

Federation for Self-financing Tertiary Education (FSTE)

Intensive Teacher Training Programme: Module 1: The education environment locally and globally

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

3. What is an education system? How can education system of a particular country, city, district etc. be in place?

Education system generally referred to the well-structured Formal Education System. The planning of education system usually based on three underpinning principles:

- a. Manpower planning;
- b. Rate of return (both social and individual); and
- c. Social expectations

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

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 sub-degree
2	320	Post Secondary College	Governing institutions offering 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

Details of related ordinance

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

and choose English Subject Index to Ordinance

4. 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

5. How education in Hong Kong be funded?

After the Second World War, education gradually becomes civil rights in most of the countries. To this end, education heavily depends on government funds. The pendulum starts to swing in the other direction in the name of diversity and parents'/students' choices; and the self financed sector of education starts to grow rapidly.

In terms of finance types, education institutions in Hong Kong (of all tiers) can be broadly classified as follow:

- a. Fully funded by Government (mainly primary and secondary government and aided schools);
- b. Funded by Government on per student basis (UGC institutions, Direct Subsidized Scheme (DSS) primary and secondary schools);
- c. Non-profit making institutions funded by Government indirectly (e.g. free land provision, loan for building and facilities etc). **FSTE member institutes are mainly under this category.**
- d. Profit making institutions

6. What is the government expenditure on education in Hong Kong?

The Hong Kong Government's expenditures on education in 2005-06, 2009-10 and 2010-11 are as follows:

	Financial year (April - March)		
	2005-06 ⁽¹⁾	2009-10 ⁽¹⁾	2010-11 ⁽¹⁾⁽²⁾
Total expenditure (HK\$ million)	54,265	58,240	61,824
As percentage of total government expenditure (%)	23.3	20.2	20.4
As percentage of Gross Domestic Product (GDP) (%)	3.8	3.5@	3.5@
Recurrent expenditure (HK\$ million)	44,527	50,831	51,432
Spent on (%)			

Primary education	23.2	21.4	21.4
Secondary education	36.0	38.2	38.5
Higher education ⁽³⁾	28.0	25.8	25.0
Others ⁽⁴⁾	12.8	14.6	15.1

Notes :

- (1) Expenditure figures for 2010-11 and before have been adjusted to align with the definitions and policy area group classifications adopted in the 2011-12 estimate.
- (2) Revised estimates.
- (3) Higher education includes teacher education programmes provided by the University Grants Committee-funded institutions.
- (4) Figures include government recurrent expenditure on kindergarten, special education, adult education courses run or funded by the Education Bureau, vocational education courses run by the Vocational Training Council and departmental support.

@ Figures are subject to revision later on when more data become available.

Source : Resource Management Section, Education Bureau

(Enquiry Telephone No. : 2892 6267, Email Address : aoirm@edb.gov.hk)

<http://www.edb.gov.hk/index.aspx?nodeID=1032&langno=1&print=yes>

More details on the expenditure in each sector can be found at the Estimates of the Annual Budget available at the FSO website <http://www.budget.gov.hk/2011/eng/estimates.html>
Choose Head 156 for Education Bureau, Head 190 for UGC and Head 173 for SFAA

7. How government funding be distributed amongst UGC funded institutions?

Government funding is distributed amongst UGC funded institutions on Full Time Equivalent (FTE) basis based on triennium planning.

<http://cdcf.ugc.edu.hk/cdcf/searchStatisticReport.do;jsessionid=CED971066EB85A1DC343B4E898AA7622>

<http://cdcf.ugc.edu.hk/cdcf/statIndex.do?language=EN>

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

Length	Education type	Additional names	Type
3 years	Kindergarten		voluntary

6 years	Primary education	Primary 1, Primary 2, Primary 3, Primary 4, Primary 5, Primary 6	compulsory
3 years	Junior Secondary education	Secondary 1, Secondary 2, Secondary 3	compulsory
2 years (Until 2010)	Senior Secondary (leads to HKCEE)	Secondary 4, Secondary 5	selective
2 years (Until 2012)	Matriculation Course (leads to HKALE)	Secondary 6 (Lower Six) Secondary 7 (Upper Six)	selective, performance based
3 years (Start 2012)	Senior Secondary (leads to HKDSE)	Secondary 4, Secondary 5, Secondary 6	Selective
Depends on subject	Tertiary education (leads to bachelors , masters and other diploma, certificates and degrees)		selective

