

# Federation for Self-financing Tertiary Education (FSTE)

## Project on Teacher Competency Framework Synopses of Structured Professional Development Programmes

### Module 1: The position of self-financing tertiary education programmes in Hong Kong

#### Brief Notes and Suggested Reading

This brief note intends to give participants the blueprints of the contents covered in the module. Suggested readings are listed to facilitate participants in accessing the sources and to obtain more detail information.

#### 1. What is education?

**Education** is a concept, referring to the process in which students (or some person) can learn something

<http://en.wikipedia.org/wiki/Education>

#### 2. How can education be broadly classified?

Education can be broadly classified as:

- Formal education: the highly institutionalized, chronologically graded and hierarchically structured ‘education system’, spanning lower primary school and the upper reaches of the university;
- Non-formal education: any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children; and
- Informal education: lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment - at home, at work, at play; from the example and attitudes of family and friends; from travel, reading newspapers and books; or by listening to the radio or viewing films or television. Generally, informal education is unorganized and often unsystematic; yet it accounts for the great bulk of any person’s total lifetime learning - including that of even a highly ‘schooled’ person.

<http://www.infed.org/biblio/b-nonfor.htm>

[http://www.infed.org/biblio/non\\_formal\\_paradigm.htm](http://www.infed.org/biblio/non_formal_paradigm.htm)

3. What are the major considerations underpinned educational planning?

The 1960s brought the emergence of three clearly defined but not mutually exclusive strands which provided the framework for educational planning exercises at national level. They were

- a. the social demand approach,
- b. the manpower requirements approach, and
- c. the rates-of-return analysis

4. While the social-demand approach viewed educational development independently of economic considerations, the manpower requirements approach aligned education with employment opportunities. Rates of return analysis investigated economic justifications for investing in education.

5. At the post-compulsory levels of education, the social demand approach seeks to provide enough capacity for all those qualified and willing to enroll in institutions of education and training. This approach was used to plan higher education in the UK. The 1963 Robbins Report, for example, adhered to the principle of social demand as a basis for growth and expansion of higher education.

6. The manpower planners devoted much time to developing occupation-education matrices linking qualification levels required for different categories of jobs. The assumption of fixed coefficients of production helped to project educational requirements of different categories of jobs in the future, and it aligned itself well with the centralized planning framework of linking education with economic planning.

7. The rates-of-return analysis, on the other hand, was based on the notion of returns to investment in education compared to similar investments in other sectors of the economy.

8. The rates-of-return can further classified into: i) the social rates of return ii) private rates of return.

- a. The social rate of return stresses the benefit to be derived by the state of investing in a particular form of education. The cost of Education is usually borne by the society as a whole, and can be calculated by equating the total present value earnings of an average educated person before tax with benefits to be gained from alternative investments, in physical capital.
- b. The private rate of return is the investment by private individual and the expected benefits for acquiring a particular type of education. This is calculated by equating the direct and out of pocket costs of students plus earnings foregone by them while studying, to the present value of earnings after tax e.g. direct cost + pocket money + foregone earning

9. These approaches in educational planning provide a good reference in formulating the purpose of education, in particular in the post-compulsory levels, i.e. the purposes of education could be:

- a. to serve the manpower requirements of the local community
- b. to meet the social demands of the local community, i.e. the expectations of students and their parents; the call for improving the quality of citizens and skill sets of workforce; the requests of different social and political groups to enhance the knowledge and awareness of a particular issues (environmental protection, sex education, national education etc)
- c. to maximize the returns of investment in education

<http://unesdoc.unesco.org/images/0007/000766/076671eo.pdf>

10. Generally speaking, every government will have its own education system through legislation under the generic three tiers framework: primary, secondary and tertiary. In Hong Kong, the related Ordinances are as follow:

Item	Cap	Name of Ordinance	Note
1	279	Education	Governing schools and institutions from KG to degree
2	320	Post Secondary College	Governing institutions offering self accredited degree programmes

