GLOBAL PERSPECTIVE PROGRAM
HONG KONG PROJECT CENTER
HONG KONG, CHINA

Suitability of a Community College System for Hong Kong

New Territories

Kowloon

Hong Kong and Islands

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Caritas - Hong Kong WORCESTER POLYTECHNIC INSTITUTE

WPI

Suitability of a Community College System for Hong Kong

An Interactive Qualifying Project

Submitted to the faculty of
Worcester Polytechnic Institute
in partial fulfillment of the requirements for the
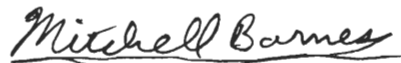Degree of Bachelor of Science

Project Sponsor:
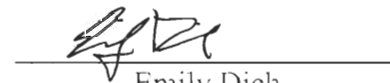**Caritas Adult & Higher Education Service – Hong Kong**

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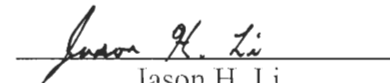**Catherine Li,** Assistant Organizer for Academic Affairs, Caritas, Hong Kong

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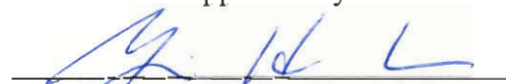
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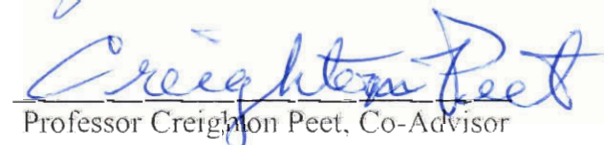
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4 March 2002

Abstract

A feasibility study of implementing a community college system in Hong Kong was conducted by studying the current sub-degree programs in Hong Kong. From the analysis of the data obtained from interviews and surveys of faculty, students, alumni and human resource personnel, it was concluded that a community college system would be beneficial to Hong Kong by providing a greater number of secondary school leavers access to tertiary education. A three-tier community college system is being recommended.

Acknowledgments

- *Caritas Adult and Higher Education Services-Aberdeen*

- *Caritas Chong Yuet Ming Secondary School*

- *Caritas Institute for Further & Adult Education-Tsuen Wan*

- *Caritas Shatin Marden Foundation Secondary School*

- *Caritas St. Francis Secondary School*

- *Caritas Tuen Mun Marden Foundation Secondary School*

- *Caritas Yuen Long Chan Chun Ha Secondary School*

- *Cheung Chau Government Secondary School*

- *Kwun Tong Maryknoll College*

- *Lingnan Secondary School*

- *St. Joseph's Anglo-Chinese School*

- *St. Margaret's Girls College*

- *Tseung Kwan O Government School*

Last, but not least, we would like to thank our project advisors, **Prof. Yi Hua Ma** and **Prof. Creighton Peet**, for their guidance and recommendations.

Executive Summary

In October 2000, the Chief Executive of Hong Kong, Mr. Tung Chee-hwa announced his goal of raising the current matriculation rate of secondary school leavers in tertiary education from 18 percent to 60 percent within the next ten years. Due to various factors such as stringent standardized exams, limited seats in local universities, and the need to keep pace with an information-based society, Hong Kong students often find themselves left with few choices to attending higher education. Various education administrators and organizations are looking into the possibility of community colleges as a way of alleviating the current situation. As a result, this project sought to analyze the feasibility of establishing a community college in the Hong Kong context.

To accomplish this objective, the team studied various tertiary and community college-like institutions throughout multiple regions of the world. For Hong Kong in particular, interviews were conducted with educational administrators from secondary and university-levels, secondary students, Associate Degree students, and human resource personnel. In addition, the team distributed and collected 1,366 questionnaires from Forms S.4 through S.7 students throughout the Hong Kong Island, Kowloon, Lantau Island, and New Territory regions. Determining factors for selecting the secondary schools included: region, bands, school types, language of instruction, and the courses provided.

It was concluded that a community college system would be beneficial to Hong Kong by providing a greater number of secondary school leavers access to tertiary education. It was also concluded that a community college system would have many problems, such as providing enough suitable facilities and staff, ensuring its graduates are qualified for employment, and gaining recognition from society.

Through interviews and surveys with administrators, students, and human resource personnel, it was determined that the community college system should be comprised of the existing Associate Degree programs, various vocational programs, and IVE (Institutions of Vocational Education) schools. To build upon this current framework, survey data from secondary students was quantitatively analyzed and then related to information obtained from personal interviews to suggest further improvements.

It was recommended that the community college system in Hong Kong should begin by placing its focus on secondary school leavers. As its popularity increased, more student groups could be accommodated. It was also recommended that more places be created in the Associate Degree program and that facilities be shared with universities and IVE schools to accommodate these students.

Organizing an extensive advertising campaign to increase awareness of a community college system in Hong Kong was also recommended. Some future community college graduates and faculty should go to secondary schools and speak to students about the benefits of attending a community college. Also, it would be beneficial if the Hong Kong government pay for advertising space on public transportation systems such as the MTR and KCR train stations.

The future community college system will play a significant role in Hong Kong's current educational system. With the implementation of a community college system, the Hong Kong government's goal of providing 60 percent of secondary school leavers with access to higher education will eventually be accomplished. Due to time constraints, the results of this project may not be representative of the Hong Kong student population as a whole, but they provide suggestions of some important aspects that a community college system in Hong Kong should possess. Therefore, more in-depth analysis and follow-up research should be performed to satisfy the future community college students' many needs and interests.

Authorship Page

Work was divided evenly among team members both in carrying out the research and writing this report.

Table of Contents

Table of Figures

Table of Tables

Chapter I.   Introduction

The importance of knowledge and technology is undeniable in modern society. Many technological advances have been made in the past half-century. From space exploration to the Internet and the information age of today, technology is changing continually (Robinson, 2001). In an effort to keep up with such rapid changes, many societies have shifted their focus from physical resources and manual labor to knowledge-based skills, which foster dynamic innovation and creativity. Types and availability of skilled jobs that require post-secondary education have greatly increased. Therefore, education must continue to change to meet today's ever-changing needs.

The United States' system of higher education is comprised of 6,289 colleges, universities, and career schools (Babyak and Glickman, 2001). Out of these institutions, 816 are regionally accredited community colleges with published online websites (TeamWeb, 2001). The number of secondary school graduates is continuing to increase from approximately 2.2 million students in 1994 to 2.6 million students in the year 2001 (Collegeboard.com, Inc., 2001).

With the number of secondary school leavers increasing in the United States, the innovation of the "community college" has become an integral part of higher education. Community colleges provide many students with an opportunity to continue their postsecondary education even though their academic records are less than stellar. In recent years, some of the obvious virtues of community colleges—their openness, their flexibility, and their inexpensiveness—have attracted considerable attention abroad (Brint & Karabel, 1989, p. v).

To date, Hong Kong lacks a formal community college system. With the sponsorship of Caritas Adult and Higher Education Services - Hong Kong, this

project proposes to determine in what ways a community college system would be useful in the Hong Kong context. During the previous two years, the number of full-time students enrolled in higher education has decreased from 70,600 to 67,700 students, a decline of 4.1 percent (Census and Statistics Department - Hong Kong, 2001). At the same time, the unemployment rate has increased from 3.5 percent in 1995 to 6.7 percent in a recent South China Morning Post article. As a result, the Hong Kong Special Administration Region (HKSAR) Government is interested in expanding postsecondary education and making provisions for secondary school leavers. The planning target is for 60 percent of secondary school leavers to have access to tertiary education within the next ten years (Education and Manpower Bureau - Hong Kong, 2001).

The objective of our project was to assess the feasibility of a community college system for Hong Kong and to determine ways that a community college system would be useful in the Hong Kong context. In order to support this effort towards expanding higher education in Hong Kong, the community college research team needed to find out what was important to the residents of Hong Kong in higher education. First, the team interviewed various heads of faculty in the universities offering sub-degree programs. Also, the team distributed and collected in-class questionnaires from S.4 to S.7 students in order to define student needs and expectations of a community college. The community college team has held group interviews with some of the secondary school students to understand their perspectives on a community college. Lastly, the community college team has interviewed human resource personnel involved in industry, business, and government in order to determine the quality of the current sub-degree programs, how satisfied the students are with their education, and how well such programs meet the needs and expectations of potential employers. By comparing the results with other community college systems such as that in the United States and elsewhere, the team

2

has developed suggestions for the development of a community college system in
Hong Kong.

Chapter II.   Literature Review

2.1   Community Colleges throughout the World

2.1.1 Overview

Different non-traditional educational institutions exist throughout the world to accommodate individuals who are beyond the age of secondary school and whose academic needs are not met by conventional universities (Brawer, 1996). Such institutions may be distinguished by the following titles: community college, junior college, technical, teknologi, technological institution, district or regional colleges, colleges of further or advanced education, fachhochschulen or folk high schools, higher schools, workers' colleges, and short-cycle institutions. For purposes of this project, the term "community college" will be used to refer to these educational systems.

2.1.2 Functions of the Community College

Whatever shape or form these non-traditional institutions take, they all contain common elements, which lie in the services that they provide and the individuals that they accommodate (Brawler, 1996). Community colleges are institutions of post-secondary education, which are available to the public (Lee, 2001). They typically offer a two-year curriculum, which prepares students to receive their Associate Degree or to continue their education at the university level. These institutions, however, do not offer baccalaureate degrees. The transfer program is both adaptable and flexible, and it covers the first two years of a four-year college curriculum. Community colleges are also characterized by low tuition fees, are established in a local setting, and have less stringent entrance requirements.

In general, students matriculate in such institutions for purposes of increasing employment opportunities, pre-baccalaureate studies, cultural education, or recurrent

education (Brawler, 1996). Whereas employment-driven students attend with the more immediate intentions of improving job qualifications and work status, pre-baccalaureate students tend to view the community college as a transitional stage to actual university-level study. Less frequent reasons for attending community colleges are cultural education and recurrent education, where an individual may want to adapt to relocation better or simply to continue further studies and keep up with current technology.

In 2000, the British Columbia Council collected a list of "Requirements for the Associate of Arts and Associate of Science Degrees" (Lee, 2001). While individual community colleges may have different sets of goals and objectives, the following list serves as a reference point for what is expected upon completion of an Associate Degree program, which is considered an integral part of the community college system:

The Associate Degree is designed to provide an educational experience that prepares students for work, citizenship and an enriched life as an educated person, and to lay a solid foundation for further study...Students will be exposed to concepts, theories and modes of inquiry in the humanities, the social sciences and the sciences to develop:

- An interest in and curiosity about the world around them;
- An understanding of the global context in which they live and work;
- An appreciation of intellectual thought and human creativity;
- An openness to a variety of viewpoints;
- A capacity for and interest in self-directed life-long learning; and
- An acceptance of the social responsibilities that come with the benefits of advanced learning.

In addition, the program of study should develop and improve skills and abilities essential for academic success at an advanced intellectual level...They include but are not limited to:

- Advanced reading and comprehension;

- Effective written and oral communications;

- Mathematical and scientific reasoning;

- Computer and technological literacy;

- Research and evaluative skills;

- Analysis, synthesis, and integration of knowledge;

- Critical thinking and problem solving.

- Application of theoretical understanding to practice; and

- Working collaboratively" (Lee, 2001)

2.1.3 Regional Distribution

The more well developed, non-university post-compulsory institutions are found in the United States, Asia, and Europe (Cohen, 1995). However, different regions tend to have different foci in their community colleges. For instance, in places that can accommodate more degree seekers, such as in the United States and Canada, pre-baccalaureate programs dominate. Meanwhile, the upper secondary schools in Sweden, the regional technical college system in Ireland, the junior colleges in the People's Republic of China, and the special training schools in Japan all emphasize occupationally related studies and in integrating course material with the workplace environment. At the same time, continuing education and cultural education programs are usually found in Australia, Britain, Denmark, Germany, and Norway. Reproduced from the International Encyclopedia of Adult Education and Training (1996), Table 1 summarizes the names of various community college-like institutions with the respective countries or regions where they are found, while Table 2 lists the emphases for the different regions.

Table 1. Institutions Providing Community College Functions

Institution	Country/Region
College of Advanced Education	Australia
College of Applied Arts and Technology	Canada
College of Enseignment General et Professional (CEGEP)	Canada
College of Further Education	Australia
	United Kingdom
Community College	Canada
	New Zealand
	United States
Fachhochschule	Germany
Folk High School	Denmark
Higher Technicians' Section	France
Institut Teknologi	Malaysia
Junior College	Japan
	People's Republic of China
	United States
Regional (or District) College	Norway
	Israel
Regional Technical College	Ireland
Special Training School	Japan
Technical College (or Institute)	United States
	Malaysia
	New Zealand
Technological Education Institution	Greece
Two-year Vocational University	People's Republic of China
University Institute of Technology (IUT)	France
Upper Secondary School	Sweden
Volkhochschule	Germany
Workers' College	People's Republic of China

Source. International Encyclopedia of Adult Education & Training, 1996.

2.1.4 Organizational Patterns

While community colleges may vary in function throughout different regions

of the world, they may also differ in organizational patterns (Kintzer, 1990). For

instance, the short-cycle post-secondary programs in Austria, Denmark, Indonesia,

and Sweden are actually classified as part of the secondary educational system.

Community colleges in South America are primarily branches of polytechnic schools,

while those in New Zealand are associated with the country's polytechnic and

technical institutes. While Canada's community college system operates separately

from the rest of the higher educational system, Germany's Fachhochschulen, Israel's

regional colleges, and Norway's district colleges with short-cycle programs are coordinated on a national scale.

Table 2. Major Emphases of Institutions Providing Community College Functions

	General	Pre-University	Technical	Vocational	Cultural/Social
Australia					X
United Kingdom					X
Canada	X	X	X	X	
Denmark					X
France			X	X	
Germany					X
Greece			X		
Ireland				X	
Israel	X		X		
Japan	X	X	X	X	
Malaysia				X	
New Zealand			X	X	
Norway		X		X	
People's Republic of China			X	X	
Sweden	X			X	
United States	X	X	X	X	

Source. International Encyclopedia of Adult Education & Training, 1996.

2.1.5 Challenges that Community Colleges Face

Although community colleges were created to provide solutions for many individuals and nations, they are also confronted with several obstacles (Brawer, 1996). Some of these issues include:

- Whether "second chance" educational programs can enhance social equality in education,

- How to lower the unemployment rate of community college graduates,

- How to promote social prestige and recognition for community colleges,

- How to enhance economic security for both the country and the people,

- How to ease the difficulties in promoting transfer,

- How to assess fulfillment of requirements,

- How to develop comprehensive examinations for the courses, and

- How much emphasis to put on community service.

2.1.6 The Need for Community Colleges in Other Countries

Whether there are student population changes, labor force demands, or different types of administrative control, the overall need for community colleges will increase (Brawer, 1996). In Britain, the large number of 18-year-olds entering higher education calls for two-year diploma programs as well as lowering the barriers between community colleges and universities (Cohen, 1995). Australia also developed a need for skill-based programs (Barnett & Wilson, 1994). Meanwhile, many Central and Eastern European countries are deliberating over establishing some national policy statements that call for major educational reforms (Kintzer, 1994). For instance, three-year post-secondary schools are being constructed in Bulgaria, while Ukraine will incorporate junior specialist courses in its reforms of the college system.

2.2 United States Community College System

2.2.1 Definition of a Community College

A community college in the United States of America is an establishment that offers further education beyond high school (O'Banion, 2002). Community colleges offer an assortment of programs. Many of which take two years to complete. Some students who attend these colleges complete the first two years of a program leading to a Bachelor Degree through the use of transfer credits, while others take technical education programs that train them for semiprofessional jobs such as nursing and computer repair. Most community colleges also offer courses for students who need additional preparation in fundamental skills such as basic math and language skills. Community colleges grant Associate Degrees for completion of two-year programs, and certificates for some specialized programs.

Containing approximately 1,200 schools the community college system in America is a major force in higher education (Lee, 2001). Almost half of the students in undergraduate programs are attending community colleges, while over half of the

upperclassmen at state colleges have transferred from the two-year community college system into the four-year Bachelor Degree program.

2.2.2 History

The theory and operation of a community college system represent many uniquely American ideals and personify that nation's spirit (Mclaughlin, 2001). Representing an opportunity to anyone who is willing to work for success, the community college system is open to all who wish to enter and provides opportunity for both workplace advancement and self-betterment. Adopted by many other countries, this model has proliferated and became the ideal for countries still struggling to create an efficient higher education system. It is a defining characteristic of a comprehensive community college system to open doors for those who fall through the cracks of the regular educational system. A community college allows those with an inferior skill set to market newly learned abilities to possible employers and to improve the standard of living for many just by teaching new skills, such as computer literacy for older students or people who did not have computer literacy when they first were educated.

The system of educational institutions, which came to be referred as junior or community colleges, was not created all at once but rather evolved over time (Mclaughlin, 2001). The first institution actually to implement innovations, which would later form the community college system, was the University of Chicago in 1896. The university president, William Rainey Harper, divided the institution into two colleges. Called the Junior College, the first of the two colleges contained the initial two years of higher education, while the second college, referred to as a Senior College made up the final two years. Harper was then able to aid in the implementation of the first truly public two-year college named Joliet in 1901.