http://en.wikipedia.org/wiki/Education_in_Hong_Kong

9. What is the curriculum structure of the basic education (i.e. the primary and junior secondary education)?

The local primary and secondary curricula are grouped under 8 **Key Learning Areas (KLAs)**. All schools receiving government funding have to implement the local curricula. In basic education, students have to study all the 8 KLAs with the following ranges on the percentage of curriculum time:

***Suggested Lesson Time Allocation for
Different Stages of Schooling***

Primary

Key Learning Areas		Suggested Percentage
Chinese Language Education		25% - 30%
English Language Education		17% - 21%
Mathematics Education		12% - 15%
Science Education	General Studies for Primary Schools	12% - 15%
Technology Education		
Personal, Social and Humanities Education		
Arts Education		10% - 15%
Physical Education		5% - 8%

Junior Secondary

Key Learning Areas		Suggested Percentage
Chinese Language Education		17% - 21%
English Language Education		17% - 21%
Mathematics Education		12% - 15%
Science Education		10% - 15% 8% - 10% ¹
Technology Education		8% - 15% 25% - 35% ²
Personal, Social and Humanities Education		15% - 20% 10% - 15% ³
Arts Education		8% - 10%
Physical Education		5% - 8%

¹ The time allocation of 8% to 10% is intended for schools whose curriculum has a technology education orientation. This curriculum should connect students' learning experiences in science and technology education.

² For schools where technology subjects are better vehicles for their students to develop generic skills, the time allocation for technology education could be 25%-35%. Some learning elements in technology subjects, for example, Design Fundamentals, Graphical Communication, etc., are already embedded in other KLA's (such as Arts Education, Science Education, Personal, Social and Humanities Education). In these schools, the lesson time, in terms of percentages allocated to other Key Learning Areas, could be adjusted accordingly.

³ The time allocation of 10% to 15% is intended for schools whose curriculum has a technology education orientation, such that the essential contents for personal, social and humanities learning, including Chinese history and culture, can be accommodated.