3	493	Non-local, Higher and Professional Education (Regulation) Ordinance	
4	1150	Hong Kong Council for Academic Accreditation and Vocation Qualifications (HKCAAVQ)	
5.	261	Hong Kong Examination and Assessment Authority	
6.	1053	University of Hong Kong	UGC institution
7.	1109	The Chinese University of Hong Kong	UGC institution
8.	1141	The Hong Kong University of Science and Technology	UGC institution
9.	1075	The Hong Kong Polytechnic University	UGC institution
10	1126	The Hong Kong Baptist University	UGC institution
11	1132	City University of Hong Kong	UGC institution
12	1165	Lingnan University	UGC institution
13	1145	The Open University of Hong Kong	
14	1135	The Hong Kong Academy for Performing Arts	Under HAB
15	444	The Hong Kong Institute of Education	UGC institution
16	1130	Vocational Training Council	

List of higher education institutions in Hong Kong

<http://www.edb.gov.hk/index.aspx?nodeID=105&langno=1>

<http://www.ipass.gov.hk/eng/index.aspx>

[http://en.wikipedia.org/wiki/List\\_of\\_higher\\_education\\_institutions\\_in\\_Hong\\_Kong](http://en.wikipedia.org/wiki/List_of_higher_education_institutions_in_Hong_Kong)

Details of related ordinance

<http://www.legislation.gov.hk/eng/index.htm>

and choose English Subject Index to Ordinance

## **The Challenges of Education to-day**

11. What are the main challenges to policy directions in education to-day?

The OECD has summarized nine major themes as pointers for education and training policy development, which are also applicable to most developed and developing countries:

Equity in  
Education

Evaluation and Assessment  
Frameworks for Improving  
School Outcomes

Migrant  
Education

Pathways for Disabled  
Students to Tertiary  
Education and Employment

Recognising non-formal  
and informal learning

School  
Leadership

Teacher  
Policy

Tertiary  
Review

Vocational Education  
and Training (VET)  
Learning for Jobs

[www.oecd.org/edu/pointers](http://www.oecd.org/edu/pointers)

12. What is the general format of Hong Kong Education System?

Length	Education type	Additional names	Type
<b>3 years</b>	<a href="#">Kindergarten</a>		voluntary
<b>6 years</b>	Primary education	Primary 1, Primary 2, Primary 3, Primary 4, Primary 5, Primary 6	compulsory
<b>3 years</b>	Junior Secondary education	Secondary 1, Secondary 2, Secondary 3	compulsory
<b>3 years (Start 2012)</b>	Senior Secondary (leads to HKDSE)	Secondary 4, Secondary 5, Secondary 6	Selective
<b>Depends on subject</b>	<a href="#">Tertiary education</a> (leads to <a href="#">bachelors</a> , <a href="#">masters</a> and other <a href="#">diploma</a> , <a href="#">certificates</a> and <a href="#">degrees</a> )		selective

[http://en.wikipedia.org/wiki/Education\\_in\\_Hong\\_Kong](http://en.wikipedia.org/wiki/Education_in_Hong_Kong)

13. What are the learning goals of the New Senior Secondary Curriculum (NSSC) leading to HK Diploma of Secondary Education (HKDSE)?

The SS curriculum framework is designed to enable students to attain the following 7 learning goals for whole-person development and stretch the potential of each student:

1. to be biliterate and trilingual with adequate proficiency
2. to acquire a broad knowledge base, and be able to understand contemporary issues that may impact on their daily life at personal, community, national and global levels
3. to be an informed and responsible citizen with a sense of global and national identity
4. to respect pluralism of cultures and views, and be a critical, reflective and independent thinker
5. to acquire information technology and other skills as necessary for being a life-long learner
6. to understand their own career/ academic aspirations and develop positive attitudes towards work and learning
7. to lead a healthy life-style with active participation in aesthetic and physical activities.

