

Research on the effect evaluation of the implementation of educational exchange programs between Chinese mainland, Hong Kong and Macao

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Abstract: Since the 18th National Congress of the Communist Party of China, the Ministry of Education has launched the "Teachers and Students Exchange Plan among Colleges and Universities in Chinese mainland, Hong Kong and Macao" and "Construction of 'Sister Schools' Platform for Primary Schools and Kindergartens in Chinese mainland, Hong Kong and Macao", promoting the vigorous development of educational exchanges and cooperation among Chinese mainland, Hong Kong and Macao, and laying a foundation for the growth and development of young people in Hong Kong and Macao. It is of great significance to carry out project implementation effect evaluation by using CIPP evaluation mode, comprehensively summarizing project development experiences, exploring characteristic projects and typical cases, deepening typical demonstration, refining scientific and effective project management model, promoting the quality and efficiency of projects and promoting the integration of Hong Kong and Macao into the overall development of the country.

Keywords: Chinese mainland; Hong Kong and Macao; Educational exchange; CIPP evaluation; Effectiveness evaluation

1. Introduction

The Party's 20th annual report points out that in the new era, we have comprehensively and accurately promoted the practice of "one country, two systems", and adhered to the principle of "one country, two systems", "Hong Kong people govern Hong Kong", and "Macao people govern Macao", the policy of autonomy has helped Hong Kong enter a new stage of transition from chaos to governance to governance and prosperity. Hong Kong and Macao have maintained a sound momentum of long-term stability and development. Among them, education plays an important role in maintaining cultural exchanges and promoting people-to-people exchanges. To carry out educational exchange activities among the Chinese mainland Hong Kong and Macao and increase the centripetal force of teachers and students from Hong Kong and Macao towards the motherland is an overall issue related to national development and the realization of the Chinese dream of national rejuvenation. In 2012, the Ministry of Education has launched the "Teachers and Students Exchange Plan among Colleges and Universities in Chinese mainland, Hong Kong and Macao" (hereinafter referred to as "Ten Thousand People Plan"), "Construction of 'Sister Schools' Platform for Primary Schools and Kindergartens in Chinese mainland, Hong Kong and Macao"(hereinafter referred to as "Sister Schools"). After years of development, it has established more than 2,500 pairs of "sister schools" in 29 provinces, municipalities and autonomous regions on the mainland and primary and secondary schools and kindergartens in Hong Kong and Macao, and has funded a total of about 100,000 teachers and students from 139 universities in Chinese mainland, Hong Kong and Macao to participate in short-term and long-term exchange programs. However, due to the wide coverage and diverse types, the overall supervision of the project is difficult, and the future development of the project needs accurate guidance. In the context of promoting the modernization of education evaluation, the implementation of project effectiveness evaluation can help the project schools to determine the orientation, identify the target and clarify the path, help the managers to fully understand the project situation and change the governance mode, so as to effectively promote the complementary advantages and coordinated development of education among the Chinese mainland, Hong Kong and Macao [1-2].

2. Purpose and Significance of the Evaluation

2.1 Educational evaluation leads the direction of education development in Hong Kong and Macao

Educational evaluation is the pilot of educational development. "One country, two systems" gives Hong Kong and Macao the right to independently choose their development path according to their own historical, cultural and economic characteristics on the premise of adhering to the principle of "one country". However, "one country" is the essence, and "what kind of talents to cultivate, how and for whom to cultivate" are the fundamental questions that education in Hong Kong and Macao also need to answer. For the development and rejuvenation of Hong Kong and Macao, education in Hong Kong and Macao also cultivates talents for the rejuvenation of the nation, who must be equipped with feelings of family and national identity, which is the will of the state. Standing at the historic juncture of the "Two Centenary years", stepping into a new stage of development, giving full play to the "baton" role of educational evaluation, and deepening the relationship between Hong Kong and Macao. The mainland attaches importance to and takes effective measures to better understand traditional culture and patriotic education practices, which will help cultivate more and better talents who love Hong Kong and Macao and make more positive contributions to the long-term prosperity and stability of Hong Kong and Macao [3].