Despite its early beginnings it was not until just after World War II that the community college system really came into its own (Mclaughlin, 2001). With 12

million returning military service men and the GI service bill pouring money into continuing education the environment was ripe for public two-year colleges to retrain the returning workforce. Even the term "community college" came out of a report by a presidential commission on how to provide returning soldiers with continuing education. This report found that,

> Whatever form the community college takes, its purpose is educational service for the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to the educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community (Ehrlich, 2001, p.67).

2.2.3 Funding

Most of the two-year colleges in the United States are public institutions in that they receive funding from both local and state governments (O'Banion, 2002). These publicly funded colleges make up 87 percent of the total 1,200 community colleges. There are a number of private two-year colleges, which make up the other 13 percent of colleges, many of which have church affiliations. These latter colleges receive most of their funds from tuitions, fees, and donations.

Federal funding allows colleges to build new buildings, set up vocational education or special education programs, and provide loans and other financial aid to students (O'Banion, 2002). There are several forms of federal funding. "After failing to gain support for mandating federal funding for the last two of a fourteen-year public school curriculum, he (Bill Clinton) signed the Taxpayer Relief Act in 1997. A goal of this legislation is to raise the educational level of the workforce by providing taxpayer relief" (Mclaughlin, 2001, p.5). The American government is seeking to remove any remaining financial barriers to entry for higher education; to produce a smarter work force able to perform in its information based economy.

Despite the presence of tax relief and an open door policy to admissions there is a disturbing trend in financial scholarship distribution (Mclaughlin, 2001). There is

a shift from need-based programs to merit-based programs, which places many community college students at a disadvantage because the community college student is more likely to have performed poorly in school and to originate from a class in America which has a poor financial status. These students are at the greatest risk of falling to the bottom of the labor pool and thus need the community college system the most.

2.2.4 Programs

Community colleges offer two main types of programs: the first being courses designed to complete the freshman and sophomore requirements that lead to a Bachelor Degree, while the second is set up to offer specialized training for semiprofessional jobs. In the first program the students must transfer from the community college to a college or university that grants Bachelor Degrees to complete their junior and senior years. This allows a point of entry for students who would not normally have the opportunity to obtain a Bachelor Degree. In the second main program, community colleges offer programs in fields such as industry and engineering, health services, business, and public service. Students in industrial programs receive training for such jobs as drafting and laboratory work. Health programs train students for careers as nurses, X-ray technicians, or other medical workers. Business programs may include training in data processing, computer technology, and office management. Public service programs train students to become city planners, police officers, or other public employees.

2.2.5 Accreditation

Most two-year colleges are accredited by one of the six regional accrediting agencies recognized by the U.S. Department of Education; these same agencies accredit four-year colleges and universities (O'Banion, 2002). Students attending two-year colleges approved by the state can easily transfer their credits to other colleges and universities approved by that state. The Accrediting Commission for

Community and Junior Colleges or ACCJC is the body that looks into and sets standards for accreditation for two-year colleges (ACCJC, 2001). They have set ten basic standards that all accredited schools must stay in compliance with or face disciplinary action. These standards are more guidelines than rules, due to the wide variety of colleges within the community college system, many of which have very different goals.

The ten basic standards of the ACCJC definition of what an institution in the community college system has to be give us a view of what a community college system really is. The first standard from the ACCJC is Institutional Mission in which the institution has to set a statement of mission that gives the educational goals of the college while defining the students it wants to serve (ACCJC, 2001). The second standard called Institutional Integrity is set forth to make sure each institution represents itself honestly in dealings with students and faculty and that these two groups have clear understanding of what is expected of them in terms of academic honesty including the sanctions for violation. In standard three, Institutional Effectiveness, the ACCJC expects the institution to implement a large self-evaluation process where outcomes of educational programs are researched and used to produce plans for institutional improvement. Educational Programs are the fourth standard, which states that the institution must offer college level courses that lead to either a degree or a certificate of completion. In standard five the ACCJC is setting a guideline for Student Support and Development where the institution serves the needs of the student while nurturing the student in his/her development through the program. Standard six is called Information and Learning Resources in which the institution must provide sufficient resources, both physical and programs, that aid students in achieving their educational goals. The seventh standard is Faculty and Staff, where the institution must provide the number and quality of faculty and staff to train the student body sufficiently. This means that professors must have appropriate

degrees, and offices must have enough staff to process student paperwork. The second-to-last standard is Financial Resources in which the institution maintains a satisfactory level of monetary resources in order to operate its educational programs. The final standard is Governance and Administration where each institution is required to have a governing board to develop policy and is responsible for quality assurance of the programs and that all educational goals are met. While a college may take many forms, it must follow these general guidelines, and thus the ACCJC provides a broad standard which the schools can follow while giving people confidence in the quality of a graduate's qualifications regardless of the person's previous knowledge of the institution.

2.3 Hong Kong Educational System

2.3.1 Hong Kong Educational System Overview

Hong Kong offers nine years of free general education to the public (Hong Kong SAR, Information Services Department, 2000). Students ranging from ages six to fifteen may attend public schools at no cost. For the year 1998 to 1999, 18.4 percent of the total population, or approximately 1.25 million students were listed as full-time students.

Since 1997, the Hong Kong government has been re-evaluating the quality of its educational system (Hong Kong SAR, Information Services Department, 2000). These evaluations have offered a means of identifying the strengths and aspects of the system that could use development for cooperating schools. The government's main goals are to encourage basic computer skills in the current educational system to expand students' skill set, to allow them to attain a perspective on the world around them, and to instill in them the ability to learn independently over the course of their lives (Hong Kong SAR, Information Services Department, 2000, p. 150).

2.3.2 Kindergartens

"In September 1999, 169,130 children (mostly ages three to five) were enrolled in 763 kindergartens. Most kindergartens operate in half-day sessions" (Hong Kong SAR, Information Services Department, 2000, p. 153). The Hong Kong government continues to advance the quality of kindergarten education by increasing the qualifications of their faculty. By September 2000 at least sixty percent of all kindergarten teachers hired had to be "professionally trained Qualified Kindergarten Teachers (QKTs)" (Hong Kong SAR, Information Services Department, 2000, p. 153). Before September 2002, newly hired principals must attain the Certificate in Kindergarten Education or its equivalent as well.

2.3.3 Primary Schools

About 90 percent of children attend public primary schools (Hong Kong SAR, Information Services Department, 2000). "In September, 442,000 children were enrolled in 721 government and aided primary schools" (Hong Kong SAR, Information Services Department, 2000, p. 154).

The Hong Kong educational system is divided into two main parts called primary and secondary school according to Eva Tse, a former Hong Kong student now at WPI (personal communication, November 14, 2001). Primary school students begin at P.1 (Amy Chan, January 7, 2002). "At the end of P.6, all the pupils in schools participating in the Government's Secondary School Places Allocation System are provided free S.1 places" (Hong Kong SAR, Information Services Department, 2000, p. 154). Placement is determined by parents' preferences and performance on the Academic Aptitude Test. "In 1999, 75,355 pupils took part in the allocation and 53,412 (70.9 percent) were allocated one of their first three school choices – of whom 37,026 (49.1 percent) were allocated their first choice" (Hong Kong SAR, Information Services Department, 2000, p. 154).

2.3.4 Secondary Schools

"There are five types of secondary curriculum: grammar, technical, prevocational, practical and skills opportunity. The first three types of curriculum are offered in five-year secondary courses leading to the Hong Kong Certificate of Education Examination (HKCEE) but with different emphases to cater for students' different needs" (Hong Kong SAR, Information Services Department, 2000, p. 154). For students planning to take the Hong Kong Advance Level Examination (HKAL), there are two years of additional study, Forms S.6 and S.7.

2.3.5 Curriculum

"All government and aided primary schools adopt a core curriculum including Chinese, English, Mathematics, General Studies, Music, Physical Education, and Art and Craft as well as Putonghua (Mandarin)" (Hong Kong SAR, Information Services Department, 2000, p. 155). Various other programs such as civic education, drug education, environmental education, sex education and information technology education are presented as elective subjects.

2.3.6 Higher Education

There are ten degree-awarding institutions currently in Hong Kong (Hong Kong SAR, Information Services Department, 2000). These ten institutions are:

- City University of Hong Kong,

- Hong Kong Baptist University,

- Lingnan University,

- Chinese University of Hong Kong,

- Hong Kong Institute of Education,

- Hong Kong Polytechnic University,

- Hong Kong University of Science and Technology,

- University of Hong Kong,

- Hong Kong Academy for Performing Arts, and

- Open University of Hong Kong.

Of those ten institutions, the University Grants Committee (UGC) funds eight of them. Of those institutions funded by the UGC, 70,040 students were enrolled as full-time students in the 1998 - 1999 academic year (Hong Kong SAR, Information Services Department, 2000). Of those full-time students, 14,848 students participated in the sub-degree programs or programs not ending in a degree at the Bachelor level or above. Such programs are offered by the City University of Hong Kong, the Hong Kong Institute of Education, and the Hong Kong Polytechnic University.

2.3.7 Types of Examinations

Examinations have been criticized for exerting too much pressure on students and interrupting the normal teaching schedule. Examinations, particularly public examinations, have always been the core of the education system in Hong Kong, acting as a means of student selection. Back in 1981, the Junior Secondary Education Assessment (JSEA) System was implemented to select the Form S.3 leavers who were eligible for promotion to a senior form in government or subsidized schools. From 1987 onwards, JESA was replaced by the Mean Eligibility Rate Method, which allowed the public scaling test to be eliminated.

For promotion to Form S.6, students in Form S.5 must obtain satisfactory results in the Hong Kong Certificate of Education Examination (HKCEE), started in 1975. After completing one-year and two-year matriculation courses, students may take the Hong Kong Higher Level Examination (HKHL) and the Hong Kong Advance Level Examination (HKAL), which were developed in 1981 and 1984, respectively. Passing these examinations would give students the pre-requisite for entry to post-secondary institutions.

2.4　Hong Kong Educational Reform

2.4.1　Basis for Changes

Diverse economic, technological, social, and cultural changes are occurring rapidly throughout the world (Education Commission, May 2000). In order to keep pace with such rapid changes, society itself is transforming from an industrial-based economy into a knowledge-based economy, where lean management structure, flexible staffing, and streamlined networks are now valued over cheap, manual labor, multi-layered management structure, and rigid division of labor. This creates a demand for flexible and adaptable people who can use information they learned in the past and adjust it to work in new scenarios and to find creative answers to these upcoming problems.

In changing times, Hong Kong is an international city as well as a world-class center of finance and trade (Education Commission, September 2000). Its rich cultural history combines with the "one country, two systems" government based out of China. These factors contribute to Hong Kong's desire to maintain a competitive edge and sophisticated, trend-setting status while preserving its traditions and ties with the mother country.

The Education and Manpower Bureau of the HKSAR government (2001) believes that "education is the key to survival in a knowledge-based society." Over one-fifth of the government's total recurrent expenditure of $45 billion, or four percent of Hong Kong's gross domestic product, is allocated towards education, making it the single largest item of public expenses (Education and Manpower Bureau, 2000, p.141). Figure 1 shows the distribution of educational expenses among the various stages of education.

Educational Resources
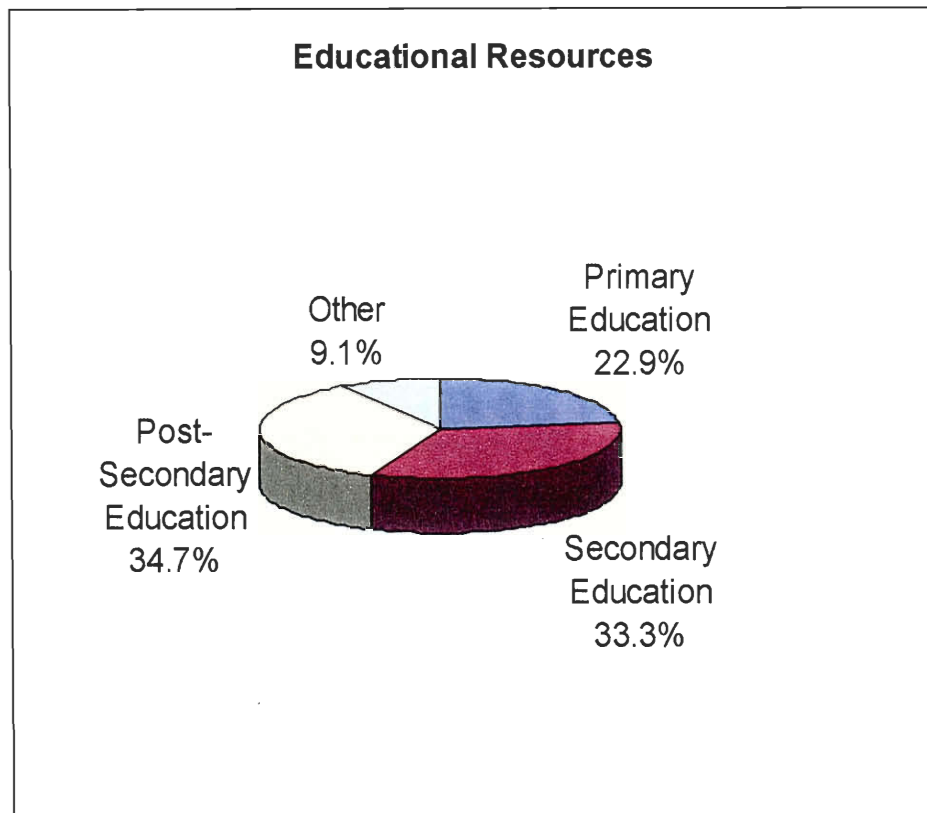
Figure 1. Distribution of Educational Resources to Various Stages of Education (**Source.** Education Commission, May 2000)

2.4.2 Aims of Education

In 1999, the Education Commission (May 2000) invited members of the public to develop aims of education for the 21st century, which are:

1. To enable students to enjoy learning,

2. To enhance effectiveness in communication, and

3. To develop creativity and sense of commitment.

2.4.3 Four Stages of Education

To accomplish these aims, the Education Commission (September, 2000) has developed objectives for the four stages of an individual's education:

I. Early Childhood Education,

II. School Education,

III. Higher Education, and

IV. Continuing Education.

Early childhood education is the key phase for establishing the foundation of life-long learning. Logically, parents play an important role in cultivating the interest and attitude in learning and in providing a healthy environment for promoting good living habits and self-concept. Stage II includes nine-year basic education as well as senior secondary education. It focuses on the development of basic, life-long learning abilities and attitudes. Higher education is the stage for consolidation of these developed abilities and attitudes, bringing together issues such as nurturing of confidence, sense of justice, social responsibility, and global outlook. The final stage towards life-long learning is accomplished through continuing education. This stage encourages learners to go beyond regular schooling and towards self-betterment and all-round development. It is believed that the future development of society is accomplished through enhancement of individuals.

2.4.4 Principles of the Education Reform

From the point of view of the Education and Manpower Bureau (EMB), students are the main protagonists in learning (May 2000). They believe that the ultimate objective of education is to enable every student to achieve an all-round development according to his/her attributes. Most importantly, the EMB would like to see the students become independent learners, enjoy learning, communicate effectively, develop creativity, and a sense of commitment. The EMB feels that students should not encounter dead ends that block further learning opportunities. This educational principle is what the EMB calls "No-Loser". All students should be taught without discrimination. That is teaching all without bias towards students' learning abilities. In a diverse education system, students can find appropriate learning opportunities at various stages in life according to their needs.

2.5   Hong Kong "Community College" System

2.5.1 Background

At this time Hong Kong does not have a community college system. However, there is much hope of establishing such a system as well as much debate on what this system should be, whom it will accommodate, and how this system should be formulated and implemented. In the meantime, various different programs, such as the Associate Degree program, have been created to serve as some form of substitute for community college candidates.

2.5.2 Definition of a Hong Kong "Community College"

According to Antony Leung, the former Hong Kong Education Commissioner (May 2000), the term community college refers to educational institutions that serve one or more of the following functions:

1. Provides learners with an alternative route to higher education which, to a certain extent, articulates with university programs;

2. Provides a second opportunity to learners who have yet to attain qualification at secondary level through formal education; and

3. Provides a variety of learning opportunities to assist individual learners to acquire skills and qualifications that are recognized by employers to enhance their employability.

2.5.3 Principles of Operation

Accordingly, such a community college system would need a set of principles of operation (Education Commissioner, May 2000). These principles would be as follows:

<u>Lenient Entry, Stringent Exit Requirements</u>

Standardized testing results and academic performance create a huge barrier for community college candidates (Education Commissioner, May 2000). As a result, a community college system should have lenient entry requirements to provide an

opportunity for individuals who seek such an education while upholding stringent exit requirements to ensure that graduates are qualified.

Flexible Mode of Learning

Different students have different needs and learn in different ways (Education Commissioner, May 2000). In order to accommodate for the needs of diverse individuals while extending their capabilities and interest in learning, courses should include a variety of methods of instruction (lectures, discussions, projects, online-learning, individual participation, and group work).

Sources of Funding

To aid the development of community colleges, sources of funding should be able to include contributions from a variety of sources such as the private sector, charitable education funds, non-profit organizations, and collection of school fees (Education Commissioner, May 2000).

Support and Promotion of Community College

Recognition and acceptance of the community college system are extremely important to its development and future (Education Commissioner, May 2000). The government, for instance, could show its support by creating policies to facilitate a healthy and stimulating learning environment, ensure quality assurance, and provide various forms of financial alternatives. At the same time, universities could provide proper recognition for community colleges, allow course exemptions and transfer of credits, and offer advanced and professional diplomas. Post-secondary institutions could offer similar courses to those provided by community colleges. Parents, the community, and educational organizations and institutions could continue to promote and support the development of community colleges.

