



A glowing blue sphere is held in the center by two hands, one on the left and one on the right, against a dark background. The sphere has a bright white center that fades into a blue glow. The hands are partially visible, with fingers pointing towards the sphere.

**Rethinking Education & Training:
Issues of Diversity, Transferability & Progression**


**Kit-Tai Hau
The Chinese University of Hong Kong**



**Diversity and Changes
in Hong Kong**

further  when population declines

70%

 + Asso Degree/
Higher Dip

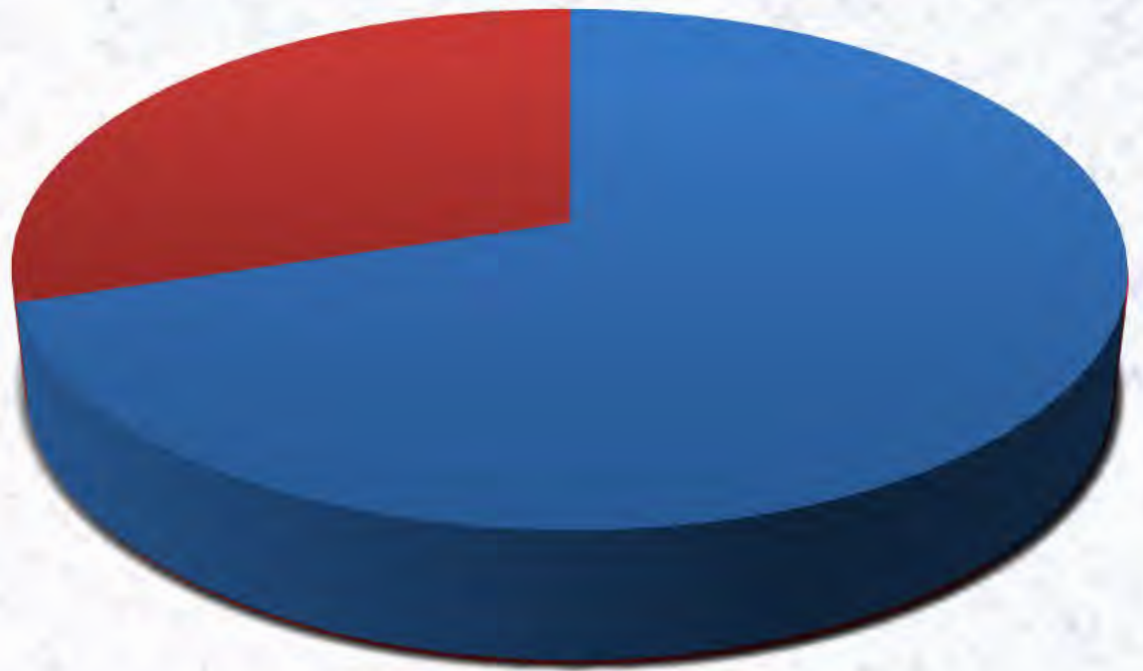
38%

 +self-funded

23%(2013/14)