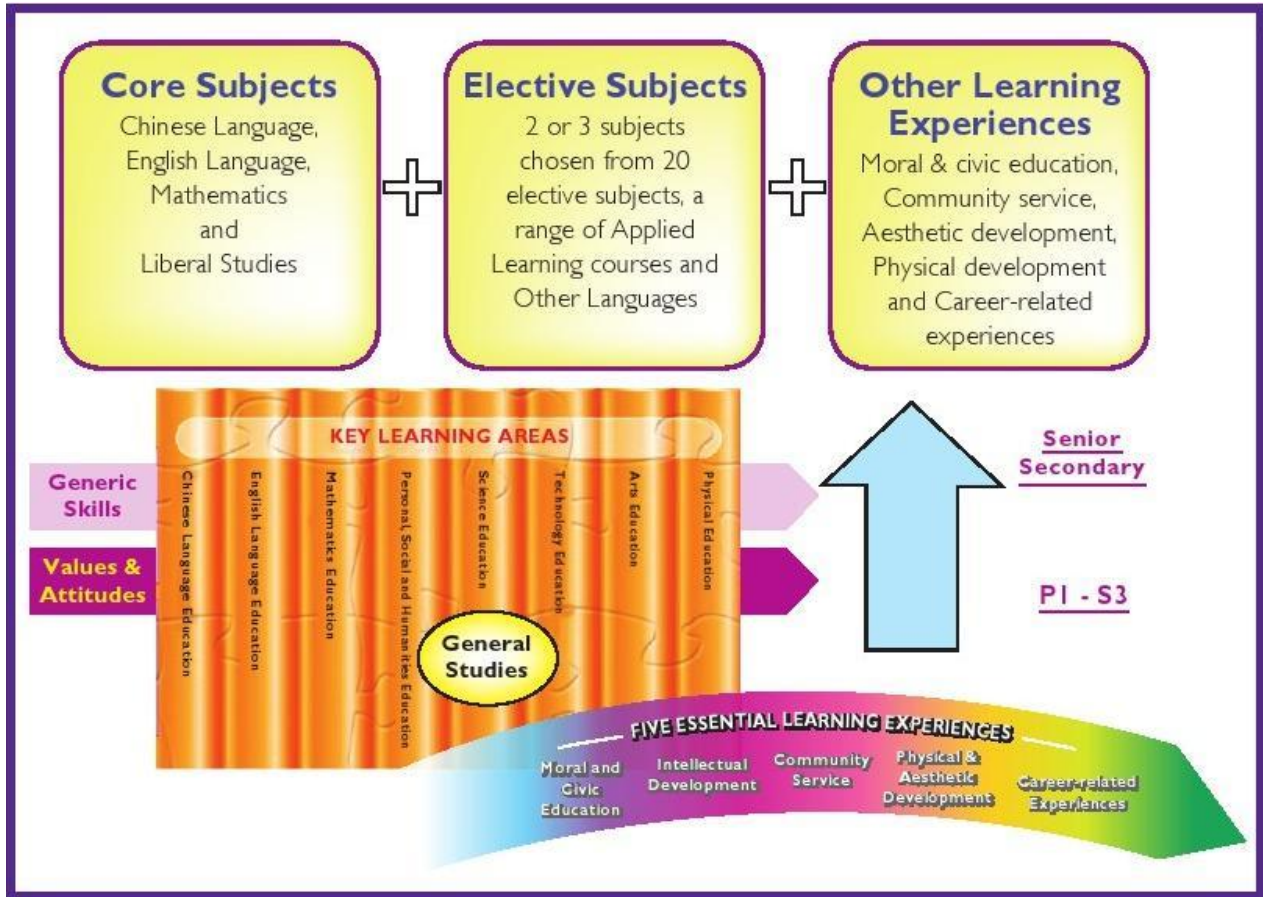
14. What is the general curriculum structure of the NSSC?

<b>Components of the Senior Secondary Student Programme</b>		<b>% of Time Allocation</b>
Core Subjects	Chinese Language, English Language, Mathematics and Liberal Studies as core subjects for ALL students	45-55%
Elective Subjects	2 or 3 subjects chosen from 20 elective subjects, a range of ApL courses and other languages	20-30%
Other Learning Experiences	Moral & civic education, community service, aesthetic development, physical development, career-related experiences	15-35%

The curriculum of the basic education and senior secondary can be depicted in the following figure:

<http://334.edb.hkedcity.net/EN/curriculum.php>

and choose the document you want.



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