

REPORT

The Challenge of Gender-Bias Reform: A Case Study of Teacher Trainees in Hong Kong

Victor Forrester
Hong Kong Institute of Education

This report describes a failed attempt at gender-bias reform among two groups of teacher-trainees of EFL and other subjects in Hong Kong Government schools. The groups are investigated in terms of their demographic background, perceptions of gender-bias in their education, and response to observing gendered classroom interactions. Their classroom observations indicate that urban Asian classroom interactions are gender-biased and that females appear to be both the object and the main perpetrators of such bias. A failed initiative to reform gender-bias reveals such bias to be dynamic, not passive.