2.2 Educational evaluation to improve the quality of educational exchanges

Educational evaluation enables and increases the efficiency for educational communication. Driven by the Ministry of Education, primary and secondary schools, kindergartens and institutions of higher education in Chinese mainland have carried out various forms of activities, such as teaching and research, exchange visits and joint training, focusing on "cultural exchange, teaching communication, ideological integration and mutual benefit", which have promoted the cooperation and exchanges between the three places to present a prosperous situation and made remarkable achievements. However, in the process of implementation, some projects are not clear enough in objectives, loose organization, insufficient summary and extraction, and single form of communication, which has caused obstacles to the further improvement of communication and the further exploitation of complementary advantages. According to the *Overall Plan for Deepening the Reform of Education Evaluation in the New Era*, to fully study the advantages and disadvantages of education in Chinese mainland, Hong Kong and Macao, and establish scientific and practical evaluation criteria, is conducive to the overall improvement of the quality of exchange programs in Chinese mainland, Hong Kong and Macao, and also provides guidance and basis for schools of all levels to implement relevant programs.

2.3 Educational evaluation promotes educational experience sharing

Educational evaluation is a bridge for educational cooperation. Due to the particularity of the ideology, cultural literacy and educational background of students in Hong Kong and Macao, it is a long and complex process to strengthen the centripetal force of the youth in Hong Kong and Macao to the motherland. Adhering to the basic philosophy of promoting development, reform and strength through evaluation, to use educational evaluation to highlight good practices and typical experiences, and to further deepen educational cooperation and exchanges among the Chinese mainland, Hong Kong and Macao is an important subject worthy of attention and reflection, as well as a necessary task. We should put equal emphasis on process evaluation and result evaluation, complement development evaluation with comprehensive evaluation, promote project characteristics and experience summary, actively explore replicable and popularizing development models in "disseminating fine Chinese culture, telling stories of contemporary China, and telling stories of Hong Kong and Macao in the successful practice of 'one country, two systems'", and form rich and diverse collaborative innovation development programs. It is of great significance for the long-term and stable development of educational cooperation and exchanges among the Chinese mainland, Hong Kong and Macao[4-5].

3. Construction of project evaluation mode

3.1 Connotation of the CIPP evaluation mode

CIPP Evaluation is a highly influential and widely used evaluation model in the field of education. It was proposed by Stavbim (Daniel L Stufflebeam) in 1960. This theory advocates that education

evaluation should not be the ultimate guide to prove the goal of education, but should improve the overall quality of education through education evaluation, and further improve it. The CIPP evaluation model theory system establishes a systematic evaluation model composed of four comprehensive variables, including Context evaluation, Input evaluation, Process evaluation and Product evaluation, hereinafter referred to as the CIPP evaluation model. The educational index system constructed by the evaluation model has wide applicability and international comparability. At present, CIPP has become the main model used in the construction of international education index system, as shown in Table 1.

Table 1: CIPP model four types of evaluation characteristics

	Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
apply	Planning decision-making	Structural decision-making	Implement decision-making	Circular decision-making
target	Define the context of the organization or service, identify who and what the needs are, identify possible ways to meet the needs, diagnose the difficulties that the needs indicate, and determine whether the objectives adequately meet the known needs	Identify and evaluate the capabilities of the system and identify and evaluate options Confirm and evaluate the program design, budget and schedule of the implementation strategy	Identify and evaluate the capabilities of the system and identify and evaluate options Identify and evaluate the program design, budget, and schedule of the implementation strategy.	Collect descriptions and judgments of outcomes, relate them to goals and context, input and process information, and explain their value and significance

