers in Education: Comparative and International Studies* (Symposium Books, Oxford). Key research interests relate to: theoretical and methodological scholarship on the future of comparative and international education; the international transfer of educational policy and practice; educational research and evaluation capacity and international development cooperation; and educational development in small states. Professor Crossley has undertaken teaching, research and consultancy work in numerous countries worldwide, and has published widely in the field, including the book, *Comparative and International Research in Education: Globalisation, Context and Difference* (with Keith Watson) Routledge, 2003. Before moving to the University of Bristol, he was Associate Dean for Planning and Research at the University of Papua New Guinea. In 2005 he was elected as an Academician by the UK Academy for the Social Sciences (AcSS).

BEd(Keele), MA(Lond), PhD(LaT), FRSA, AcSS

Lecture by Michael Crossley  
University of Bristol  
7 March 2012, 15.00 - 17.00  
CRICE, Auditorium, Faculty of Education  
University of Malaya

## Perspectives on the Contribution of Higher Education to Education as a Humanitarian Response

Higher Education, or the 'Tertiary Sector' is not usually immediately thought of in terms of educational responses to humanitarian crises. This presentation begins with a definition of what the speaker sees as comprising tertiary education, and that is 'anything' above, or subsequent to, secondary education. This is important because there are still many communities in the marginalised majority of the world's population that have little or no access to post-primary schooling, let alone secondary. The definition of 'humanitarian response' is then also discussed and it is made clear that a holistic response is favoured, not just responses to crises and emergencies, whether natural or man made. This approach is favoured because of the genuine concern of scientific experts as to the ability of the numerous and distinctive human communities of the planet Earth to all survive the twenty-first century. Universities especially, and to some extent all post-secondary education, stand between sustainable survival and development for all communities, and the 'tipping point' beyond which ability to protect biodiversity and atmospheric stability will not be likely. Universities are key because of their unrivalled research capacity, high level teaching and ICT networks which can connect the global and the local, transcend political boundaries, and counter the sterility of much of formal schooling. A humanitarian response to educational needs in this sense is vital to the survival of humanity.

Colin Brock taught in high schools for nine years after graduating in geography and anthropology at the University of Durham. He then became a lecturer in geography at the University of Reading before being Education Officer for DfID in the Caribbean. After that he moved into international educational development as a lecturer at the University of Leeds, became Chair of the International Education Unit at the University of Hull for 15 years and for the last 20 years has lectured at the University of Oxford in Comparative and International Education. He has also been UNESCO Chair in Education as a Humanitarian Response since 2006. Dr Brock has worked for all the major development agencies in various parts of Africa, Latin America, South Asia and the tropical island zones, published about 30 books, over 100 chapters and articles and 25 research reports. His most recent publication is *Education in South East Asia* (Symposium Books, Oxford, 2011), co-edited with Dr Lorraine Symaco.

BA and MA (Dunelm), MEd (Reading), PhD (Hull),  
PhD (Honoris Causa) (Kirovograd State Pedagogical University, Ukraine).

Lecture by Colin Brock  
University of Oxford  
8 March 2012, 10.00 - 12.00  
CRICE, Auditorium, Faculty of Education  
University of Malaya



## Educational Research: the Need for Philosophy

There are many kinds of educational research - empirical investigation into 'what works', narrative accounts of learners and teachers, lessons from comparative studies, historical explanations of the present arrangements, and so on. But rarely are the deeper philosophical issues explored which are assumed but not taken into account in these different kinds of research. This paper aims to demonstrate the key issues in ethics, epistemology, social philosophy and the philosophy of mind which are assumed but rarely addressed.

Richard Pring has been a civil servant at the then Ministry of Education (UK), taught in comprehensive schools, lecturer in curriculum studies at the London Institute of Education, and Professor of Education and Faculty Dean at the University of Exeter. From 1989 to 2003 he was Professor of Educational Studies and Director of the Department at the University of Oxford. From 2003-2009 he led the £1 million review of 14-19 education and training for England and Wales. Recent books are 'John Dewey: philosopher of education for the 21st century' and 'Education for All: the future of education and training for 14-19 year olds'. His forthcoming book with Routledge is 'The Life and Death of Secondary education for All: Dream or Reality?'

Ph.L Gregorian University Rome, BA (Hons) London, PhD London,  
Hon D.Litt (Kent), Award of Distinction (Aga Khan University, Karachi)

Lecture by Richard Pring  
University of Oxford  
8 March 2012, 15.00 - 17.00  
CRICE, Auditorium, Faculty of Education  
University of Malaya



## Panel discussion on 'International Perspectives on the Idea of Quality in Education'

Quality in respect of education is an elusive goal. It is certainly not to do solely with empirical achievements such as test scores. Since formal education in schools and other institutions is only part of any individual's learning, this makes quality even more elusive. According to the EFA Global Monitoring Report (GMR) of 2005 entitled 'The Quality Imperative', two principles characterise most attempts to define quality in education: (a) engendering the cognitive development of the learner, and (b) promoting values and attitudes of responsible citizenship.

We are now in a global situation where education is more than ever a prime factor in the sustainable development of all. This implies not only national citizenship but international citizenship. A vital quality of education must be that it enables cross-national and cross-cultural understanding. This involves the development of tools, through all forms of learning, that lead to collaborative problem-solving in the interests of all humanity. International and comparative education study at all levels from school to university is a necessary component of learning if the necessary degree of co-operation is to be achieved.