2.6 Summary

In this chapter we have provided an overview of non-university post-secondary education systems in different parts of the world, as well as Hong Kong

itself. Informed by an analysis of this background information we have gathered recent data from people directly connected to Hong Kong's educational system. In the next section we discuss how we gathered these data while in Hong Kong.

Chapter III.   Methodology

3.1 Overview

As mentioned in the Introduction, Hong Kong currently does not have a formal community college system. However, many individuals and organizations are interested in establishing such a system that would meet the needs of future Hong Kong students and employers. In fact, the Education and Manpower Bureau hopes to raise the percentage of tertiary school seekers to 60% within the next ten years. Taking a step towards this effort, Associate Degrees and other sub-degree programs are available and individually operated by some universities and institutions.

This project consisted of four phases: pre-site information gathering, on-site data collection, analysis of results, and formulation of conclusions and recommendations. Various research techniques such as individual interviews, group interviews, and a survey, were implemented. Emphasis was placed on S.4 through S.7 students because those students might potentially attend community colleges in the future.

Three key groups of individuals were interviewed which included educational administrators and faculty, students in both secondary and postsecondary schools as well as human resource personnel from companies and organizations that may hire or have hired post-secondary school graduates.

3.2 Targeted Students: Secondary 4 - Secondary 7 Students

S.1-S.3 students typically take general basic courses that are mandated for graduation requirements. It is not until S.4 and S.5 that students begin to take more specialized courses for their majors and to prepare for the HKCEE. Students who pass the HKCEE would go on to S.6-S.7 and prepare for the A-level test, which will determine their college and university status. The targeted Forms S.4-S.7 contain the

groups of students who may pass the HKCEE; who may not pass the HKCEE; who pass the HKCEE, but drop out of the traditional education track afterwards; who pass both the HKCEE and A-Level, but are unable to attend a university due to limited places for enrollment. Secondary school leavers would most likely be the direct users of a future community college system in Hong Kong.

By surveying S.4 through S.7 students, we hoped to learn what aspects of a community college system were most important to them. Also, we hoped to learn what percentage of students is interested in pursuing higher education. Lastly, we hoped to learn what percentage of students is interested in attending a future community college in Hong Kong.

3.3   Targeted Institutions: Secondary Schools

After identifying the targeted audience of Forms S.4-S.7 students, the next step was to develop a reasonably representative list of secondary schools in which to distribute the questionnaires and to conduct interviews within a three-week time frame. Hong Kong is divided into four regions:

1. Hong Kong,
2. Kowloon,
3. New Territories, and
4. Lantau Island.

The team planned to survey at least one to two schools per region, depending upon the size of the region. However, due to time constraints and to accommodate for various circumstances where schools might not be available because of student exams and Lunar New Year vacation, the team decided to choose one extra school to contact from each region. Because the New Territories contained a higher percentage of secondary schools than in other regions, three extra schools (a total of six) were chosen from that region to balance the distribution.

A comprehensive list of 498 secondary schools was found through the Hong Kong education website: http://www.education.com.hk/er/tc_erSchoolBrowse.asp. A great advantage that this website had was that it also contained details of the schools, contact information, and in most cases, the principal's name. This greatly sped up the process of contacting the selected schools. One disadvantage was that the search engine could only sort the secondary schools by name, district, religion, school type, student type, and language of instruction. The main problem was that none of these categories was the determining factor that would directly narrow the schools down for the purposes of our project. To compensate for the limitations of the website's search function and to coordinate our plans of surveying schools within the four regions, the team utilized http://www.hkcitymap.com to match the districts with the regions. (Figures 2 and 3 are screenshots that indicate some of the tools that we used on the two websites.)

Figure 2. Hong Kong Secondary Schools
Source. http://www.education.com.hk/er/tc_erSchoolBrowse.asp?FCLang=ENG&FOrgType=hkss&FH, 2002

Figure 3. YPMAP
Source. http://www.hkcitymap.com, 2002

Additional factors that were taken into consideration when narrowing down the schools included:

- Bands,

- School type / funding,

- Language of instruction, and

- Courses provided.

The goal was to select schools from each region and ultimately obtain a broad array of data. As a result, team members tried to select schools that represented different extremes of the factors mentioned above.

Secondary institutions are informally classified into five bands. This informal classification came into existence when students from primary schools were required to take standardized tests before moving on to secondary school. Students with the highest scores could attend the secondary school of their choice. Logically, the most reputable and academically distinguished secondary schools became known as band 1

schools, while band 5 schools are not highly acclaimed. Usually, the language of instruction is an indicator as to which band a secondary school belonged to. Typically, band 1 and 2 schools are taught in English while band 4 and 5 schools are instructed in Chinese (Cantonese).

The secondary schools also have four types of funding: government, private, subsidy, and direct subsidy. The project team tried to choose at least one of each type. Also taken into account were courses offered and the length of establishment. To ensure that the survey respondents had a diverse curriculum, the project team tried to make sure that the schools chosen were not too specialized in terms of the types of courses offered. The resulting list of 16 schools selected by the project team is shown in Table 3.

Table 3. Secondary Schools Contacted

Region	Secondary School
Hong Kong Island	Hong Kong True Light College
	Lingnan Secondary School
	Shau Kei Wan East Government Secondary School
	St. Paul's Covent School
Kowloon	Caritas Bianchi College of Careers
	St. Margaret's Girl's College
	Tang King Po School
Lantau Island	Buddhist Wai Yan Memorial College
	Cheung Chau Government Secondary School
	NTHYK Southern District Secondary School
New Territories	GCC&ITKD Lau Pak Lok Secondary School
	HK Teachers' Assn Lee Heng Kwei Secondary School
	Ju Ching Chu Secondary School
	Po On Comm Assn Wong Siu Ching Secondary School
	Shek Lei Catholic Secondary School
	Tseung Kwan O Government Secondary School

With the help of our project liaison, an additional list of schools to contact was obtained. These secondary schools include:

- Caritas Chai Wan Marden Foundation Secondary School,
- Caritas Chong Yut Ming Secondary School,

- Caritas Fanling Chan Chun Ha Secondary School,

- Caritas Shatin Marden Foundation Secondary School,

- Caritas St. Francis Secondary School,

- Caritas St. Joseph Secondary School,

- Caritas Tuen Mun Marden Foundation Secondary School, and

- Caritas Yuen Long Chan Chun Ha Secondary School,

- Kwun Tong Maryknoll College,

- Raimondi College,

- St. Joseph's Anglo-Chinese School, and

- Yu Chun Keung Memorial College No. 2.

For various reasons such as conflicts with students' exam schedules and the Lunar New Year holiday, several secondary schools were unable to grant us permission to survey their students. The list of 13 schools that the project team was allowed to conduct research can be found in Appendix F, page 87.

3.4   Contacting Secondary Schools

Three documents were prepared for the schools: a letter to the principal, a letter from the sponsoring agency, and a student questionnaire. (Please refer to Appendix D and E.) The letter to the principal introduced the project members, described the purpose and goal of the project, and requested permission to survey and interview students. The letter also promised a follow-up phone call in two days. In exchange for the information and to encourage participation from the schools, team members also offered to stay and answer any questions about education in the United States. The Caritas letter was to confirm the project. The third document included was the student questionnaire itself. These materials were faxed to all schools, which would be faster than regular mail, have a better chance of being noticed than email, and be more informative than a simple phone call.

3.5 Survey Development

Due to the size and scope of the total student population in Hong Kong, surveys were chosen as the most suitable method of research for this project. The main purpose of the survey was to identify student interest in a potential community college system for Hong Kong.

The first portion of the survey dealt with background and interest information of the students such as their current level of education, their plans for continuing education, and their interest in a community college. The second portion of the survey attempted to discover the students' opinions on the importance of following aspects of a community college.

- Cost,

- Less stringent entrance requirements,

- Practical curriculum,

- Recognition by the government,

- Recognition by society,

- Flexible / diverse education,

- Less competitive learning environment,

- More team-work based projects,

- Internship/job attachment opportunities,

- Increased employment opportunities, and

- Transfer of credits.

A 1-5 rating scale was provided for each of the 12 aspects, including the open-ended 'Other' option, where students had the opportunity to provide any aspects that were not already listed. In the event that students rated multiple aspects with the same scale of importance, Question 6 then asked students to indicate the three most important aspects of a community college to them. This not only provided results of

the top three priorities that students looked for in a community college, but it also aided team members during the survey analysis phase, pointing out if students had accidentally reversed the rating scheme thinking that a "1" represented most important while a "5" represented least important. Finally, Question 7 left room for any open-ended questions, comments, or suggestions.

Upon arrival to Hong Kong, the team anticipated that language would be a barrier to conducting the survey. As a result, a Cantonese/Mandarin version of the survey was created. To facilitate the project team's efforts to compile the survey data while maintaining data quality, the survey was designed to be completed in fewer than 10 minutes. Questions were formulated in such a way that answers would primarily consist of checking boxes and circling options. Any open-ended questions that were answered in Chinese would be translated.

3.6   Survey Distribution and Collection

Depending upon the school's preference, the questionnaires were either distributed by the project's team members or were handed out by teachers. In the case where team members conducted the survey, they also defined the term 'community college' to the students. In the latter situation, team members either explained the definition to the teachers or left an attached definition when dropping off the questionnaires. In both situations, questionnaires were distributed in classrooms and collected immediately afterwards. This procedure ensured a near 100 percent return rate for the questionnaires.

3.7   Survey Analysis

In order to compile the data from the 1,366 student questionnaires (refer to Appendix D) from 13 secondary schools, we formulated a spreadsheet (refer to Appendix F). The spreadsheet was organized in such a way to easily compare how the total number of surveyed students or how students from individual forms

answered each question. From question one, we determined that 422 survey respondents were in Form S.4, 413 were in S.5, 301 were in S.6, and 230 were in S.7. For questions two and three, respondents had the option of checking either yes or no. If the student did not understand the question(s) and left them blank, we recorded these as not applicable (N/A). Instead of skewing our data with students who did not answer the question(s), we analyzed the data with respect to the total number of respondents for each respective question. Some students were confused by certain questions and thus the number of responses to each question varies. Question four asked the surveyed students if they viewed community colleges as a means of pursuing continuing education or self-betterment. Similar to questions two and three, a blank response was recorded as N/A. Finally, question five listed eleven different aspects of a community college. Along side each aspect was a rating scale from one to five, ranging from least important to most important, respectively. Again, blank responses were recorded as N/A.

Once all the survey data were recorded into our spreadsheet, we calculated the percentage distribution of how students from each form and from each region answered each question. Also, we calculated the percentages of how the total surveyed student population responded to each question.

3.8   Student Interviews

To gather more in-depth information about what students were looking for in their post-secondary education, in addition to the secondary student questionnaires, seven students were interviewed (Appendix B) through referrals from our Caritas coordinator and local instructors. We chose to interview seven students because they are the primary consumers of the post-secondary education and are fundamental to its success. We wanted to be able to suggest improvements to Hong Kong's post-secondary educational system while keeping the students' needs in mind.

We conducted a group interview with five students from the Associate Degree program at Hong Kong Baptist University. We hoped to learn what these students liked and disliked about the Associate Degree program, and how they felt it could be improved. Similar to how we conducted our survey, we began each group interview with an introduction to the project and ourselves.

3.9 Administrators

We conducted three interviews with administrators because they allowed us to obtain administrative perspectives of a future post-secondary, non-university higher educational system for Hong Kong. Face-to-face interviews (Appendix A for interview protocols) were conducted with Mr. Andrew Ma, the coordinator of Caritas Adult and Higher Education Services, and the principal of Lingnan Secondary School, Mr. Chan Shui Hon. Interview objectives included:

- To identify the standards and objectives that administrators have for students in post-secondary education.

- To determine if they feel students are achieving these standards.

- To determine if, how, and why they think the standards will change in the next several years.

- To determine if they have any suggestions for improvements in any particular aspect of the current post-secondary, non-university educational system.

We also interviewed Mr. Jack Lo, the Program Director at Hong Kong Polytechnic University. We hoped to learn details about the Associate Degree program at that university as well as his administrative opinion on implementing a future community college system in Hong Kong.

3.10 Industry Human Resource Persons

Finally, one industry human resource person was contacted for a face-to-face interview. From this individual, we inquired about what skills and qualifications their

company looked for when they hired employees, what characteristics they would not want in an applicant, how the educational background impacted the chances of a successful hire, and the types of jobs available for a post-secondary degree recipient versus someone who did not receive a degree after compulsory secondary education.

3.11 Pre-site Information Gathering

Preliminary information gathering consisted of background readings as well as interviews with various key informants such as students who matriculated in Hong Kong. Focus was placed on understanding the Hong Kong education system as a whole, understanding the Hong Kong higher education and post-secondary non-university educational system in particular, and researching the roles of the government and various other relevant organizations. Due to the uniqueness of the Hong Kong post-secondary educational system, an in-depth case analysis was found to be inappropriate. However, in order to be able to make suggestions for improvements in the Hong Kong system, this earlier phase involved data collection on community colleges in the United States.

3.12 On-site Data Collection

To accommodate for any differences between background research and on-site reality, the first week in Hong Kong was dedicated to orientation and familiarization with the city, the Caritas organization, the work environment, and the secondary schools as well as pre-testing interview protocols and surveys. (Please refer to Appendix G for the work plan.) Surveys were begun in Week 2, while interviews began in Week 3. Surveys and interviews continued throughout Week 6. This concluded the data collection phase of our project.

3.13 Formulation of Conclusions and Recommendations

To complete the last stage of this project, all of the collected data and our results were used to develop suggestions and improvements for the current Hong Kong post-secondary, non-university educational system.

Chapter IV.   Results and Discussions

4.1   Introduction

Through an extensive survey of secondary students and interviews with students, administrators, and employers, we collected a large amount of data dealing with the suitability of a community college system for Hong Kong. We can group this information into two categories. The first category is background and general information obtained through interviews of Hong Kong secondary school administrators and students, Associate Degree students, and various employers in the hotel industry. These data taught us the nuances of the Hong Kong educational system, which is critical in interpreting the collected qualitative data. The second group of data collected was through questionnaires distributed to Form S.4 though S.7 classes throughout the Hong Kong area. These data consisted of 1366 questionnaires and were analyzed with the aid of the spreadsheet software, Microsoft Excel.

4.2   Continuing Education

Of 1348 respondents to our survey, it is very encouraging to find that 91 percent expressed an interest in continuing their education beyond Form S.5 (refer to Figure 4). As students approached the age of attending higher education, we noticed a higher percentage of students wanted to continue their education beyond secondary school. Eighty-four percent of S.4 students surveyed wanted to go on to post-secondary education. This percentage increased, with each form, to 99 percent of S.7 students. There is a significant increase in the percentage of surveyed students who wish to go on to post-secondary education between S.5 (90 percent) and S.6 students (97 percent). We feel that this resulted from the fact that if students do well on the HKCEE, they may proceed to Form S.6 and have a higher chance of attending a university compared to a student who performs poorly on the HKCEE. All seven of

the students we interviewed in Form S.7 wanted to pursue higher education beyond secondary school, which is consistent with the survey data. However, we think that the remaining percentage of S.6 (three percent) and S.7 (one percent) students who did not wish to pursue higher education may have been coerced to continue their secondary education by their parents. Bettering oneself through education is highly valued in Chinese culture, but parents may have to motivate their children to continue their education, especially if they have not been doing well academically.
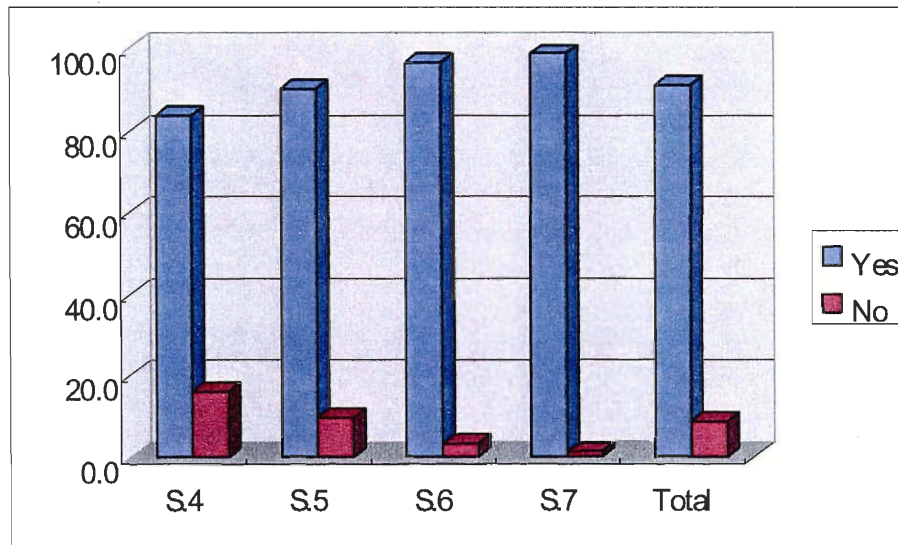
Figure 4. Percentage of Surveyed Students Who Wish to Go on to Higher Education

4.3 Interest in a "Community College"

From our interview with Mr. Andrew Ma, we learned that the idea of a community college system in Hong Kong has been raised for discussion and planning in the past few years. The government has been trying to advertise "community colleges" to parents, students, administrators, and employers at conventions, in newspapers, and through other media. However, all of the students we interviewed in secondary schools and in the Associate Degree program at Hong Kong Baptist University had little or no knowledge of what a "community college" is. While distributing the questionnaires in various secondary school classrooms, team members were often asked to elaborate on what a "community college" is. Therefore, along

with the survey data, we are led to believe that secondary students do not fully understand the definition of a community college. The lack of students' awareness is a major problem that Hong Kong faces in starting a community college system.