<http://www.edb.gov.hk/index.aspx?nodeID=2877&langno=1>

<http://www.edb.gov.hk/index.aspx?nodeID=2878&langno=1>

<http://www.edb.gov.hk/index.aspx?nodeID=2365&langno=1>

and choose the documents you want

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

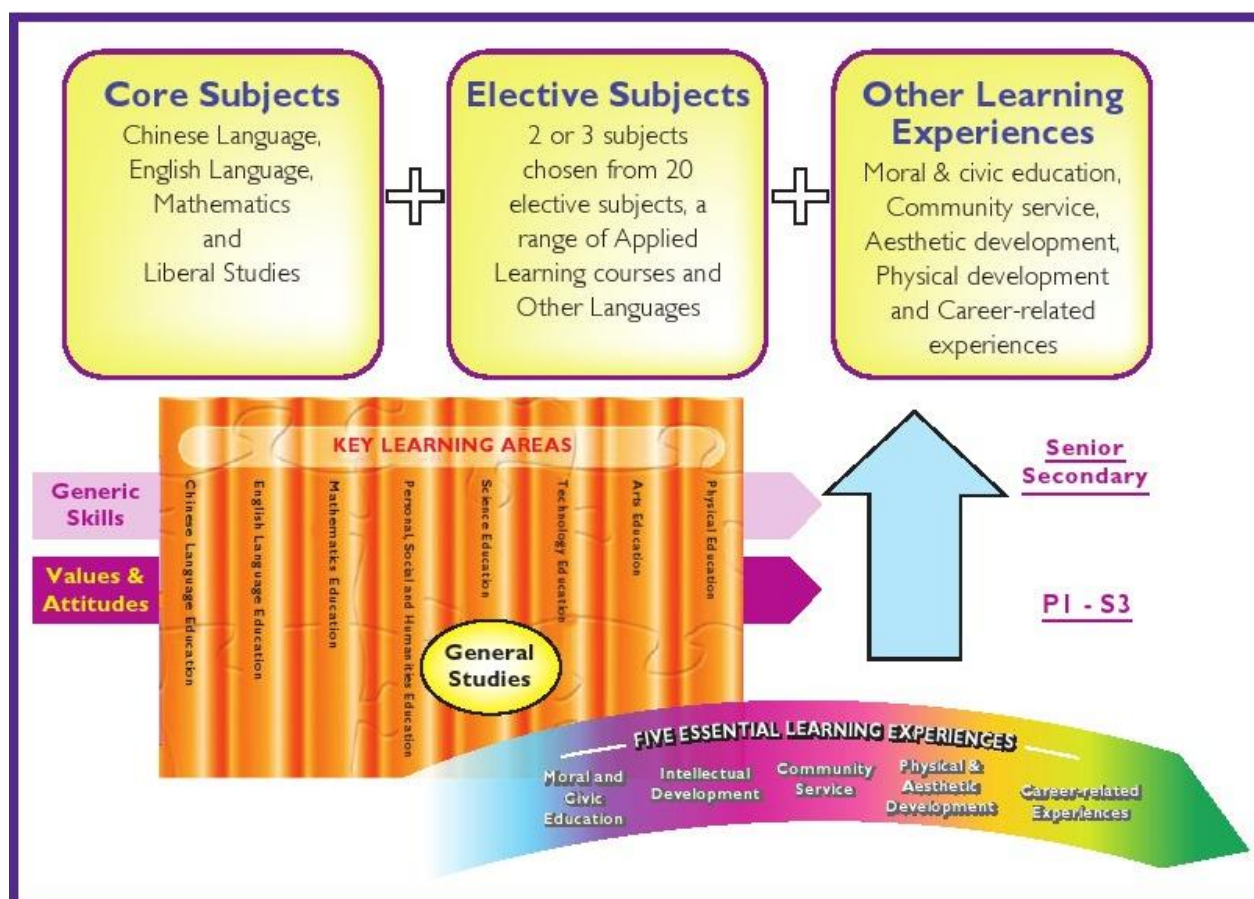
The SS curriculum framework is designed to enable students to attain the following 7 learning goals for whole-person development and stretch the potential of each student:

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.

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

Components of the Senior Secondary Student Programme		% of Time Allocation
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%