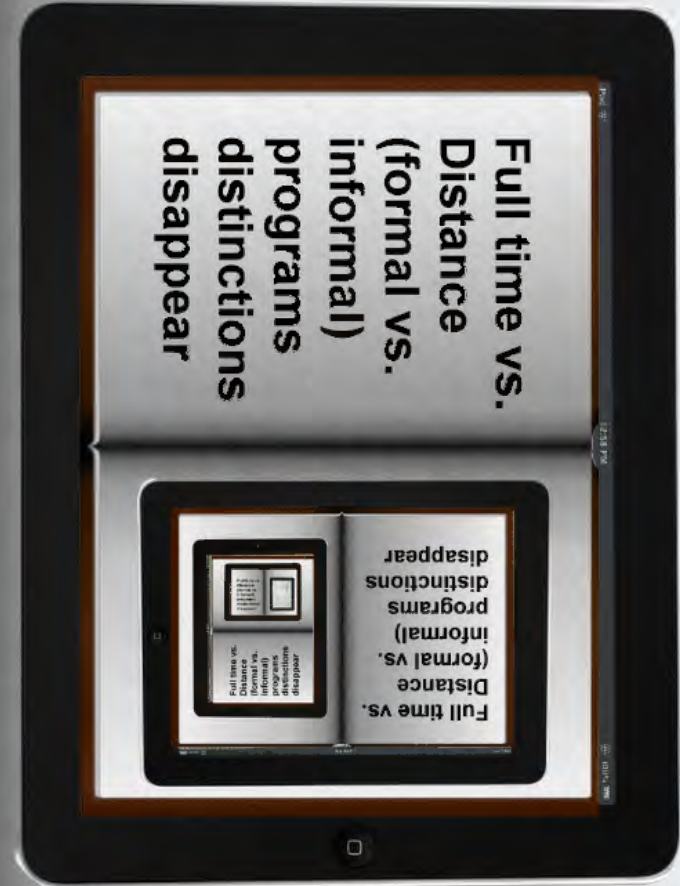
18%

Publicly funded: **2-3% (70's)**



Degree places exponentially increased

**Full time vs.
Distance
(formal vs.
informal)
programs
distinctions
disappear**



Rising Cost in campus-based univ operations

- 2.5-3.6% annual increase (“2013 money/ adjusted for inflation, etc.” in last 30 years, MIT)
- lower cost model needed, to enable more tertiary places