Only 51 percent of the survey respondents wished to attend a "community college" if a system were to be established in Hong Kong. With the lack of post-secondary places in Bachelor and Associate Degree programs, one would expect more students would be willing to consider a community college as a viable post-secondary option. The lack of interest may be the result of not knowing the exact meaning of a community college as demonstrated by our survey results discussed in the previous paragraph.

4.4 Aspects of a "Community College"

In our survey (refer to Appendix D), we asked students to rate the importance of the different aspects of a community college. Each respondent rated each aspect on a scale of 1 to 5, ranging from not important to most important, respectively.

4.4.1 Cost

Out of the surveyed participants 71 percent felt that cost was either important (30 percent) or very important (41 percent) to them (refer to Figure 5). With Hong Kong's current weak economic situation, student loans are harder to obtain. Many parents of secondary students cannot afford to send their children for further education after Form S.5. Cost, therefore, becomes an important factor in determining whether or not a student can continue his/her education beyond secondary school.
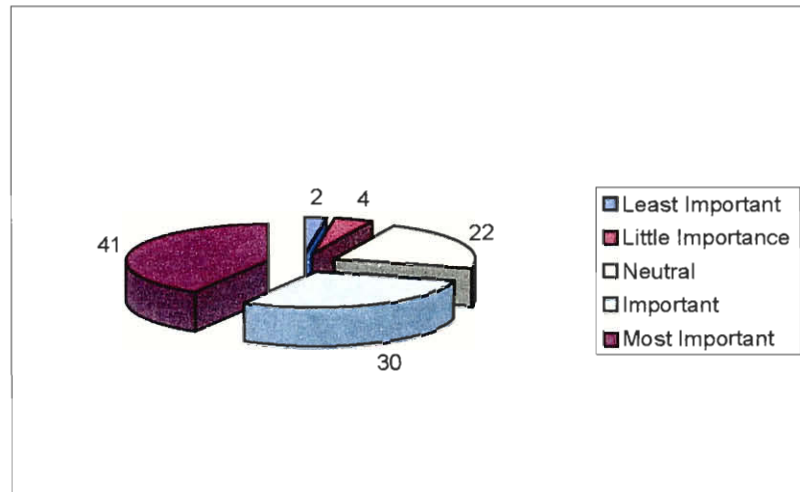
Figure 5. The Importance of Cost to Students considering Higher Education, by percentage of respondents

From our group interview with five 2nd year students in the Associate Degree program at Hong Kong Baptist University, we learned that the tuition is HK$48,750 per year. This is more expensive than the Bachelor Degree program which costs approximately HK$40,000 per year. Similarly, the tuition fees for the Hong Kong Polytechnic University and Hong Kong Institute of Education Associate Degree programs are HK$43,500 and HK$52,100 per year, respectively.

The S.7 students we interviewed suggested that community colleges should cost approximately half of the university's degree program. According to Mr. Jack Lo, the Program Director at Hong Kong Polytechnic University, for every student enrolled in the Associate Degree program, the government subsidizes HK$200,000 per year. The Hong Kong government can only afford to subsidize a fraction of tuitions costs for a limited number of Associate Degree students each year. Consequently, the government must regulate the number of Associate Degree places available. Therefore, we do not feel that it is realistic to suggest setting low tuition fees for the future community college system. However, it would be beneficial to the Hong Kong government if students who could afford to pay more for their post-secondary education would pay a slightly higher tuition fee than less affluent students.

40

In this way, the government could increase the amount of subsidized student positions in tertiary education without increasing their educational budget.

4.4.2 Less Stringent Entrance Requirements

Fifty-four percent of all the surveyed students were of the opinion that having less stringent entrance requirements was of little or no importance to them (refer to Figure 6). However, one would normally expect that students would rate community colleges having less stringent entrance requirements as being more important considering that having lower entrance requirements would allow more students to continue their education beyond secondary school. We believe that the students have this attitude because with such high competition over available jobs, if students could easily enter a community college then more students would have higher education degrees. Therefore, students must pursue even further education to obtain a higher degree to stand apart from their peers and compete in the job market.
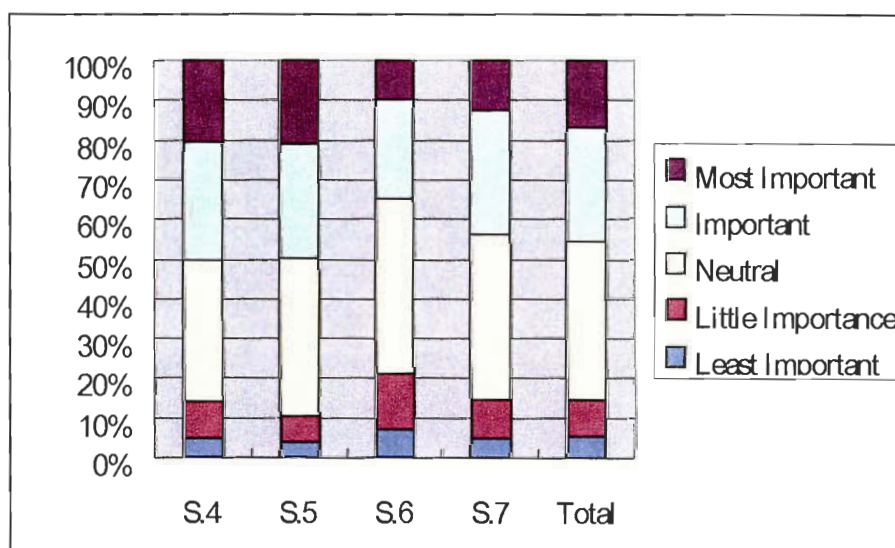
Figure 6. The Importance of Less Stringent Entrance Requirements to Students considering Higher Education, by percentage of respondents

In the Chief Executive Address, one of the major policy objectives is to provide tertiary education to 60 percent of all students between the ages of 19 to 20. In September 2002, the number of places in the Associate Degree program will increase from 7,000 to 9,000 (Cheung, 2002). However, this only provides

approximately 40 percent of secondary school leavers access to tertiary education. In the near future, S.7 will cease to exist when Hong Kong universities increase from three to four year Bachelor Degree programs. Despite the fact that 30,600 more places in the Associate Degree program will be created by 2010, we think that there will not be enough places in higher education for the students remaining in Form S.7.

From interviews with secondary students, we learned that usually the students who were top scorers on the HKCEE would end up attending a university in Hong Kong. However, many students are very intelligent and perform well throughout their entire academic careers but stumble and perform poorly on important comprehensive tests such as the HKCEE. We think that a student who performs at the top of his/her class consistently during secondary school but who has an average score on the HKCEE deserves a chance to attend a community college.

It would be beneficial to the Hong Kong educational system if the community college system's entrance requirements were adjusted to allow Springboard graduates to attend. Therefore, the entrance requirements of a community college system in Hong Kong need to be five subject passes on the HKCEE and successful completion of S.6.

We believe that by reducing the entrance requirements of a community college, many more students would qualify to attend some form of higher education. It would be beneficial to Hong Kong's society if the entrance requirements of community colleges were modified to allow for other groups of students such as adult learners and displaced workers. Many adult learners may also be new arrivals to Hong Kong who are mostly people from Mainland China. Many new arrivals do not speak Cantonese fluently and have little experience living in a large, modern city such as Hong Kong. In a community college system some classes need to be geared to teach these people the necessary language skills such as English and Cantonese, which would allow them to obtain better jobs and to teach life skills to help them

adapt to their new environment. The transition of Hong Kong's economy towards being service based has been happening for many years and has only accelerated since Britain returned Hong Kong to China in 1997. Most of the industrial jobs have moved to the Mainland where labor is much cheaper, leaving an increasing percentage of the workforce in Hong Kong unemployed and unable to obtain new work due to a lack of skills. Many in this group are only in their mid 30's and work hard, but due to restructuring they are unable to find a job. Hong Kong's community college system needs to try to retrain these people affected by the restructuring of the economy. The curriculum must be designed to give these unemployed persons the skills to find employment in the new service based economy of Hong Kong such as vocational training in the hotel and information technology industries. With the current limited number of university spaces in Hong Kong, however, it may be unrealistic to lower the entrance requirements to accommodate every student who wishes to attend a community college at first.

4.4.3 Practical Curriculum

Figure 7 reveals that 85 percent of the respondents felt that community colleges having a practical curriculum were either important or very important to them.
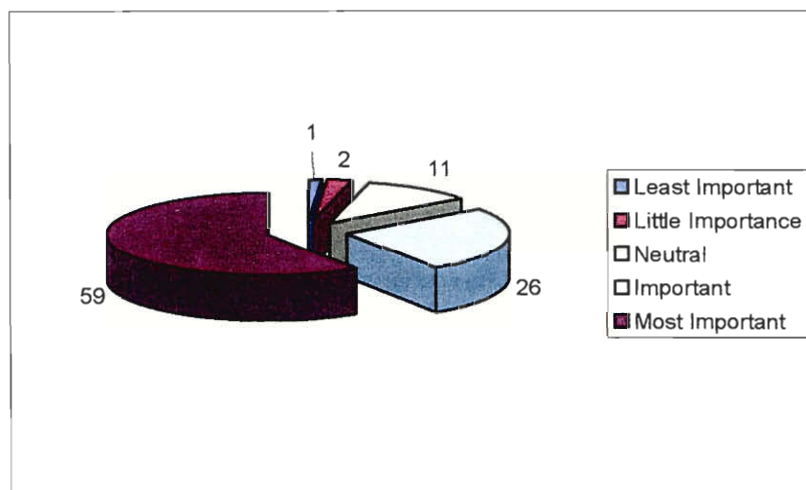
Figure 7. The Importance of Practical Curriculum to Students considering Higher Education, by percentage of respondents

43

When students finish their education, they may logically believe that their years of hard work and studying should be useful in their everyday lives and future employment. According to a Director of Personnel and Training in the hotel industry, such practical skills should include language skills in reading, writing, and speaking in English, Chinese (both Putonghua and Cantonese), and Japanese. Also, we think that computer skills should be important in this technological age.

With the limited number of majors available, we suspect that Associate Degree students may not have enough required courses in their major. According to a group of Associate Degree students at Hong Kong Baptist University, we learned that only 12 out of the 65 credits needed to graduate were in their major. We also learned that some courses that were advertised in the course catalogue were not available due to a lack of qualified instructors.

4.4.4 Recognition by the Government

Eighty percent of the students who participated in our survey rated government recognition of community colleges as being important or very important to them (refer to Figure 8). We think that students felt this way because since the Hong Kong government employs many of its residents, its recognition is critical to obtaining a favorable job position. Also, we felt that students believed that they could receive more financial support from a government recognized program.
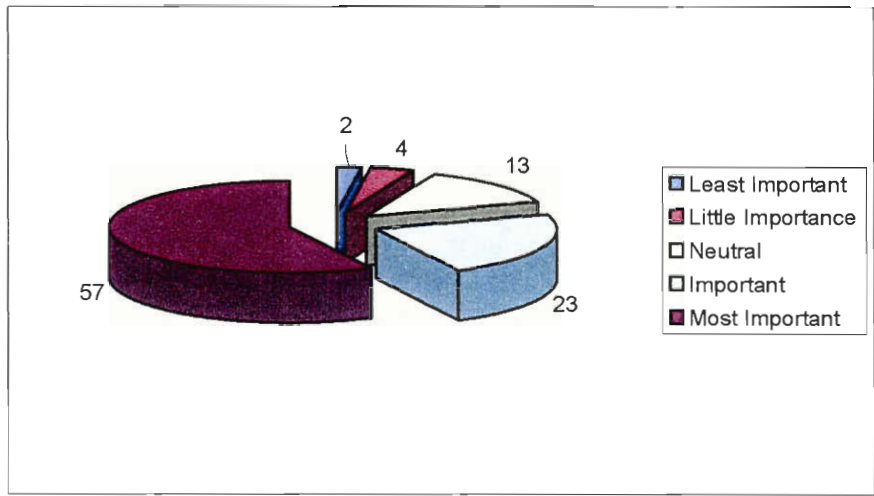
Figure 8. The Importance of Government Recognition to Students considering Higher Education, by percentage of respondents

4.4.5 Recognition by Society

Out of 1284 survey respondents, 60 percent felt that a community college's recognition by society is most important to them (refer to Figure 9). An additional 24 percent of the survey participants felt recognition by society was important to them.
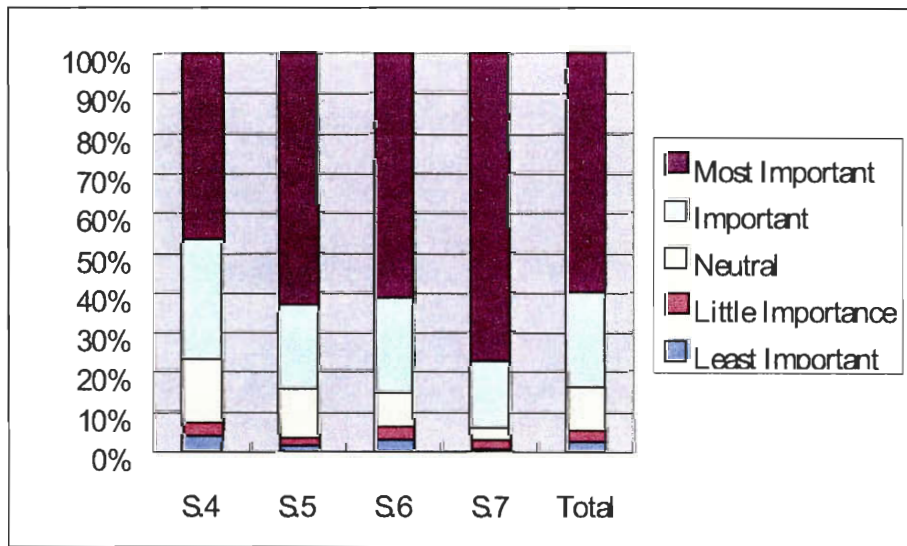
Figure 9. The Importance of Recognition by Society to Students considering Higher Education, by percentage of respondents

An institution's reputation is important in a parent's decision on whether or not to send his/her child to a particular institution. As resources allow, parents want to send their children to the top band schools because those schools have the best public image and reputation. How the public and society perceive the quality of a

program or institution is very important in determining whether a student considers attending a community college or not. When asked why they chose to attend Hong Kong Baptist University for their Associate Degree in Communications, the particular group of students interviewed stated that they chose that university because it has a better reputation for the Communications major.

Even more interesting to us was that an increasing percentage of students between Forms S.4 (46 percent) and S.7 (78 percent) rated societal recognition of community college as being the most important to them. We think that as students approach the stage of their higher education, they realize that they will soon play an active role in society and enter the work force. Therefore, they realize the importance of how society views the reputation of their degrees upon graduation.

We noticed very similar trends in how students rated the importance of governmental and societal recognition of community colleges. Figure 10 shows an almost direct correspondence between the two categories of governmental and societal importance. Mr. Chan Shui Hon, the Principal of Lingnan Secondary School, also emphasized the importance of government recognition of community colleges by stating that if the Hong Kong government were to recognize them, then society would also recognize them as being highly reputable.
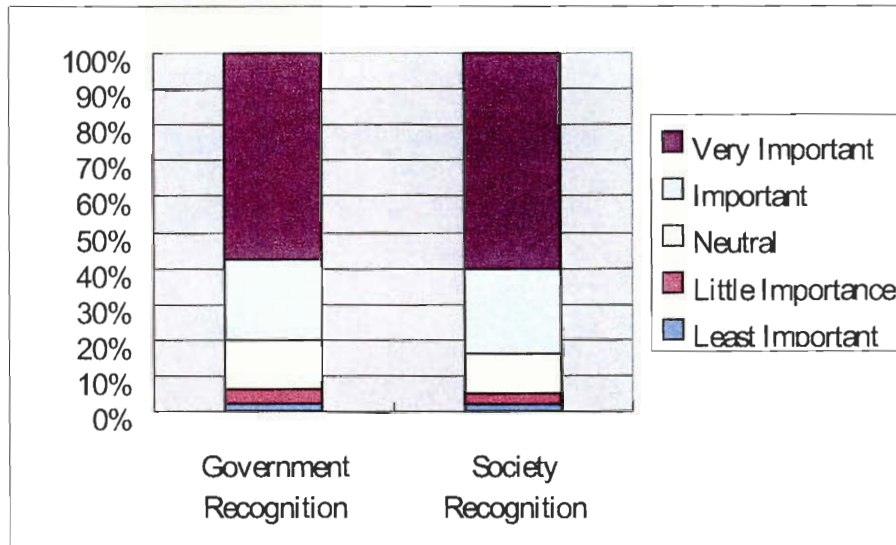
Figure 10. Comparison of the Importance of Governmental and Societal Recognition to Students considering Higher Education, by percentage of respondents

4.4.6 Flexible / Diverse Education

We noticed that 66 percent of the survey respondents rated community colleges having a flexible and diverse curriculum as being important to them (refer to Figure 11). This is interesting because from our focus group with some current Associate Degree students, we learned that having a wide range of courses available was also important to them. During classroom interviews, students expressed their interest in new majors that a community college system should offer such as Design and Journalism.
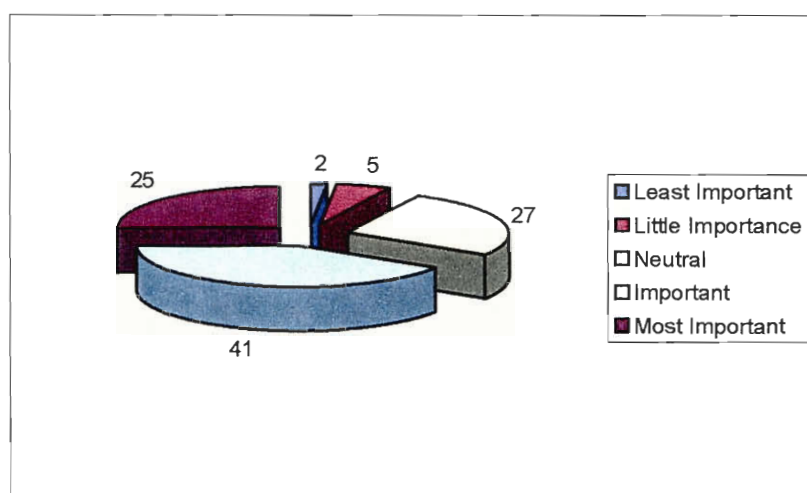
Figure 11. The Importance of a Flexible/Diverse Education to Students considering Higher Education, by percentage of respondents

We believe that a flexible and diverse curriculum will allow community college students to be mentally dexterous and nimble problem solvers. A wide variety of available courses would prepare students to be able to solve an increasing number of problems that they might encounter in their future employment.

