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Discussing international perspectives on teaching about hazards and disasters, this volume features examples from Germany, France, South Africa, New Zealand, Hong Kong and Nigeria.

Criteria for Awarding School Leaving Certificates: An International Discussion focuses on formal and official evaluation of school learning and student achievement at the time schooling is discontinued. The book is based on the proceedings of the 1977 Conference of the International Association for Educational Assessment held at the Kenyatta Conference Center in Nairobi, Kenya on May 23-28, 1977. The selection first discusses school leaving examinations as a function of external and educational factors and the terms of reference for school leaving examinations. The book also takes a look at the comparability of grading standards in public examinations in England and Wales; basic assessment issues in school-leaving examination programs; and the case for school leaving examinations in The Netherlands. The text reviews the alternatives to school leaving examinations in Sweden and Brazil, as well as the abolition of final examination, transition from secondary school to higher education, and support structures. The book also ponders on the structure of secondary school system in Austria, Australia, Bermuda, Cyprus, Hong Kong, India, and Ireland. The selection is a dependable reference for readers interested in school learning and student achievement measurements.

First published in 1997, this volume examines the political apathy of the Hong Kong Chinese, with a particular focus on children in secondary schools. While most previous studies have been of adults, Leung ' s approach exposes a generation who are politically uninvolved and disenchanting. He examines teacher-student encounters in a depoliticized school context and through a curriculum in which explicit political content is absent. The study throws light both on Chinese youths and the interaction of older and younger generations, and its macroscopic implications are distinctly ominous,

suggesting trouble ahead for the Hong Kong Special Administrative Region.

This book discusses Hong Kong ' s use of onscreen marking (OSM) in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive, coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high-stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

The book explores the state of social studies education within selected East Asian societies and provides some insights into distinctive classroom practices. In an increasingly volatile and unpredictable world, the education of young people who both understand the contexts in which they are growing up and see the need for engaging with them is a top priority. This task falls to social studies education which carries the responsibility for inducting young people into their social world and helping them to see the role they can play within it. This is particularly important in East Asia where strong economic growth, long held cultural values and diverse political systems create an environment that challenges young people on multiple fronts. This book, with its team of regional authors, shows how different societies in the region are dealing with these challenges and what can be expected from future citizens. The book will appeal to policy makers, researchers and teachers interested in the current state of social studies education in East Asian societies.

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The book is an in-depth and comprehensive analysis of the case of language in education reform and language policy controversies of Hong Kong over the initial two decades after 1997. It is a scholarly monograph of conscientious educators and researchers who have been active during the education reform, collaborating with different parties on school development and classroom teaching experiments. This book provides a multiple-perspective investigation into the education and language matters. Besides socio-political perspectives, this book also emphasizes the frontline educational and practical perspectives. The book explores the benefits and effective methods of mother-tongue and multi-lingual teaching that have emerged in the period. Based on the problematic experience of language purism and bifurcation in the reform, the book argues for an inclusive multilingual education policy with mother-tongue as the core. This book provides potential solutions and good practices to tackle the complex issues brought about by medium of instruction policy reforms in post-colonial times.

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