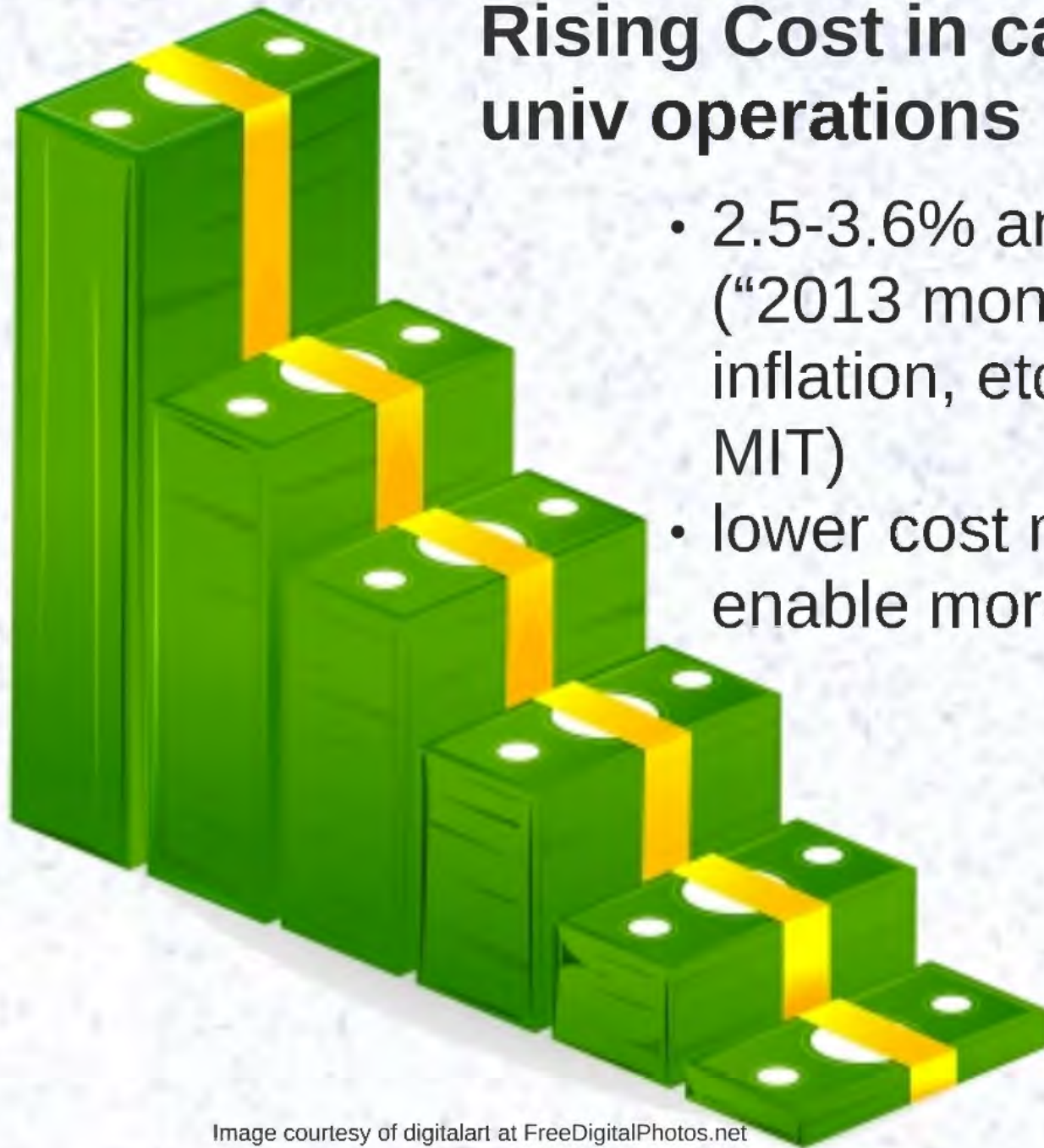
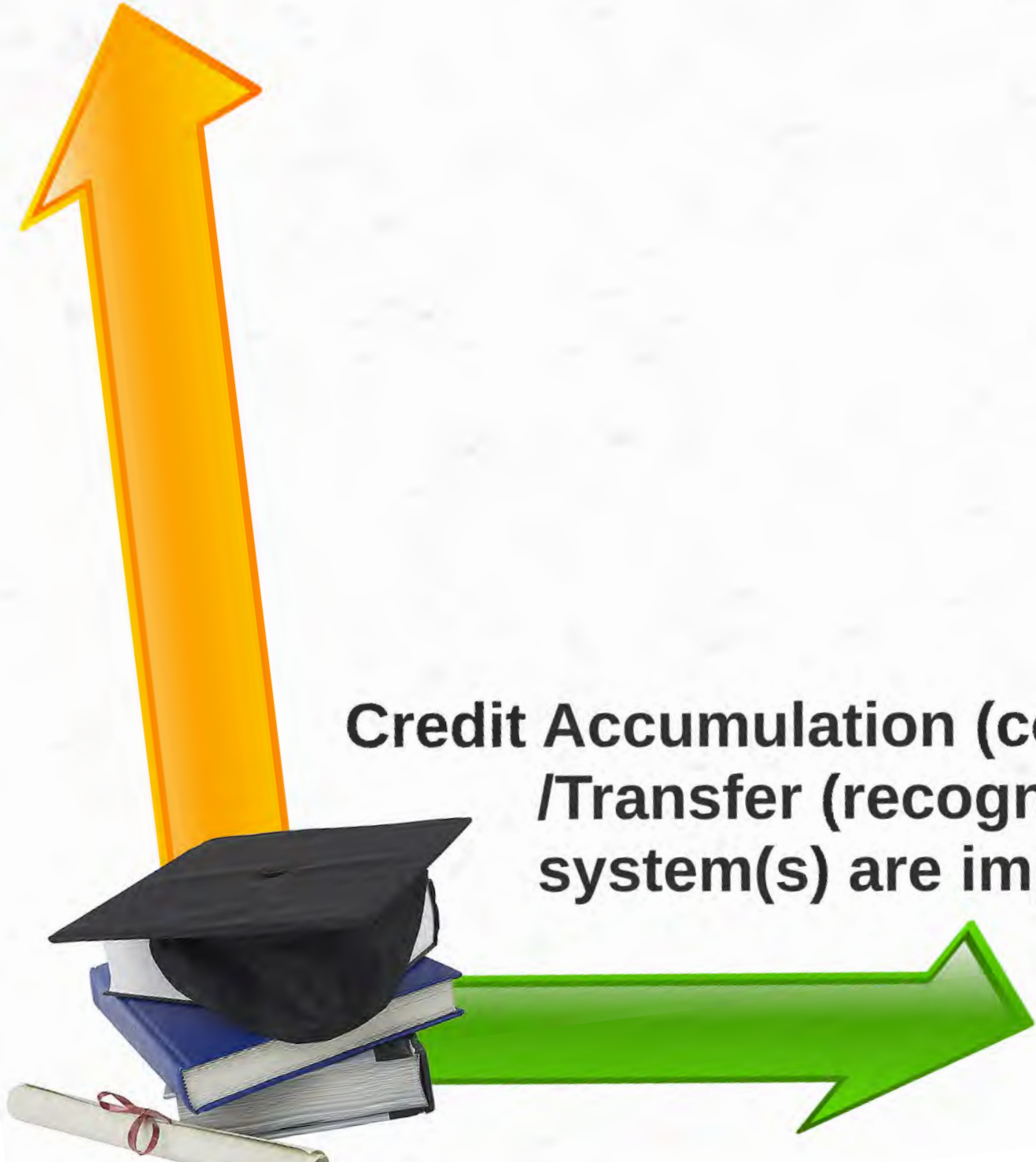