4.4.7 Less Competitive Learning Environment

Seventy-six percent of surveyed S.7 students felt that a community college having a less competitive learning environment was of little or no importance to them (refer to Figure 12).

Since it is so competitive to get into universities in Hong Kong, only the best students can attend. Despite the increasing number of Associate Degree places later this year, many students still will not be able to attend some form of higher education.

We anticipated that the secondary school students we surveyed would value more highly the opportunity to study without the added pressure of being the top students in their class, but our results reveal a different picture. Also, we believed that community college students would rather study at their own pace without struggling to keep up with their more intellectually gifted classmates. We concluded that future community college students could focus more on self-improvement rather than comparing themselves to other students.

Due to a lack of employment opportunities upon graduation, the surveyed secondary students probably rated the importance of a less competitive learning environment as being low because they felt that they will need to demonstrate their skills through a more reputable and competitive degree. Also, there may be cultural differences between the United States and Hong Kong when dealing with the issue of learning environment. Perhaps students from Hong Kong are accustomed to learning in a highly competitive environment.
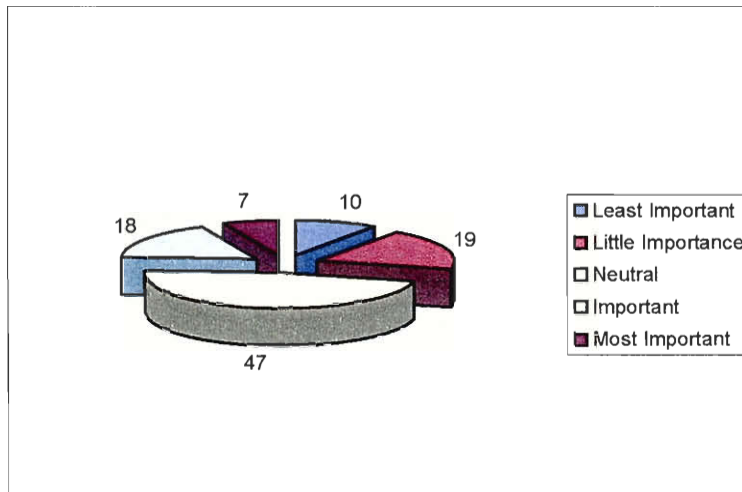
Figure 12. The Importance of Less Competitive Learning Environment to Student considering Higher Education, by percentage of respondents

4.4.8 Teamwork-based Projects

From Figure 13, we see that 41 percent of surveyed students felt neutrally about the possibility of participating in more teamwork-based projects. One Director of Personnel and Training in the hotel industry told us that though individuals must work hard, it is more important to be a "team player". Being able to communicate and work in groups is one of the major factors considered in hiring a potential employee in the hotel sector.
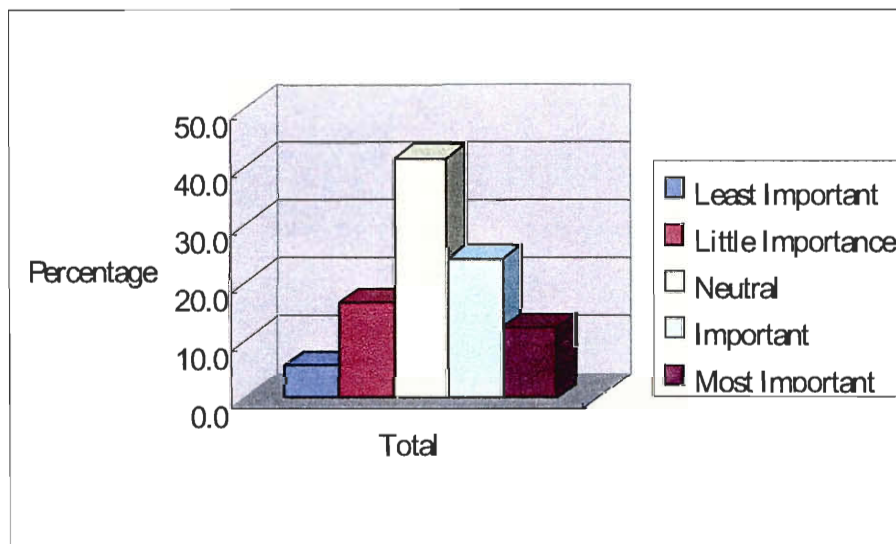
Figure 13. Percentage of How Surveyed Students Rated Importance of More Team-work based Projects

We believe that surveyed secondary students felt this aspect of a community college was not very important because group projects may not have been emphasized in their secondary education up to that point. It is possible that secondary students do not have much work experience which involves working as a team. Also, since there is a lack of post-secondary places in the universities, competition is very intense. Therefore, students may adopt the "every man for himself" mentality. When asked about the opportunity of doing more team-work based projects in a community college, the group of S.7 students we interviewed stated that they would rather work by him/herself.

4.4.9 Internship/Job Attachment Opportunities

Figure 14 illustrates that 77 percent of the surveyed S.7 students felt that having internship opportunities was either important or most important to them. In addition, the Principal of Lingnan Secondary School, Mr. Chan Shui Hon, told us that if job attachment opportunities existed, and students felt that they could get a job with a degree from a "community college", then the current image of "community colleges" would improve in the eyes of the general public.

Having job experience along with a reputable degree makes a person more attractive to a potential employer than a person with little to no job experience. A Director of Personnel and Training told us that after their formal education, employees must go through one-year on-the-job training. Moreover, 16 to 18-year-olds who are trained for housekeeping positions by the government must study for a week before being trained for another month on the job. There is a lot of knowledge found in books, but that does not compare to performing a job and getting hands-on experience, which a "community college" might be able to provide through internship opportunities.
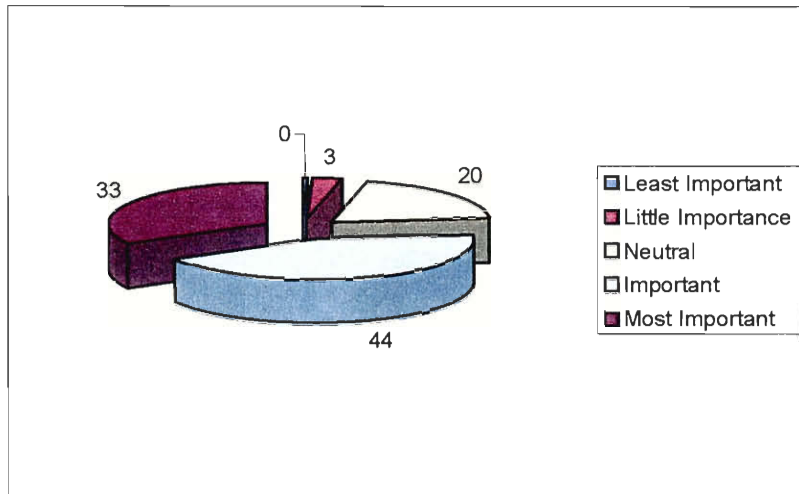
Figure 14. Importance of Internship Opportunities to Students considering Higher Education, by percentage of respondents

4.4.10 Increased Employment Opportunities

Eighty-four percent of the survey respondents felt that employment opportunities were one of the most important aspects of a community college (refer to Figure 15). We feel that if graduating from a community college system does not result in increased employment opportunities, then it would not be worth the time or money needed to attend.
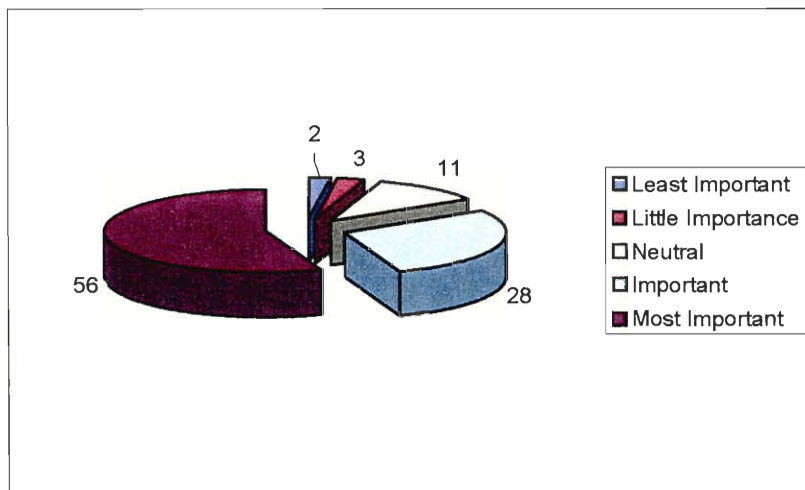
Figure 15. Percentage of How Surveyed Students Rated Importance of Increased Employment Opportunities

With Hong Kong moving from an industry-based to a knowledge-based economy, the demand for more skilled employees has increased. Therefore, having a post-secondary education to prepare students and workers to be qualified for more

51

employment opportunities is important. According to a Director of Personnel and Training in the hotel industry, the lowest positions in his organization require a High Diploma at a minimum, which is equivalent to an Associate Degree.

4.4.11 Transferability of Credits

We received some conflicting information concerning the issue of transferability of credits within the Hong Kong higher educational system. Our survey data from S.4 through S.7 students reveal that 57 percent of all the students surveyed felt that the transferability of credits was important or most important to them (refer to Figure 16).
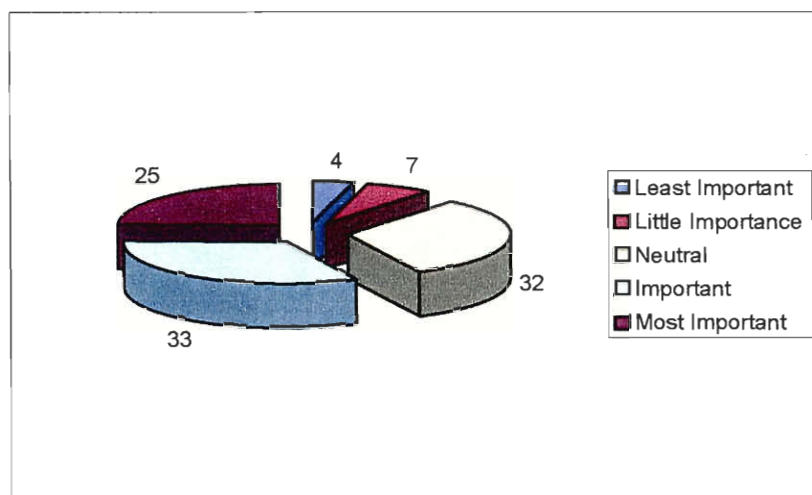
Figure 16. Percentage of How Surveyed Students Rated Importance of Transferability of Credits

However, in a group interview with a group of S.7 students we found that Hong Kong students like to have stability in their academic careers. They prefer to stay at one school rather than transfer from one institution to another each year. In addition, some Associate Degree students stated that they felt pressured by their university to study abroad in such countries as Australia and the United States because the chances of them transferring their credits to the university level in Hong Kong were very slim or not at all. We feel that the transfer of credits between similar levels of education, such as from one Associate Degree program to another is not as

important as the transfer of credits from the Associate Degree program to the Bachelor Degree program at the same university.

4.5   Other Discussion

In order to accommodate more community college students the Hong Kong government needs to collaborate with local universities and IVE schools to share some of their facilities with community college students. Community college students must share the same libraries with the university students. Community college students need to attend lectures held in classrooms when they are not in use by their university or vocational counterparts.

It would be beneficial if the community college's structure started with upper-level campuses based at the main universities already set up in Hong Kong. These post-secondary colleges must share the campuses with the universities and should be able to award Associate Degrees to students completing two years of course work. At the top-tier campuses students would be able to take a wide range of subjects, from computer programming to foreign language studies. The university headquarters of the community college system needs to act as a mother ship to any smaller satellite campuses and contain most of the administrative responsibilities for the system.

The second level calls for smaller, vocational schools, which would specialize in specific subjects. This type of satellite school needs to act like a secondary campus offering a great deal of night classes to adult continuing education students while giving them the possibility of obtaining a certificate for completing a set curriculum. At a satellite campus, students would not be awarded an Associate Degree. However, their training at one of these schools could lead to a degree, by way of transfer credit to a university campus-based community college program.

The third and final level of the three-tier system has to be community-based centers for life-long learning. These centers would not be complete campuses but would specialize in helping the community members grow through learning. There

would be many community-based centers, and they would be located in close proximity to local communities. An example of a course that would be offered at these community centers is one designed to teach Cantonese (Chinese) to new arrivals. These centers would have library areas and possibly a small sports area such as a basketball court. This type of campus would not be able to award a degree or a certificate of completion but would specialize in self-betterment courses with minimal emphasis on transfer of credits to a larger college.

In order for a community college system in Hong Kong to be a success, more jobs in the private sector need to be created for graduates from the community college system, such as computer repair technicians or journalists. Then community college graduates who are satisfied with their employment would need to go to secondary schools to provide testimony as to how community colleges have helped them secure employment. The graduates need to present appealing facts about community colleges such as their more personal nature due to smaller campuses when compared with local universities.

Along with community college graduates, principals, teachers, and other educators need to advertise the advantages of community colleges more frequently to their students at their respective schools. It would be beneficial if the media showed more broadcasts about the future Hong Kong community college system on television. Newspapers need to write more in-depth articles explaining all the details about what a community college system is so students could make well-informed decisions as to whether or not to attend a community college. The government must pay for advertising on billboards along busy roads and in the MTR and KCR stations and trains to display posters and other information about community colleges.

It would also be beneficial if a community college system in Hong Kong joined the League for Innovation in a Community College to establish certain standardized requirements and levels of assessment throughout both the community

colleges and universities. This would ensure the quality of the programs as well as facilitate the transfer of credits locally and overseas.

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Chapter V. Conclusions and Recommendations

5.1   Conclusions

Through interviews and analysis of our data, we have the following

conclusions:

- There is a lack of places in tertiary education.

- A community college system would be appropriate in the Hong Kong context.

- The groups of students that a community college will cater must be defined.

- The future community college system in Hong Kong currently lacks structure

  and does not have enough available facilities and staff to accommodate an

  increasing number of students.

- It is unrealistic to lower tuition fees of the Associate Degree programs in the

  near future due to a lack of funds.

- The current entrance requirements of Associate Degree programs in Hong Kong

  are too high.

- There are a limited number of available majors in the Associate Degree

  programs throughout Hong Kong.

- There is a lack of jobs for future community college graduates.

- Society is largely unaware of what a community college is.

  In the following section, we stated our recommendations as to how to begin

structuring Hong Kong's community college system.

5.2   Recommendations

We recommend that the community college system should cater to the

following groups of students:

- Secondary school leavers,

- Adult learners, and

- Displaced workers.

We propose that Hong Kong's community college system be comprised of not only the existing Associate Degree program, but also the IVE (Institutions of Vocational Education) schools and various other vocational programs. We recommend that the community college system should be structured as follows:

- Upper-level campuses,

- Vocational campuses, and

- Community centers.

Lastly, we recommend that:

- The Hong Kong government create more places for secondary school leavers,

- Community college students who are wealthier should pay higher tuition fees,

- The entrance requirements to the Associate Degree program be lowered to 5 subject passes on the HKCEE and successful completion of S.6,

- Increase the number of available majors,

- Create more jobs in the private sector for community college graduates,

- Advertise the community college system frequently to the public, and

- The community college system should join the League for Innovation in a Community College.

