

Editorial

In this Issue, there are three contributions relating to family and community participation in school education, co-ordinated by our guest editor, I-wah PANG.

Knipprath made use of local literature and the data of TIMSS-R Study to illustrate the uniqueness of Japanese version of family and community participation. Pang examined the development of the family and community participation in Hong Kong during the past decade, and discussed the current challenges in developing various types of partnership. Kim depicted the change of the school system in Korea in terms of setting up the School Council and involving parent and community in school management. It is interesting to note that these Confucius-heritage countries / regions have been opening up its school system to make possible the participation of various stakeholders and yet have adopted somewhat different rationales and approaches to participation: from the “learning model” in Japan, to the “accountability model” in Hong Kong and the “management model” in Korea.

Naing Yee Mar examines the role of information and communication technologies (ICTs) in advancing the cause of education for all and life-long learning on the basis of a research into the ways in which ICTs are being harnessed to support formal education in Myanmar, including basic education, teacher development and higher education. NG Pak Tee analyses the innovation and enterprise initiative in Singapore schools in line with the national vision of “Thinking Schools, Learning Nation.” The challenge, in his view, is to go beyond the form of the initiative of bring substantial and sustainable change.

The issue of how national governments have implemented human rights education is taken up by Lapayese. She provides an overview of the UN action plan for the Decade for Human Rights Education (1995–2004), describes international efforts to support national and local institutions, and then examines their impact in three countries: Japan, Austria and the USA. She concludes that while there has been some progress in the human rights education movement, the full implementation of the international plan of action will require a stronger commitment to human rights education (and one might add, to respecting human rights) on the part of all Member States.

I-wah PANG, Hong Kong Institute for Education, Hong Kong (Guest editor)
Colin Power, Editor-in-Chief.