3.2 Analysis of the appropriateness of CIPP evaluation model

On the one hand, the CIPP evaluation model is systematic and targeted. The education exchange project among the Chinese mainland, Hong Kong and Macao includes the systematic links of planning and launch, investment guarantee, and organization and implementation. It requires the evaluators to carry out quantitative and qualitative comprehensive evaluation, so as to comprehensively and accurately understand the situation of each stage of the project implementation. The CIPP evaluation mode has a diversified and flexible evaluation mode, focusing on systematic analysis and comparative analysis, and advocates the use of various evaluation methods such as investigation method and literature method, believing that the evaluation should pay attention to the different problems in the stage and different stages of the project, and adapt to the actual development and evaluation objectives of the project. On the other hand, the CIPP evaluation model is improved and continuous. The CIPP model is aimed at adjustment and improvement, and its ultimate goal is to give full play to the efficacy of evaluation service decision. In recent years, the exchange activities among young people from the mainland and Hong Kong and Macao have a wider coverage, higher participation and stronger depth, which has played an important role in enhancing the national awareness and patriotism of young people in Hong Kong and Macao. The CIPP evaluation model is used to carry out the effectiveness evaluation of education exchange projects, explore and analyze the problems and challenges existing in the development of the project, reasonably supervise the implementation, timely correct and solve the problems, so as to boost the high-quality and sustainable development of the project. In summary, the CIPP evaluation model extends the scope and content of the evaluation, highlights the developmental function of the evaluation, and ensures the systematization, pertinency, improvement and sustainability of the evaluation system. In theory, it is feasible to implement CIPP-based evaluation of educational exchange programs among the Chinese mainland, Hong Kong and Macao.

3.3 Index construction based on CIPP evaluation model

Based on the CIPP model guided by "service decision - quality improvement", four first-level indicators are set for the evaluation of educational exchange programs between the Mainland and Hong Kong and Macao, including "planning, resource allocation, operation and implementation, and effect achievement", and four evaluation cores are focused on "target fitness, condition guarantee, task completion, and effect satisfaction".

1) Background Assessment (CE) - Planning: to evaluate the reasonableness and scientificity of the planning of educational exchange programs between the Mainland and Hong Kong and Macao

(including target positioning, training philosophy, content design, etc.) and the formulation of relevant security systems in combination with relevant organization and state policy documents;

2) Input Evaluation (IE) - Resource allocation: evaluate the allocation and use of manpower, capital, teaching facilities and equipment and other resources invested by the project sponsor in project construction.

3) Process evaluation (PE) - Operation and implementation: evaluate the organization and implementation of specific projects carried out by the project sponsor, such as teaching seminars, cultural exchanges, mutual visits between teachers and students, competitive competitions, etc.

4) Effect evaluation (PE) - Effect achievement: evaluate the satisfaction and social recognition of the participating teenagers and their parents since the implementation of the project by the project sponsor, as well as the cultivation characteristics and innovations of the youngsters in improving the centripetal force of the motherland [6].

Table 2. Construction of the project evaluation index based on the CIPP mode

Evaulation Dimension	EvaulationCore	First-level index	Secondary index	Main observation point
Background evaluation	Targe Fitness	A 1. Planning and formulation	B1. Target fixed position	C 1. Accurately grasp the core meaning of the education exchange project between the mainland and Hong Kong and Macao, and strengthen the patriotic feelings of Hong Kong and students in Hong Kong and Macao and strengthen the centripetal force;
			B 2. Content design	C 2. Realize the organic integration of the platform construction and the development of the school itself C 3. Arrangement for the enhanced understanding of teachers and students of the two places; C 4. Arrangement for the mutual promotion of the literacy and ability of teachers and students of the two places; C 5. Arrangement for improving the attractiveness and radiation of the mainland to Hong Kong and Macao;
			B 3. Planning text	C 6. Standardized text, concise language, and proper organization.
Input evaluation	Conditional guarantee degree	A 2. Resource allocation	B 4. Policy environment	C 7. Integrate communication projects into the school's strategic planning / work points; C 8. Formulate relevant systems to ensure the implementation of the plan (work promotion, coordination and communication, risk prevention and control system, etc.).
			B 5. The manpower put into	C 9. Number and structure of specialized personnel (managers, teachers); C 10. Number and number of staff received and visited.
			B 6. Investment	C 11. Allocation of special funds from the central government and funds from other sources; C 12. Funds of school supporting projects.
			B 7. Other resource	C 13. Construction and use of teaching sites (person-time, frequency); C 14. Allocation and use of special (information) teaching equipment and materials (number of materials, number of people, and frequency of use); C 15. Construction of communication platform (website, publication, etc.) (page view, circulation).
Process evaluation	Task achievement degree	A 3. Operation and implemen-tation	B 8. Building partnerships	C 16. Formal pair up with the Hong Kong and Macao schools, and determine the scope and form of the cooperation (subject to the written cooperation agreement).
Process evaluation	Task achievement degree	A 3. Operation and implemen-tation	B 8. Building partnerships	C17. Form a communication mode in line with the school situation of both sides. C18. Maintain a certain frequency of communication according to the cooperation agreement (project plan) (the total number of people involved in the exchange activities and the frequency of participating in the exchange activities every year).