Lastly, we recommend that the Hong Kong government look further into this issue and sponsor more intensive research in order to find out not only what a prospective community college student's needs are, but also what society and industry's needs are.

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Appendix A

Administrator Interview Protocol

1. Please describe your title and your role in your organization.

2. How do you feel about Hong Kong implementing a "community college" system?

3. Which groups of students should the "community college" cater for?

4. How would you suggest the "community college" be structured? How would it fit into the Hong Kong educational system?

5. How do you feel the topic of accreditation of the "community college" should be handled?

6. How do you suggest promoting and improving the reputation and image of the "community college" to the government and society?

Thank you for your time.

Chan Shui Hon Interview Notes

Interviewee:

Chan Shui Hon, Principal of Lingnan Secondary School

4 February 2002

1. Principal of Lingnan Secondary Schools

2. "Community college" is a good idea

3. Vocational training because people need skills

4. Ivy league and local universities provide campuses

5. If the government recognizes community colleges, then society will recognize them. Also community colleges should get international accreditation organizations from outside to accredit Hong Kong community colleges.

6. If people feel that they can get a job with a degree from a community college, then the current image of community colleges would improve.

Andrew Ma Interview Notes

Interviewee:
Andrew Ma, Coordinator of Caritas Adult and Higher Education Services

28 January 2002

1. Coordinator of Caritas Adult and Higher Education Services

2. "Community college" is a good idea because

   18% of students can get a place in universities

   In the Chief Executive Policy Address, want to expand post-secondary

   opportunities for 17-21 year olds

3. 3 groups:

   - Young people (Associates' Degree)

   - New arrivals (Cantonese classes, orientation programs because they are from

     less developed areas)

   - Displaced workers (since changing economic situation, manufacturing ->

     mainland China so workers mostly in late 30s need job retraining such as

     service, finance, telecommunications skills

4. 3 steps:

   - 1st, establish a post-secondary college that awards academic qualifications,

     such as an Associates' Degree or vocational degree

   - 2nd, expand to more specialized campuses that offer more vocational training

   - 3rd, make smaller campuses closer to communities and call them "community

     centers", which can offer new immigrant programs

5. The HK Council of Accreditation is not part of the government but it validates

   local universities. It should work with local universities to benchmark the

   community colleges so that community college graduates should be at least

   comparable to a student who completed their 2nd year at the university level.

6. Many secondary teachers feel that community college is only a last chance school.

Therefore, Ma suggests:

- High quality programs is most important to let people know the reputation

- More personal campuses, so teacher/student relationships are closer

- Offer co-op programs, "exposure" programs

- That community colleges are just universities with smaller, more personal campuses

Other comments:

Some Australian educated people want the community college system to model Australia's T.A.F.E. (Technical and Further Education) system. Others want to follow the American or Canadian system. UK educated people want a polytechnic further education system. Andrew Ma wants to eliminate the international stigma because people argue as to which system is more user-friendly?

Jack Lo Interview Notes

Interviewee:
Jack M. K. Lo – Program Director, School of Professional Education and
Executive Development

20 February 2002

The Associate Degree program started in the mid 1990s with the Baptist University.
The Hong Kong government regulates that about 60 credits is the norm. Each subject
is 3 credits, and each credit is 14 contact hours. There are 840 total hours. Out of
1000 applicants, only 250 are accepted. Next year's quote will be 750 students. The
minimum entrance requirements are 6 passes on the HKCEE and successful
completion of S.6. Most Associate Degree students have 1 or 2 A-Level passes. On
average, the government subsidizes HK$200,000/student per year and the student
only pays approximate HK$50,000. The only major available is
business/administration in 4 areas:

- Accounting

- IT

- General Management

- Commerce

Next September, they will offer the new majors:

- Engineering

- Science

- Arts

Appendix B

Associate Degree Student Interview Protocol

1. What major are you studying?

2. Why did you choose that major?

3. What other majors are offered in the Associate Degree program?

4. What majors do you wish they offered?

5. Could you please describe more about the Associate Degree program? How many students may attend? How many students apply? What courses are taught?

6. How does the Associate Degree program handle credit transfers?

7. What do you like about the Associate Degree program?

8. What aspects of the Associate Degree program do you not like?

9. How could you improve the Associate Degree program?

Thank you for your time.

Associate Degree Students Interview Notes

Interviewees:
     5 AD Students from Baptist University

5 February 2002

1.   2nd year Communication majors

2.   Baptist University has better reputation for Communications major

3.   Business, Communication, Computer Science, Psychology

4.   Science (Environmental), Arts (English literature)

5.   400 seats reserved, but 5000 students apply

Rarely move onto university unless within the same university

Most people have to go overseas

6.   Credit transfers only occur with other universities that have commitments with

their university

5 universities in Australia

Approximately 10 universities in the United States

7.   N/A

8.   They were told they could go on to the university, but they really cannot

Students are pressured to either finish the AD program, or travel overseas, which is

expensive

Tuition is more than normal university (HK$24375/sem for AD, HK$40000/year for

Baptist University)

Courses are too general, cannot really focus in major (12 credits out of 65)

(note: City University is more focused)

Not enough qualified instructors

9.   More financial aid from government for AD students

Need more campuses closer to local universities to share facilities

Want a chance to go to universities locally instead of going overseas

Most AD students wanted to go to university as first choice

Secondary Student Interview Protocol

1. What form are you in?

2. Do you wish to go on to post-secondary education?

[This question is designed to find out how much the student knows about the

subject.]

How much do you know about Hong Kong's current post-secondary education?

[Ask the student to elaborate. If they do not know very much, interviewer can

explain the situation (opportunities after S.5)? to the student.]

3. Are you interested in attending a "community college" if an established

   program existed in Hong Kong?

4. [If yes]

   a. What major(s) do you want to study?

5. [If no]

   a. What features affected your decision not to attend?

5. And why did you choose that major?

6. What features of a "community college" affected your decision to wish to

   attend?

7. How do you feel about the possibility of overseas opportunities such as

   exchange programs, linkage, exposure programs, and credit transfers?

8. Can you offer any suggestions for Hong Kong's current "community college"

   system?

Thank you for your time.

Secondary Students Interview Notes

Interviewees:
7 Form S.7 Students

5 February 2002

1. All of the students are Form S.7 students.

2. All of the students want to move on to post-secondary education. They want:

    - They want a higher salary

    - Short work day

    - Job security

    - Non-manual labor jobs

    - High job prospects and placement

3. They did not know what a community college system was.

4. They wish to study

    - Economics

    - Commerce

    - Language

    - Chinese Literature

    - Sociology - Human Behavior, Environmental

    - Arts and Design

    - Journalism

5. They wanted to study those majors because they were interested in them and they felt that those jobs were essential to earning money.

6. The following aspects of a community college were important to these students:

    - Practical curriculum (and a reputable degree)

    - Good Reputation and is recognized by both society and the government

    - Low tuition costs (suggest about half the tuition of the universities)

    - Financial Aid to lower fees/costs

7. The students felt that a good exchange program is important because the chance for Hong Kong students to study locally is slim. Credit transfers between the local universities are not as important because students like to be stable and not matriculate often.

8. To improve Hong Kong's future community college system, the students suggested that there be more financial aid and to create more seats in the system.

Appendix C

Hong Kong Employer Interview Protocol

1. What is your name?

2. What is your title?

3. How long have you worked here? Where else have you worked?

4. What job positions do employees apply for?

5. What qualifications do you look for when hiring an applicant?

Thank you for your time.

Amelia Cheung Interview Notes

Interviewee:

Amelia Cheung – Director of Personnel and Training at the Kimberly Hotel

15 February 2002

1. Amelia Cheung

2. Director of Personnel and Training at the Kimberly Hotel

3. She was educated in Australia and studied economics. She worked for 12 years at the Kimberly Hotel since it opened in 1990. The worked for 8 years at a previous hotel.

4. A lot of people apply for receptionist positions and room attendants because they do not need to speak that much.

5. Applicants must be able to work in a team, show team spirit, and are able to communicate.

   - Language skills are very important. English is the most important language for applicants to learn because many overseas clients stay at the hotel. The 2nd language is Japanese (A few Japanese people are employed as guest-relations officers or to work in the restaurant.) and Mandarin is 3rd in the hotel industry. In the past 10 years, the government has been pushing English in the hotel industry. To learn English, the government pays 1/2 of the fees, the hotel pays 1/4 and the student pays 1/4.

   - Front line people need 1 year of training after their formal education. They must have a university degree (in either Hotel or Tourism Management) and be able to face overseas people. People who studied overseas in such countries as Australia, Switzerland, Canada, and England are more likely to be hired because they speak English.

   - The back of the house people must have at least a High Diploma.

- The government has retraining programs for 16 to 18-year-olds. They have 1 week of intensive training, and then 1 month of on the job training. They take a skills test and then receive a certificate for a house keeping position.

Appendix D

WPI WORCESTER POLYTECHNIC INSTITUTE

Worcester Polytechnic Institute
100 Institute Road, Worcester, MA 01609-2280
Phone: (508) 831-5457

Opinion Student Survey on Continuing Education

This survey is used to help understand the students' needs and expectations of a "Community College".

1) What Form are you currently in? (Check One)
   □ S.4   □ S.5   □ S.6   □ S.7   □ Other_____

2) Do you wish to go on to continuing education after secondary 5? (Check One)
   □ Yes   □ No

3) Are you interested in attending a "Community College"? (Check One)
   □ Yes   □ No

4) Do you see the "Community College" as an option for continuing education or self-betterment? (Check One)
   □ Continuing education   □ Self-betterment

5) If yes to question three, on a scale of 1 (*not important to you*) to 5 (*most important to you*), how would you rate the following aspects of a "Community College"?

	1	2	3	4	5
a. **Cost**	1	2	3	4	5
b. Less Stringent Entrance Requirements	1	2	3	4	5
c. **Practical Curriculum**	1	2	3	4	5
d. Recognition by Government	1	2	3	4	5
e. **Recognition by Society**	1	2	3	4	5
f. Flexible/Diverse Education	1	2	3	4	5
g. **Less Competitive Learning Environment**	1	2	3	4	5
h. More Teamwork-based Projects	1	2	3	4	5
i. **Internship/Job Attachment Opportunities**	1	2	3	4	5
j. Increase of Employment Opportunities	1	2	3	4	5
k. **Transferability of Credits**	1	2	3	4	5
l. Other_____	1	2	3	4	5

6.) Out of the aspects of a "Community College" **(a - l)** in Question 5, please rate the *TOP THREE MOST IMPORTANT* aspects. (1 = most important, 2 = second most important, 3 = third most important).

   ___ a.   ___ b.   ___ c.   ___ d.   ___ e.   ___ f.

   ___ g.   ___ h.   ___ i.   ___ j.   ___ k.   ___ l.

7.) Comments/Suggestions?

伍斯德理工大學

學生問卷調查（此問卷調查是用來了解學生的需要和對「社區學院」的期望）

1. 你現就讀那一級別？

   ❑ 中四   ❑ 中五   ❑ 中六   ❑ 中七   ❑ 其他

2. 中五畢業後，你是否希望繼續接受持續教育？

   ❑ 是   ❑ 否

3. 你是否有興趣入讀「社區學院」？

   ❑ 有   ❑ 沒有

4. 你會視「社區學院」為持續教育或是自我提升的途徑？

   ❑ 持續教育   ❑ 自我提升

5. 如果有興趣入讀「社區學院」，那麼下列那項是會影響你考慮入讀的因素，請選擇其重要性
   （1為完全不重要，5為最重要）。

a)	收費	1	2	3	4	5
b)	較寬鬆入讀條件	1	2	3	4	5
c)	課程實用	1	2	3	4	5
d)	受政府認可	1	2	3	4	5
e)	受社會認可	1	2	3	4	5
f)	較有彈性和多元化	1	2	3	4	5
g)	少競爭性的學習環境	1	2	3	4	5
h)	較多分組專題習作	1	2	3	4	5
i)	工作實習機會	1	2	3	4	5
j)	增加就業機會	1	2	3	4	5
k)	學分轉移	1	2	3	4	5
l)	其他					

6. 對你而言，以上各項的考慮因素(a - l)

   那三項最重要，請以1，2，3，作為排列（以1為最重要，2為次要，3為再其次）

   a._____   b._____   c._____   d._____   e._____   f._____

   g._____   h._____   i._____   j._____   k._____   l._____

7. 其他意見

   _____

Appendix E

Letter to Principals: WPI

WPI WORCESTER POLYTECHNIC INSTITUTE

Community College System Team
Caritas Bianchi Lodge
4 Cliff Road
Yau Ma Tei, Kowloon
collegesystem@wpi.edu

21 January 2002

Dear Principal,

We are a group of four students from Worcester Polytechnic Institute, a university in the United States. Through an application and interview process, WPI selects individuals to participate in the Interdisciplinary and Global Studies Program, sending them to various countries throughout the world to complete a 7-week, overseas project that relates society with science and technology. Such project locations include Hong Kong, Taiwan, England, Switzerland, Italy, Denmark, Thailand, and Australia.

As you may already know, the Education and Manpower Bureau of the HKSAR is interested in expanding postsecondary education, aiming to provide 60 percent of secondary school leavers to have access to tertiary education within the next ten years. A possibility in helping to reach this target is the implementation of a Hong Kong community college system. The goal of our project is:

> **To conduct a study on the current postsecondary educational system while defining a "community college" system using accreditation standards from multiple regions throughout the world**

We will accomplish this by performing interviews/focus groups and distributing and collecting surveys with S.4-S.7 students. As a result, we are requesting permission to work with these four groups of secondary students to see how they view community colleges as a potential option for continuing education.

Due to time constraints, we would like to complete our data collection before Chinese New Year, February 12. A prompt response would be greatly appreciated. The interviews/focus groups will last no longer than 15 minutes. Our surveys will inconvenience no more than 4 classes for 5 minutes each, with 1 class from each form if possible. If fewer than 4 classes are available, we are willing to survey however few that can be provided. A copy of our results and findings will be submitted to you for your record.

Thank you for your time and we look forward to hearing from you again. We will give you a call for follow-up on this letter in two days.

Sincerely,

Mitchell Barnes   Jason Li

Emily Dich   Paul Trinh

76

敬啓者：

　　明愛成人及高等教育服務本著拓展國際教育合作交流精神，贊助美國 Worcester Polytechnic Institute (WPI) 的學生在港進行爲期兩個月有關社會調查的學習計劃。

　　WPI 的四位同學 Ms Dich，Mr Barnes，Mr Li 和 Mr Trinh 會開展一項有關「社區學院」的調查，希望　貴校能予以協助，允准 WPI 同學在　貴校進行問卷式調查。如　貴校對是項計劃有任何問題，可直接與該四位同學或本服務李小姐聯絡 (電話：2843 4668)。

　　謝謝。

　　此致
貴校校長

　　　　　　　　　　　　　　　　明愛成人及高等教育服務

　　　　　　　　　　　　　　　　學術事務主任陳周碧瑤謹啓
　　　　　　　　　　　　　　　　二〇〇二年一月十八日

Survey Spreadsheet

Question		1 - Caritas St. Francis Secondary School	2 - Caritas Adult and Higher Education Services – Aberdeen	3 - Cheung Chau Government Secondary School	4 - St. Margaret's Girls College	5 - Caritas Institute for Further & Adult Education – Tsuen Wan	6 - Caritas St. Francis Secondary School	7 - Caritas Chong Yuet Ming Secondary School	8 - Tseung Kwan O Government School	9 - Kwun Tong Maryknoll College	10 - Caritas Tuen Mum Marden Foundation Secondary School	11 - St. Joseph's Anglo-Chinese School	12 - Caritas Shatin Marden Foundation Secondary School	13 - Caritas Yuen Long Chan Chun Ha Secondary School	Total		S.4	S.5	S.6	S.7	%
What form?	S.4		34	40	39	32	33	37	40	40		41	34	52	422						30.9
	S.5		36	30	31	26	25	33	39	40	73	39	18	23	413						30.2
	S.6				35	24	30	29	30	63		31	29	30	301						22.0
	S.7	21				26	21	29	29		28	28	22	26	230						16.8
	O.														0						0.0
(Total students)		21	70	70	105	108	109	128	138	143	101	139	103	131	1366						100.0
(Classrooms surveyed)		1	2	2	3	4	4	4	4	4	3	4	4	5	44						
Continuing education?																					
(S4)	Yes		28	34	37	20	29	30	38	40		38	24	30	348	416	83.7				91.0
(S5)	Yes		28	30	31	25	23	31	39	39	52	39	17	16	370	410		90.2			
(S6)	Yes				35	23	29	28	30	61		28	28	29	291	301			96.7		
(S7)	Yes	21				26	21	28	27		28	22	22	23	218	221				98.6	