Image courtesy of digitalart at FreeDigitalPhotos.net

Smaller Units of Learning: “buffet” (rather than “À la carte”)

- to cater for diversified jobs/
learning needs
- demand for: smaller learning
unit -- micro-modules
increase, mix-and-match





**Credit Accumulation (common currency)
/Transfer (recognition)
system(s) are important**



Universities

**Issues/
Solutions**

Gov't/System

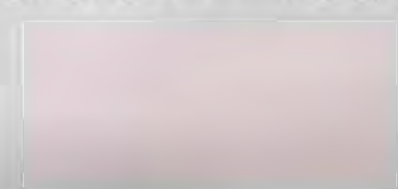
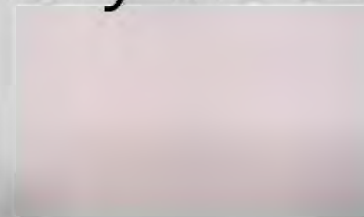
Society

- **Tertiary places**

- number no longer an issue
- types/mode, quality, content much more important
- concerns of univ/govern't (system level) will change

- **At Universities/ Institutions:**

- More Work-Place/Industry-Based “degree” programs (recognition of work experience is thus important)
- More Relaxed Recognition/Transfer of units needed:
 - for admission /recognition within university:
MOOC + distant mode + work experience
 - internal vetting, give certain % blanket approval
 - for own/other university MOOC + distant mode



- demand of multi-discipline career (e.g., medical / engineering / education + marketing / education)
 - more mixed modes of study: full/part/sandwich (apprenticeship during study) - “full-time” programs classes taken at night, at home (online), during summer, on holidays
 - Self-selected set: further mix and match
 - "creating your own major" (e.g., Korea univ, Brown)
- for lower ability students -- shrinking of expensive campus-based liberal arts programs in HK, more vocational based

- at Government/ system level
 - currently, attention to credit transfer at Level 3 → 5
 - will become less important (most people have degree)
 - AD/HD number decreases, serve as mid-way hub only
- Government qualification recognition (HKCAAVQ) should be more flexible (now too stringent)
- all have degree, non-discriminating,
 - new criterion → micro-professional / skills certification (government regularization)
 - currently job ranks linking to 1st degree qualification will fail (most people have 1st degree; higher degrees (Master/PhD) relevant only in univ positions)

- when all have a degree, they are differentiated by
 - awarding univ (as usual)
 - reputation of specialized programs (status of industry partners, employment rates/salary)
 - additional micro-professional certificates
- Hong Kong parents/students gradually recognize:
 - for a lot of students: earning power of a general degree (e.g., liberal arts) likely lower than a vocational degree
 - vocational programs more important/popular