			B 9. Exchange and co-construction	teaching- based exchange	C19. Conduct online and offline teaching and discussion activities (number of participants and number of activities); C20. Promote resource Sharing and promote teaching improvement of both sides (textbooks, courses and topics).
				cooperative learning	C 21. Online and offline cooperative learning (number of participants and number of activities); C 22. Discuss global issues, enhance the understanding, critical thinking, centripetal force of teachers and students, etc. (activity results display, experience) ;
				Exchange visits	C 23. Exchange and exchange visits (number of participants and number of activities); C 24. Carry forward the traditional culture, enhance the understanding, critical thinking, centripetal force of teachers and students, etc. (activity results display, experience).
				competitive race	C25. Carry out online and offline competitive competitions (number of participants and number of activities); C26. Display the professional quality and ability, and enhance the understanding, critical thinking, centripetal force of teachers and students, etc. (activity results display and experience).
Effect evaluation	Effect satisfaction	A 4. recognition	B 10. Student and teacher identity	C27. Strong intention of teachers and students to participate (number and number of participants); C28. Teachers and students have growth and harvest (evaluation of staff, students and parents).	
			B 11. Government recognition	C29. The competent authorities attach importance to and support it (relevant documents, publicity reports, etc.)	
			B 12. Social recognition	C30. Social influence (the frequency and level of radio, television and industry news reporting projects); C31. Academic influence (number and level of relevant introductions in academic journals, awards).	
			B 13. Improve and charact eristic innovat ion of the school	C 32. The school's educational philosophy, school management level, administrative management, teaching and research have been improved and improved; C 33. Innovate the form of cooperation and exchange, build the school characteristics, and promote the development of the school brand.	

4. The utility and implications of evaluation

Through the implementation of the mainland and Hong Kong and Macao education exchange project effectiveness evaluation, we learned since the launch of the communication project influence, effectiveness and value at the same time, more important is to find and improve the deficiencies in the process of project operation, execution, in-depth analysis and explore the Chinese mainland and Hong Kong and Macao education exchanges and cooperation problems, promote project quality and efficiency, to achieve sustainable development.

4.1 Strengthening overall planning

In today's world is in the big change from one hundred, COVID-19 outbreak intensified the

changing "change", the mainland and Hong Kong and Macao education exchange project need to further improve the top-level design, this plan of strategic positioning, strategic layout, operation mechanism and implementation mode should be system planning and overall arrangement, especially to strengthen the Hong Kong and Macao teachers and students patriotism as the core of the project planning and design target.

4.2 Improve the management level

The education exchange project resources between the mainland and Hong Kong and Macao need to be further integrated, from scattered and repetitive to collaborative and quality. The adjustment and optimization of project classification should be strengthened, and the allocation mechanism and audit mechanism of project resources in different regions should be established, so as to realize accurate, personalized and characteristic allocation project resources.

4.3 Improve the project quality

Mainland and Hong Kong and Macao education exchange project should further strengthen policy support, promotion and achievement application, comprehensively improve the mainland and Hong Kong and Macao school participation enthusiasm, through cultural visit, internship, research cooperation, style competition, communication fellowship, volunteer activities and other multiple forms, strengthen Hong Kong and Macao teachers and students to the mainland economic, cultural and social development, promote the exchanges and cooperation between the mainland and Hong Kong and Macao colleges and universities, to seek common harmonious development.

4.4 Carry out evaluation and monitoring

On the one hand, the project monitoring platform should be improved to carry out normal and dynamic process monitoring of each stage of the project implementation, timely grasp the real-time situation of the development of each project, give early warning and feedback to the existing problems, and realize the accurate management of the project. On the other hand, improve the third-organization evaluation mechanism, regularly conduct third-organization evaluation of the development status and effectiveness of each project, strengthen the application of evaluation results, and establish the mechanism of project exemption, improvement, rectification and withdrawal, so as to promote the overall quality and efficiency of the project.

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