		1	2	3	4	5	6	7	8	9	10	11	12	13	Total	N	%	%	%	%	%
(S4)	No	5	6	1	12	2	6	2	0		2	10	22		68		16.3				9.0
(S5)	No	8	0	0	1	2	2	0	0	19	0	1	7		40			9.8			
(S6)	No			0	1	1	1	0	2		3	1	1		10				3.3		
(S7)	No	0				0	0	0	0		0	3	0	0	3					1.4	
(S4)	N/A	1	0	1	0	2	1	0	0		1	0	0		6						
(S5)	N/A	0	0	0	0	0	0	0	1	2	0	0	0		3						
(S6)	N/A			0	0	0	0	0	0		0	0	0		0						
(S7)	N/A	0				0	0	1	2		0	3	0	3	9						
																1348	100.0	100.0	100.0	100.0	
Community College?																					
(S4)	Yes	22	16	17	12	15	12	23	11		21	18	28		195	415	47.0				50.7
(S5)	Yes	24	14	24	21	11	25	24	25	42	9	13	11		243	406		59.9			
(S6)	Yes			32	13	16	10	6	10		5	9	9		110	293			37.5		
(S7)	Yes	16				20	12	17	17		18	9	7	12	128	219				58.4	
(S4)	No	11	23	21	20	16	25	15	29		20	16	24		220		53.0				49.3
(S5)	No	12	15	6	5	14	8	15	14	27	30	5	12		163			40.1			
(S6)	No			2	11	14	17	24	53		26	20	16		183				62.5		
(S7)	No	4				6	9	11	10		10	19	15	7	91					41.6	
(S4)	N/A	1	1	1	0	2	0	2	0		0	0	0		7						
(S5)	N/A	0	1	1	0	0	0	0	1	4	0	0	0		7						
(S6)	N/A			1	0	0	2	0	0		0	0	5		8						
(S7)	N/A	1				0	0	1	2		0	0	0	7	11						
																1333	100.0	100.0	100.0	100.0	
Option?																					
(S4)	C. E.	9	16	7	13	12	12	14	17		10	10	14		134	413	32.4				38.5
(S5)	C. E.	13	12	17	13	4	19	21	17	23	6	5	4		154	403		38.2			
(S6)	C. E.			12	13	18	13	9	18		11	13	12		119	289			41.2		
(S7)	C. E.	10				6	7	20	13		8	13	17	6	100	212				47.2	
(S4)	S. B.	20	24	32	19	19	24	26	22		31	24	38		279	1317	67.6				61.5
(S5)	S. B.	22	16	14	13	21	14	18	22	47	31	13	18		249			61.8			
(S6)	S. B.			20	10	12	13	21	45		19	15	15		170				58.8		
(S7)	S. B.	8				17	14	7	12		20	14	5	15	112					52.8	
(S4)	N/A	5	0	0	0	2	1	0	1		0	0	0		9						
(S5)	N/A	1	2	0	0	0	0	0	1	3	2	0	1		10						
(S6)	N/A			3	1	0	3	0	0		1	1	3		12						
(S7)	N/A	3				3	0	2	4		0	1	0	5	18						
																	100.0	100.0	100.0	100.0	
A (Cost)																					
(S4)	1	0	2	0	2	1	1	0	3		1	0	5		15	391	3.8				2.4
(S5)	1	0	0	0	0	1	0	1	2	1	1	0	1		7	382		1.8			

		1	2	3	4	5	6	7	8	9	10	11	12	13	Total	N	%	%	%	%	%
(S6)	1				0	0	0	0	1	0		1	3	1	6	290			2.1		
(S7)	1	1				0	1	0	0		0	1	0	0	3	228				1.3	
(S4)	2		0	5	1	2	1	1	0	1		2	1	3	17	1291	4.3				4.5
(S5)	2		2	0	0	0	2	2	1	1	7	1	3	0	19			5.0			
(S6)	2			1	0	1	1	1	4		6	0	1		15				5.2		
(S7)	2	0				4	0	0	2		0	1	0	0	7					3.1	
(S4)	3		7	9	16	3	9	12	9	5		14	4	20	108		27.6				22.1
(S5)	3		5	5	5	7	3	6	13	4	17	13	6	1	85			22.3			
(S6)	3			3	2	13	13	8	15		4	5	5		68				23.4		
(S7)	3	2			2	0	5	1		2	4	5	3		24					10.5	
(S4)	4		10	11	10	6	6	8	13	11		11	4	12	102		26.1				29.7
(S5)	4		14	11	8	3	4	8	12	13	14	9	2	4	102			26.7			
(S6)	4			10	11	8	7	14	22		11	6	11		100				34.5		
(S7)	4	7				5	7	13	15		9	8	4	11	79					34.6	
(S4)	5		7	11	12	18	13	13	14	16		13	20	12	149		38.1				41.4
(S5)	5		5	13	17	16	15	16	11	18	26	11	6	15	169			44.2			
(S6)	5			20	9	8	8	6	20		5	14	11		101				34.8		
(S7)	5	11				14	12	11	11		17	14	13	12	115					50.4	
(S4)	N/A		10	2	0	1	3	2	4	4		0	5	0	31						
(S5)	N/A		10	1	1	0	0	1	1	2	8	4	1	2	31						
(S6)	N/A			1	2	0	0	0	2		4	1	1		11						
(S7)	N/A	0				1	1	0	0		0	0	0	0	2						
																	100.0	100.0	100.0	100.0	
B (Easy Entrance)																					
(S4)	1		1	2	1	1	1	2	0	4		3	2	2	19	388	4.9				5.0
(S5)	1		0	0	0	0	1	0	2	6	1	2	2	0	14	381		3.7			
(S6)	1			1	0	1	3	3	5		3	3	1		20	289			6.9		
(S7)	1	0				2	0	0	1		2	2	2	2	11	227				4.8	
(S4)	2		5	2	5	2	2	4	3	1		6	2	4	36		9.3				9.6
(S5)	2		0	2	1	2	0	0	5	3	5	5	2	0	25			6.6			
(S6)	2			6	4	3	5	5	10		3	1	4		41				14.2		
(S7)	2	3				4	2	1	3		1	3	0	5	22					9.7	
(S4)	3		8	17	13	7	9	12	14	17		14	11	16	138		35.6				39.8
(S5)	3		9	15	8	11	10	15	18	13	26	15	4	8	152			39.9			
(S6)	3			14	14	7	13	12	25		12	14	16		127				43.9		
(S7)	3	8				10	6	12	15		13	7	11	13	95					41.9	
(S4)	4		7	12	14	5	9	10	11	10		13	8	16	115		29.6				28.5
(S5)	4		15	8	12	7	4	10	7	14	18	6	5	3	109			28.6			
(S6)	4			7	4	13	8	8	13		7	7	5		72				24.9		
(S7)	4	7				5	9	15	9		5	9	5	6	70					30.8	

(S4)	5		3	5	5	14	9	6	8	4		5	7	14	80		20.6					17.0
(S5)	5		1	4	9	6	10	7	6	2	15	7	4	10	81			21.3				
(S6)	5				6	0	6	0	2	8		1	3	3	29				10.0			
(S7)	5	3				4	3	1	1		7	6	4	0	29					12.8		
(S4)	N/A		10	2	1	3	3	3	4	4		0	4	0	34							
(S5)	N/A		11	1	1	0	0	1	1	2	8	4	1	2	32							
(S6)	N/A			1	2	0	0	0	2		5	1	1		12							
(S7)	N/A	0				1	1	0	0		0	1	0	0	3							
																1285	100.0	100.0	100.0	100.0		
C (Practical Curriculum)																						
(S4)	1		0	0	0	0	0	2	0	0		1	1	3	7	388	1.8					1.5
(S5)	1		0	0	0	0	2	1	0	2	1	1	0	0	7	380		1.8				
(S6)	1				0	0	0	0	0	1		1	1	1	4	288			1.4			
(S7)	1	1				0	0	0	0		0	0	0	0	1	228				0.4		
(S4)	2		1	1	1	1	0	4	0	0		1	1	1	11		2.8					2.3
(S5)	2		0	0	0	0	0	0	1	1	1	1	1	0	5			1.3				
(S6)	2				0	1	2	0	0	1		1	1	4	10				3.5			
(S7)	2	0				0	0	0	1		0	3	0	0	4					1.8		
(S4)	3		8	1	4	6	4	7	3	5		4	3	5	50		12.9					11.3
(S5)	3		9	1	0	1	0	2	3	2	7	3	1	5	34			8.9				
(S6)	3				3	2	3	1	3	7		4	4	16	43				14.9			
(S7)	3	1				0	2	2	3		1	4	3	2	18					7.9		
(S4)	4		6	12	8	5	5	9	11	13		6	7	21	103		26.5					25.7
(S5)	4		12	7	4	6	4	13	9	4	11	6	3	6	85			22.4				
(S6)	4				8	4	8	11	9	13		10	8	5	76				26.4			
(S7)	4	10				4	6	10	6		8	6	5	11	66					28.9		
(S4)	5		9	24	26	17	21	12	22	18		29	17	22	217		55.9					59.2
(S5)	5		4	21	26	19	19	16	25	29	44	24	12	10	249			65.5				
(S6)	5				23	15	16	17	18	39		10	14	3	155				53.8			
(S7)	5	9				21	12	17	19		19	15	14	13	139					61.0		
(S4)	N/A		10	2	0	3	3	3	4	4		0	5	0	34							
(S5)	N/A		11	1	1	0	0	1	1	2	9	4	1	2	33							
(S6)	N/A				1	2	1	0	0	2		5	1	1	13							
(S7)	N/A	0				1	1	0	0		0		0	0	2							
																1284	100.0	100.0	100.0	100.0		
D (Gov't Recognition)																						
(S4)	1		3	0	0	1	1	3	0	0		3	1	4	16	384	4.2					2.3
(S5)	1		0	0	0	0	2	0	0	1	2	1	0	0	6	382		1.6				
(S6)	1				0	0	0	0	1	2		2	1	1	7	289			2.4			
(S7)	1	0				0	0	0	0		0	0	0	0	0	228				0.0		

(S4)	2		2	2	0	1	2	1	1	1		2	3	3	18		4.7				4.0
(S5)	2		2	0	1	0	0	1	1	3	4	1	0	0	13			3.4			
(S6)	2				1	0	3	0	1	4		3	2	0	14				4.8		
(S7)	2	0				0	0	1	2		0	2	1	0	6					2.6	
(S4)	3		11	7	5	10	5	7	6	6		6	2	20	85		22.1				13.4
(S5)	3		9	2	0	1	0	6	2	0	15	4	2	8	49			12.8			
(S6)	3				2	0	1	3	5	7		6	2	3	29				10.0		
(S7)	3	0				0	0	1	0		6	2	0	0	9					3.9	
(S4)	4		6	12	11	2	4	13	13	9		7	7	12	96		25.0				23.0
(S5)	4		7	8	3	7	6	9	9	5	18	9	2	3	86			22.5			
(S6)	4				7	3	6	10	10	10		4	5	11	66				22.8		
(S7)	4	7				2	5	7	5		5	7	2	7	47					20.6	
(S4)	5		2	17	22	14	17	10	16	20		22	16	13	169		44.0				57.4
(S5)	5		8	19	26	18	17	16	26	29	26	20	13	10	228			59.7			
(S6)	5				24	19	20	16	13	38		11	18	14	173				59.9		
(S7)	5	14				23	15	20	22		17	17	19	19	166					72.8	
(S4)	N/A		10	2	1	4	4	3	4	4		1	5	0	38						
(S5)	N/A		10	1	1	0	0	1	1	2	8	4	1	2	31						
(S6)	N/A				1	2	0	0	0	2		5	1	1	12						
(S7)	N/A	0				1	1	0	0		0	0	0	0	2						
																1283	100.0	100.0	100.0	100.0	
E (Soc. Recognition)																					
(S4)	1		2	0	0	2	2	3	0	0		2	1	3	15	387	3.9				2.3
(S5)	1		0	0	0	0	2	0	0	1	2	1	0	0	6	380		1.6			
(S6)	1				0	0	0	0	1	2		2	2	1	8	289			2.8		
(S7)	1	0				0	0	1	0		0	0	0	0	1	228				0.4	
(S4)	2		1	2	2	0	1	3	0	1		0	1	2	13		3.4				2.6
(S5)	2		3	0	0	0	0	0	0	0	1	2	0	0	6			1.6			
(S6)	2				0	0	2	0	0	1		4	1	2	10				3.5		
(S7)	2	0				0	0	0	2		0	2	1	0	5					2.2	
(S4)	3		10	4	1	8	3	5	6	3		5	2	15	62		16.0				11.2
(S5)	3		9	1	0	1	0	4	2	3	16	3	2	8	49			12.9			
(S6)	3				5	1	1	3	1	4		4	3	3	25				8.7		
(S7)	3	2				0	0	1	1		2	1	0	1	8					3.5	
(S4)	4		9	11	16	3	9	12	14	8		10	9	17	118		30.5				23.5
(S5)	4		11	8	2	5	3	13	7	5	14	7	1	3	79			20.8			
(S6)	4				7	3	6	10	13	10		6	6	7	68				23.5		
(S7)	4	4				1	4	6	3		8	2	2	7	37					16.2	
(S4)	5		2	21	20	16	15	11	16	24		23	16	15	179		46.3				60.3
(S5)	5		2	20	28	20	20	15	29	29	31	22	14	10	240			63.2			

(S6)	5			22	18	21	16	15	44		10	16	16		178				61.6		
(S7)	5	15			24	16	21	23		18	23	19	18		177					77.6	
(S4)	N/A		10	2	0	3	3	3	4	4		1	5	0	35						
(S5)	N/A		11	1	1	0	0	1	1	2	9	4	1	2	33						
(S6)	N/A			1	2	0	0	0	2		5	1	1		12						
(S7)	N/A	0				1	1	0	0		0	0	0	0	2						
																1284	100.0	100.0	100.0	100.0	
F (Flexible Education)																					
(S4)	1	0	0	0	1	0	5	0	0		1	2	1		10	387	2.6				1.8
(S5)	1	0	0	0	0	1	0	1	1	3	0	0	0		6	381		1.6			
(S6)	1			0	0	0	0	0	2		1	1	1		5	287			1.7		
(S7)	1	0			0	0	0	1		0	1	0	0		2	228				0.9	
(S4)	2	6	0	2	3	3	1	1	3		2	1	3		25		6.5				5.4
(S5)	2	2	0	0	2	0	2	2	2	3	1	1	0		15			3.9			
(S6)	2			1	0	0	1	3	8		2	2	2		19				6.6		
(S7)	2	0			0	0	1	2		3	2	1	1		10					4.4	
(S4)	3	9	9	9	7	6	9	8	16		9	5	17		104		26.9				26.7
(S5)	3	11	7	1	10	7	6	8	6	15	12	6	8		97			25.5			
(S6)	3			6	5	4	7	12	16		10	10	7		77				26.8		
(S7)	3	7			4	7	9	6		7	6	11	7		64					28.1	
(S4)	4	5	18	16	6	11	14	17	12		17	10	14		140		36.2				40.8
(S5)	4	9	12	17	11	7	16	13	14	25	14	7	4		149			39.1			
(S6)	4			12	14	20	15	13	22		11	9	12		128				44.6		
(S7)	4	9			14	7	18	16		10	11	4	18		107					46.9	
(S4)	5	4	11	12	12	10	5	10	5		11	11	17		108		27.9				25.3
(S5)	5	3	10	12	3	10	8	14	15	19	8	3	9		114			29.9			
(S6)	5			15	3	6	5	2	13		2	5	7		58				20.2		
(S7)	5	5			7	6	1	4		8	8	6	0		45					19.7	
(S4)	N/A		10	2	0	3	3	3	4	4		1	5	0	35						
(S5)	N/A		11	1	1	0	0	1	1	2	8	4	1	2	32						
(S6)	N/A			1	2	0	1	0	2		5	2	1		14						
(S7)	N/A	0			1	1	0	0		0	0	0	0		2					.	
																1283	100.0	100.0	100.0	100.0	
G (Less Comp. Learning)																					
(S4)	1	1	4	2	0	2	3	2	5		6	1	5		31	387	8.0				7.3
(S5)	1	0	0	0	1	4	1	4	1	4	3	0	0		18	381		4.7			
(S6)	1			2	1	0	5	4	5		2	2	2		23	286			8.0		
(S7)	1	0			3	1	1	4		2	4	3	4		22	228				9.6	
(S4)	2	0	7	10	3	7	4	4	6		3	5	5		54		14.0				16.2
(S5)	2	1	6	3	6	2	1	7	10	7	10	1	0		54			14.2			