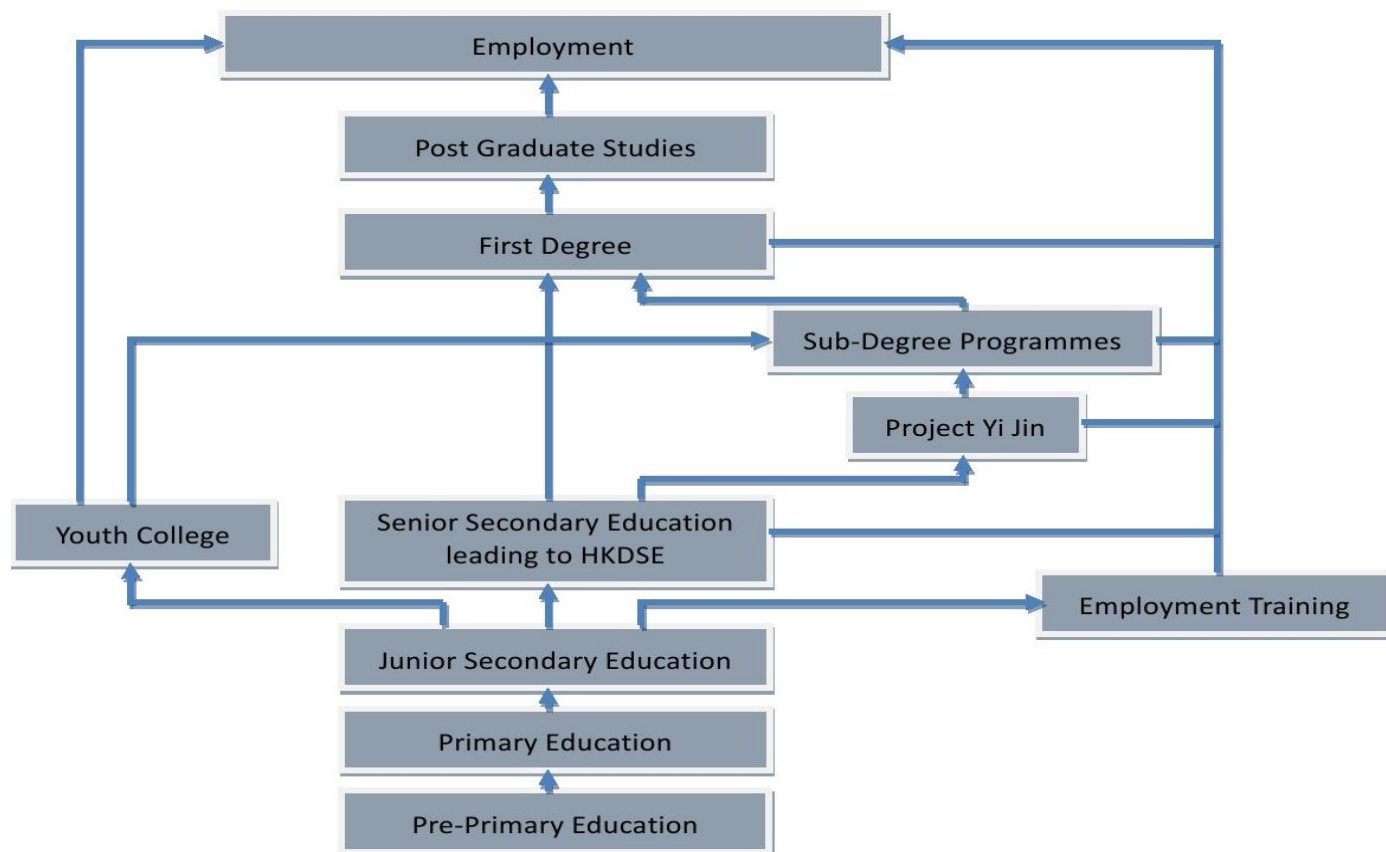
The curriculum of the basic education and senior secondary can be depicted in the following figure:



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

and choose the document you want.

12. What are the articulation pathways at post secondary level?



13. How can the quality of programmes of the sub-degree sector be assured?

Sub-degree operators generally fall into two main categories:

- i. Institutions which are extension arms of an institutions with self-accreditation status, e.g. Self-financed Sub-degree Programme Units(SSPUs) of universities
- ii. Institutions which are registered either under Cap 279 or Cap 320.

For institutions in (i), the quality assurance of their sub-degree programmes are quality assured by the Joint Quality Review Committee (JQRC). JQRC is an independent corporate quality assurance body established in August 2005 by the Heads of Universities Committee (HUCOM) of Hong Kong constituted by the eight institutions under the aegis of the University Grants Committee (UGC). Its major function is to provide for the peer review of the quality assurance processes of the self-financed sub-degree programmes of these institutions. The eight member institutions are City University of Hong Kong, Hong

Kong Baptist University, Lingnan University, The Chinese University of Hong Kong, The Hong Kong Institute of Education, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology, and The University of Hong Kong. JQRC adopted a two stage framework for the review.

<http://www.jqrc.edu.hk/index.files/Page1575.htm>

<http://www.jqrc.edu.hk/index.files/Page286.htm>

For institutions in (ii), the quality assurance of their sub-degree programmes is quality assured by the HK Council for Academic Accreditations and Vocational Qualifications (HKCAAVQ). The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is a statutory body established under the HKCAAVQ Ordinance (Chapter 1150) which came into effect on 1 October 2007.

The new HKCAAVQ is appointed by the Secretary for Education as the Accreditation Authority and QR Authority under the Qualifications Framework. In addition to these statutory roles, the HKCAAVQ continues to perform other functions of the former HKCAA in connection with academic and vocational accreditation, education and training and quality assurance. HKCAAVQ adopted a 4-stage process for quality assurance of programme under levels 4 to 7 of the Qualifications Framework.

<http://www.hkcaavq.edu.hk/en/main.asp>

http://www.hkcaavq.edu.hk/en/services_fourstage.asp

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