### Guest panellists:

Colin Brock (University of Oxford)  
Michael Crossley (University of Bristol)  
Richard Pring (University of Oxford)  
Khari bin Mohamed Yusof (Ministry of Education)  
Morshidi Sirat (Ministry of Higher Education)

CRICE, Auditorium, Faculty of Education  
University of Malaya  
9 March 2012, 15.00- 17.30

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**CRICE**  
University of Malaya



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# JICE

**Journal of International and Comparative  
Education**

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Inaugural Issue: Global Challenges and the Emerging Roles of  
International and Comparative Education

**Volume 1 Issue 1  
2012**



## Call for Papers

From the earliest proposals for education development and reform in Asia-Pacific, researchers and practitioners have relied on international and comparative perspectives to illuminate the field of education. International and comparative education is a field devoted to systematic analysis of the process and effect of world education systems. In this regard the field makes for an ideal vehicle for interdisciplinary learning and can be used to bring relevance, depth, challenge and breadth to all issues related. The Journal of International and Comparative Education (JICE) focuses on the emerging role of international and comparative education in Asia-Pacific with each issue devoting an article outside the region to provide for a broader comparative perspective of educational issues as relevant in regions outside Asia-Pacific. JICE publishes peer-reviewed research and critical/theoretical reviews of issues in education as presented from a number of locations/ societies/ nations both at international and country levels. Some prominent issues may include, among others, education in the knowledge economy at all scales from global to local; education provision issues such as efficiency, effectiveness, access/equity, gender, culture and religion as well as teaching and learning, broadly defined. JICE provides theoretical and practical importance and relevance to scholars, policy-makers and practitioners alike with interest in the field of international and comparative education.

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MESSAGE FROM THE VICE CHANCELLOR  
OF THE UNIVERSITY OF MALAYA

It is my great pleasure to present the first issue of the Journal of International and Comparative Education (JICE). This journal serves as a platform for the dissemination of original and high quality research in the field of International and Comparative Education.

This journal is born at a time when International and Comparative Education field is gaining momentum, especially in the South-East Asia region. The region is taking a leadership role in economic development and education advancement. The contemporary education system varies from one country to another, and also within an individual country. The effects of worldwide globalisation have also influenced the educational development of countries in this region. This is exactly what JICE will illuminate in this, and in subsequent issues.

Although the International and Comparative Education is a close-knit field, its significance has been increasingly highlighted in the past decade. Many scholars have been concerned with the overall education development in this region and what it entails. The increasing demand for education, driven by globalisation and internationalisation has meant that nations and policymakers have had to make decisions and choices pertaining to who needs education, and what needs to be taught at which level. These concerns have led to many researches on central issues in education being conducted. JICE acts as a medium to capture and present these researches and their methods to readers.

It is also important at this point to congratulate the Centre for International and Comparative Education (CRICE) for its success in putting together the first issue of this journal. As the latest addition to research centres in University of Malaya, I strongly believe that CRICE has great potential to becoming a leading research centre in the field of education.

Finally, I would like to express my heartfelt thanks to the Editorial Board and International Advisory Board for their efforts in ensuring a high quality journal is delivered. I hope readers get insights through reading, analysing and reflecting on the articles published in this issue. If these effects are reached, this already would represent an important *raison d'être* of JICE. I look forward to your continued support.

GHAUTH JASMON  
Vice Chancellor

MESSAGE FROM THE DIRECTOR OF THE  
CENTRE FOR RESEARCH IN INTERNATIONAL AND COMPARATIVE EDUCATION  
(CRICE)

Welcome to the first edition of *Journal of International and Comparative Education*. This new journal, I hope and believe, will become a seminal site for published work that will have profound implications in the International and Comparative Education field. This journal commemorates the launching of the Centre for Research in International and Comparative Education. A heartfelt thanks to the Vice Chancellor, Professor Ghauth Jasmon, Deputy Vice Chancellor for Research and Innovation, Professor Hamzah Abdul Rahman and everyone at University of Malaya for their rigorous support and assistance for the centre, and the journal. The papers in this journal are peer-reviewed and assured to be the quality readers expect. For that, I sincerely thank my Editorial Board and International Advisory Board who have worked hard to ensure standards of papers published in this journal are not compromised in any way.

In today's globalised world, many issues in education are interconnected and interrelated in one way or another. Consequently one cannot begin to discuss it effectively without recourse to International and Comparative Education. Most important educational questions can best be addressed by drawing an international-comparative dimension to them. Many practitioners have realised the significance of this academic field, thus the amplified popularity of it. This multi-disciplinary field of study concerns the educational policies and practices, international development in education and bridging theoretical frameworks to educational outcomes. The list, is but of course, not exhaustive. International and Comparative Education illuminates the contextual and cultural understanding of education, and the effects that globalisation have, and will have, on education.

The papers in this journal give us insights into theoretical discussions and empirical studies on the contextual implications of International and Comparative Education. This inaugural edition on 'Global Challenges and the Emerging Roles of International and Comparative Education' includes papers by Michael Crossley, Colin Brock and Richard Pring as presented in CRICE's first lecture series. Keith Watson discusses comparative education within the context of South East Asia. The issues of learning regions and knowledge societies are also addressed in this edition, with special reference to the Philippines and Malaysia (Lorraine Symaco). Garry Hornby follows with a discussion on the issue of inclusive education of children with special educational needs in New Zealand with reference to possible policies re-orientations for developing countries. Despite the focus on the Asia-Pacific region of this journal, it is envisioned that one paper outside the region will be included in every issue to present a broader perspective of issues in international and comparative education beyond the region. With this, Emefa Amoako illustrates how Ghana's Education Strategic Plan is shaped through the interaction of various stakeholders, specifically examining the role of globalisation through these points of connectedness.

I commend the journal to all readers involved and concerned with this field of study, as you, and I also, seek to find ways in which we can engage actively in International and Comparative Education. I hope you enjoy this edition and look forward to your readership.

LORRAINE SYMACO  
Director