(S6)	2				3	7	6	4	12	15		3	4	2	56					19.6		
(S7)	2	3				6	2	2	6		5	10	3	7	44						19.3	
(S4)	3		6	12	16	11	10	16	18	10		16	13	18	146		37.7					41.0
(S5)	3		12	14	11	8	6	11	16	11	25	13	7	9	143			37.5				
(S6)	3				20	10	18	11	9	28		11	12	10	129					45.1		
(S7)	3	10				10	11	16	11		18	8	11	12	107						46.9	
(S4)	4		8	7	6	3	6	8	7	8		10	4	13	80		20.7					22.9
(S5)	4		11	8	13	7	3	12	10	13	22	7	6	4	116			30.4				
(S6)	4				8	4	4	7	5	7		6	6	10	57					19.9		
(S7)	4	5				4	2	10	6		2	4	4	3	40						17.5	
(S4)	5		9	8	4	12	5	3	5	7		5	7	11	76		19.6					12.6
(S5)	5		2	1	3	4	10	7	1	3	6	2	3	8	50			13.1				
(S6)	5				0	0	2	1	0	6		4	4	4	21					7.3		
(S7)	5	3				2	4	0	2		1	2	1	0	15						6.6	
(S4)	N/A	10	2	1	3	3	3	4	4		1	4	0	35								
(S5)	N/A	10	1	1	0	0	1	1	2	9	4	1	2	32								
(S6)	N/A				2	2	0	1	0	2		5	1	2	15							
(S7)	N/A	0				1	1	0	0		0	0	0	0	2							
																1282	100.0	100.0		100.0	100.0	
H (Teamwork Projects)																						
(S4)	1		1	1	2	1	5	2	1	5		2	3	5	28	387	7.2					5.8
(S5)	1		0	1	2	1	3	0	1	1	0	1	0	2	12	381		3.1				
(S6)	1				0	1	2	5	4	6		1	1	0	20	287				7.0		
(S7)	1	0				0	1	0	2		0	7	3	2	15	228					6.6	
(S4)	2		5	7	10	2	4	4	8	11		6	2	7	66		17.1					16.5
(S5)	2		1	2	3	3	4	5	9	10	13	8	2	0	60			15.7				
(S6)	2				3	4	3	4	9	13		6	4	1	47					16.4		
(S7)	2	1				4	2	3	9		5	7	4	4	39						17.1	
(S4)	3		6	19	17	12	14	16	17	17		16	13	20	167		43.2					41.4
(S5)	3		10	15	11	10	5	12	19	10	22	22	9	7	152			39.9				
(S6)	3				11	13	14	7	12	27		8	14	7	113					39.4		
(S7)	3	9				15	7	13	12		14	9	11	9	99						43.4	
(S4)	4		8	8	8	3	2	9	8	2		12	9	15	84		21.7					24.0
(S5)	4		10	7	9	8	5	8	5	13	20	2	3	4	94			24.7				
(S6)	4				14	4	6	11	3	11		7	6	8	70					24.4		
(S7)	4	11				5	6	12	5		7	4	2	8	60						26.3	
(S4)	5		4	3	2	11	5	3	2	1		4	2	5	42		10.9					12.2
(S5)	5		4	4	5	4	8	7	4	4	10	2	3	8	63			16.5				
(S6)	5				6	0	5	1	2	4		4	3	12	37					12.9		
(S7)	5	0				1	4	1	1		2	1	2	3	15						6.6	

(S4)	N/A	10	2	0	3	3	3	4	4		1	5	0	35						
(S5)	N/A	11	1	1	0	0	1	1	2	8	4	1	2	32						
(S6)	N/A			1	2	0	1	0	2		5	1	2	14						
(S7)	N/A	0			1	1	0	0		0	0	0	0	2						
															1283	100.0	100.0	100.0	100.0	
I (Intern. Opp.)																				
(S4)	1	0	1	0	2	0	1	1	0		1	0	1	7	387	1.8				1.2
(S5)	1	0	0	0	0	1	0	0	0	1	0	0	0	2	380		0.5			
(S6)	1			0	0	1	0	0	1		1	1	1	5	287			1.7		
(S7)	1	0			0	0	0	0		0	1	0	0	1	227				0.4	
(S4)	2	2	2	1	1	2	4	1	6		4	0	2	25		6.5				5.7
(S5)	2	0	0	0	1	1	2	5	1	6	2	3	0	21			5.5			
(S6)	2			0	0	1	3	4	3		5	3	1	20				7.0		
(S7)	2	0			0	0	0	0		1	4	2	0	7					3.1	
(S4)	3	11	7	7	6	8	8	6	13		9	8	9	92		23.8				21.4
(S5)	3	6	4	3	8	1	6	6	7	9	8	1	4	63			16.6			
(S6)	3			8	8	10	7	7	13		9	7	5	74				25.8		
(S7)	3	5			3	3	7	5		4	11	2	5	45					19.8	
(S4)	4	5	15	21	5	12	15	16	12		14	10	14	139		35.9				38.8
(S5)	4	13	14	13	6	9	13	11	17	22	17	7	5	147			38.7			
(S6)	4			11	11	11	14	15	28		7	7	8	112				39.0		
(S7)	4	8			13	8	13	12		11	4	14	16	99					43.6	
(S4)	5	6	13	10	15	8	6	12	5		12	11	26	124		32.0				32.9
(S5)	5	6	11	14	11	13	11	16	13	26	8	6	12	147			38.7			
(S6)	5			15	3	7	4	4	16		4	10	13	76				26.5		
(S7)	5	8			9	9	9	12		12	7	4	5	75					33.0	
(S4)	N/A	10	2	0	3	3	3	4	4		1	5	0	35						
(S5)	N/A	11	1	1	0	0	1	1	2	9	4	1	2	33						
(S6)	N/A			1	2	0	1	0	2		5	1	2	14						
(S7)	N/A	0			1	1	0	0		0	1	0	0	3						
															1281	100.0	100.0	100.0	100.0	
J (Incr. Emp. Opp.)																				
(S4)	1	1	0	1	2	0	3	0	1		2	1	1	12	385	3.1				2.1
(S5)	1	0	0	0	0	2	0	1	0	3	1	0	0	7	382		1.8			
(S6)	1			0	0	0	0	0	0		1	2	1	4	286			1.4		
(S7)	1	1			0	0	0	0		1	1	0	1	4	227				1.8	
(S4)	2	1	2	2	1	0	1	0	0		0	1	2	10		2.6				2.8
(S5)	2	2	0	0	0	0	1	0	0	2	2	1	0	8			2.1			
(S6)	2			2	0	1	0	2	4		2	3	1	15				5.2		
(S7)	2	0			0	0	0	1		0	2	0	0	3					1.3	

(S4)	3		8	3	5	5	2	5	6	4		7	3	5	53		13.8				11.3
(S5)	3		9	3	3	2	2	4	1	1	2	5	0	2	34			8.9			
(S6)	3				1	2	7	3	2	4		8	5	5	37				12.9		
(S7)	3	1				2	1	1	2		3	6	3	1	20					8.8	
(S4)	4		7	7	8	4	10	13	10	16		10	4	15	104		27.0				28.2
(S5)	4		9	7	3	5	4	9	8	13	16	12	4	4	94			24.6			
(S6)	4				10	15	8	12	9	20		7	7	8	96				33.6		
(S7)	4	7				7	5	15	5		8	3	5	12	67					29.5	
(S4)	5		6	26	21	18	18	12	20	15		21	20	29	206		53.5				55.6
(S5)	5		6	19	24	19	17	18	28	24	42	15	12	15	239			62.6			
(S6)	5				21	5	14	13	17	33		7	11	13	134				46.9		
(S7)	5	11				16	14	13	21		16	16	14	12	133					58.6	
(S4)	N/A		11	2	2	2	3	3	4	4		1	5	0	37						
(S5)	N/A		10	1	1	0	0	1	1	2	8	4	1	2	31						
(S6)	N/A				1	2	0	1	0	2		6	1	2	15						
(S7)	N/A	1				1	1	0	0		0	0	0	0	3						
																1280	100.0	100.0	100.0	100.0	
K (Transfer Credits)																					
(S4)	1		1	1	2	2	0	4	0	3		2	1	4	20	381	5.2				4.1
(S5)	1		0	0	1	0	1	1	1	0	4	1	1	0	10	376		2.7			
(S6)	1				0	0	0	2	1	3		4	1	1	12	282			4.3		
(S7)	1	0				0	0	0	0		0	5	3	2	10	225				4.4	
(S4)	2		1	1	2	4	0	3	2	3		2	3	3	24		6.3				6.6
(S5)	2		2	0	2	0	3	3	0	2	5	4	0	0	21			5.6			
(S6)	2				3	0	1	3	5	5		3	4	0	24				8.5		
(S7)	2	5				0	2	0	1		1	3	1	2	15					6.7	
(S4)	3		12	8	17	10	17	15	11	15		13	7	22	147		38.6				32.1
(S5)	3		8	9	7	7	5	7	14	7	23	15	3	10	115			30.6			
(S6)	3				5	10	7	6	10	22		8	8	9	85				30.1		
(S7)	3	5				3	8	9	7		11	5	4	7	59					26.2	
(S4)	4		7	11	8	7	9	8	17	10		8	12	14	111		29.1				32.6
(S5)	4		12	9	9	10	6	11	11	15	17	6	7	7	120			31.9			
(S6)	4				16	10	11	7	8	15		8	13	10	98				34.8		
(S7)	4	7				12	5	13	13		9	3	9	12	83					36.9	
(S4)	5		3	17	9	5	4	4	6	5		12	6	8	79		20.7				24.5
(S5)	5		2	10	11	9	10	9	12	14	15	9	5	4	110			29.3			
(S6)	5				10	1	11	9	5	16		3	2	6	63				22.3		
(S7)	5	4				10	5	6	8		7	11	5	2	58					25.8	
(S4)	N/A		10	2	1	4	3	3	4	4		4	5	1	41						
(S5)	N/A		12	2	1	0	0	2	1	2	9	4	2	2	37						

(S6)	N/A				1	3	0	2	1	2		5	1	4	19						
(S7)	N/A	0				1	1	1	0		0	1	0	1	5						
																1264	100.0	100.0	100.0	100.0	

Note: The numbers represent how many students answered each question.

The rows are organized by Forms S.4 through S.7.

The columns are separated by the date the questionnaires were collected.

Day 1. (January 18, 2002)
Caritas St. Francis Secondary School, survey S.7

Day 2. (January 23, 2002)
Caritas Adult and Higher Education Services – Aberdeen, survey S.4, S.5

Day 3. (January 28, 2002)
Cheung Chau Government Secondary School, survey S.4, S.5

Day 4. (January 30, 2002)
St. Margaret's Girls College, survey S.4, S.5, S.6

Day 5. (January 31, 2002)
Caritas Institute for Further & Adult Education – Tsuen Wan, survey S.4, S.5, S.6, S.7

Day 6. (January 31, 2002)
Caritas St. Francis Secondary School, survey S.4, S.5, S.6, S.7

Day 7. (February 1, 2002)
Caritas Chong Yuet Ming Secondary School, survey S.4, S.5, S.6, S.7

Day 8. (February 1, 2002)
Tseung Kwan O Government School, survey S.4, S.5, S.6, S.7

Day 9. (February 6, 2002)
Kwun Tong Maryknoll College, survey S.4, S.5, S.6, S.6

Day 10. (February 6, 2002)
Caritas Tuen Mun Marden Foundation Secondary School, survey S.4, S.5, S.6, S.7

Day 11. (February 7, 2002)
St. Joseph's Anglo-Chinese School, survey S.4, S.5, S.6, S.7

Day 12. (February 7, 2002)
Caritas Shatin Marden Foundation Secondary School, survey S.4, S.5, S.6, S.7

Day 13. (February 8, 2002)
Caritas Yuen Long Chan Chun Ha Secondary School, survey S.4, S.4, S.5, S.6, S.7

Appendix G

Background of Adult & Higher Education Service – Caritas, Hong Kong

Caritas is an international confederation of Catholic organizations run by their respective Episcopal conferences (EPO-HK Ltd, 2001 November 28). Caritas has 156 organizations stationed around the world to provide for people with needs. Caritas – Hong Kong is one of the 156 members.

Caritas – Hong Kong was established in 1953 and is dedicated to charity (EPO-HK Ltd, 2001 November 28). The Latin word "Caritas" translates into English as "Charity". This truth implies that Caritas is a foundation dedicated to promote the public good (not for assistance to any particular individuals) since this is the definition for "Charity". Caritas is an official social service agency of the Roman Catholic Church in Hong Kong. The organization's purpose and task are to be at the service of individuals, families, groups and communities as they struggle in the society. The activities of Caritas are directed towards understanding, caring and serving people. Ever since the organization was recognized in Hong Kong, Caritas has developed itself into an enormous and well-known charitable foundation. Caritas offers numerous services to people of all backgrounds, regardless of sex, race, religion, or ideology. Its purposes are to eliminate divisions, alter selfish and unjust behaviors, and develop the qualities of kindness, reconciliation, forgiveness and friendship. At present, it has over 300 services operating from many divisions and in over nearly 140 different locations. These divisions offer social work services, educational services, medical services, community & hospitality services and many other services.

For this IQP project, we will be working for the Adult and Higher Education Service, which is a branch of the Education Division of Caritas – Hong Kong. This department started its service in 1963 (CAHES, November 28). Its goal is to create a learning society through promoting lifelong education. It offers programs to those in need of receiving education on their first or second opportunities in life. These programs will train them with better education, working skills, community participation and personal development. Programs offered carry a wide range of contents, from basic information to higher-level education. These programs include full-time career trainings, educational programs, part-time programs, summer study programs, extension programs, multimedia educational programs, employee training programs and, in association with overseas educational institutions, higher education programs. These programs are offered in many of the twenty-six educational sites registered with the Education Department. The full-time programs are offered in eight of the twenty-six educational sites. This program provides educational opportunities for those who wish to continue their studies or receive vocational knowledge and professional skills, but at the same time, ethical and social values. Also, there is a part-time program, which offers courses for the people who wish to spend their spare time meaningfully, to make up for their unfulfilled education, to improve their quality of life, or to improve their career prospects.

Every year, there are many new arrivals in Hong Kong from Mainland China (EPO-HK Ltd, 2001 November 28). A lot of these people have minimal education or perhaps no formal education at all and they do not have the working skills required to complete for jobs with the local people in Hong Kong (CAHES, 2001 November 28). Therefore, the Education Department has started a subvention program offering courses for the new arrivals, parents, housewives, farmers and the retired elderly. These courses cover areas such as basic education, literacy, language, induction for new arrivals, job and life skills. Caritas also runs retraining courses for local

employees displaced as a result of economic restructuring. This Employee Retraining Program provides job-related and skill-specific training. In addition to that, the Extension program also provides in-house training courses to give opportunities for individual employees to enhance their personal development and professional competence.

A Multi-Media Educational Program was established in 1977 for people who are unable to attend regular classes (CAHES, 2001 November 28). It includes Education for Parents, Weekend Courses, Secondary Education and Distance Learning Programs. The previously discussed programs are mostly for adults. Caritas did not leave out the children and teenagers, however. The Summer Study Program started in 1974 was designed for primary and secondary students. This program offers school subjects and subjects of recreation. These programs have attracted participants from all walks of life including students, housewives, working adults, the retired and new arrivals. Their ages range anywhere from 15 to 70 and their educational levels range from no schooling to secondary schools and to even some who are college bound.

EDUCATION SERVICES DIVISION

PRE-SCHOOL EDUCATION SERVICE
- 3 Kindergartens
- Pre-school Education Material Reference Centre Parent-child Resource Centre
- 2 Teams of Intergarted Programmes

SPECIAL EDUCATION & VOCATIONAL TRAINING SERVICE
- 5 Special Schools For Mentally Handicapped Children (among which three are attached with a boarding section)
- 1 Special School For The Hearing Impaired Children (attached with a boarding section)
- 1 Skills Training Centre For Mentally Handicapped Youth

VOCATIONAL TRAINING AND EDUCATION SERVICE
- 9 Prevocational Schools
- 2 Training Workshops Providing Craft Apprenticeship Training
- 1 Field Studies Centre
- 1 Practical School

ADULT & HIGHER EDUCATION SERVICE
- 1 College Providing Post-secondary Programmes
- 8 Day Schools
- 17 Night Schools
- Multi-media Educational Programmes
- Audio Visual Technology Section
- Centre For Advanced and Professional Studies
- Education and Retraining Information Network For New Arrivals
- City Centre
- Mainland Educational Projects and Information Unit
- 7 Resource Centres / Community Education Centres (Providing Community-based Learning Programme)

Figure 17. Breakdown of the Education Service Division
Source. CAHES, 2001

92

Appendix H

Work Plan

Student Survey Results

Gantt chart spanning Week 1–Week 9 (January–March). Days across the top: 5 6 7 8 9 10 11 | 12 13 14 15 16 17 18 | 19 20 21 22 23 24 25 | 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 | 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 | 1 2 3 4 5 6

Task Name	Scheduled (marked) dates
Survey Development	Jan 7, 8, 9, 10, 11, 12
Contacting Schools	Jan 13 – Jan 31
Schools Surveyed:	
Caritas St. Francis Secondary School	Jan 17
Caritas Adult and Higher Education Services – Aberdeen	Jan 22
Cheung Chau Government Secondary School	Jan 28
St. Margaret's Girls College	Jan 30
Caritas Institute for Further & Adult Education – Tsuen Wan	Feb 1
Caritas St. Francis Secondary School	Feb 1
Caritas Chong Yuet Ming Secondary School	Feb 2
Tseung Kwan O Government School	Feb 2
Kwun Tong Maryknoll College	Feb 5
Caritas Tuen Mun Marden Foundation Secondary School	Feb 5
St. Joseph's Anglo-Chinese School	Feb 6
Caritas Shatin Marden Foundation Secondary School	Feb 6
Caritas Yuen Long Chan Chun Ha Secondary School	Feb 7
Lingnan Secondary School	
Interviews Conducted:	
Andrew Ma	Jan 28
Chan Shui Hon	Feb 4
Associate's Degree Students	Feb 5
Form S.7 Students	Feb 6
Amelia Cheung	Feb 14
Jack M. K. Lo	Feb 18
Compiling of Surveys	Jan 17 – Feb 13
Analyze Results	Feb 13 – Feb 26
Writing of Drafts	
Introduction	Jan 17 – Mar 6
Literature Review	Jan 13 – Mar 6
Methodology	Jan 17 – Mar 6
Results and Discussions	Feb 2 – Mar 6
Conclusions and Recommendations	Feb 14 – Mar 6
Executive Summary	Feb 19 – Mar 6
Acknowledgements	Feb 19 – Mar 6
Appendices	Feb 14 – Mar 6
Final Presentation	
Practice	Mar 2
Final Presentation	Mar 6