

## HONG KONG

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### THE NATIONAL CONTEXT FOR DISTANCE EDUCATION

Hong Kong is a British Crown Colony. It has been so for the past 140 years. It will remain so until June 1997 when the sovereignty of the territory will be handed over to the People's Republic of China. From then onwards for the next fifty years the governance of the territory will be conducted according to the terms of an agreement reached between the governments of the United Kingdom and the People's Republic of China. Under these terms Hong Kong becomes a Special Administrative Region of China but would be allowed to continue with its present system of government and life under a changed sovereignty.

Until that sovereignty is transferred to the People's Republic of China, executive power to govern the territory is concentrated in the hands of a Governor chosen by the British Government. He directs the activities of the Hong Kong Civil Service and all acts of government are done in his name. He is advised on the development of policy and other matters by an Executive Council. Legislation is enacted and funds provided by a Legislative Council, the members of which are partly elected and partly appointed. The Legislative Council also debates policy and questions the administration. In addition there are two municipal councils and nineteen district boards which have responsibility to provide public health, cultural and recreational facilities. The Governor manages the government through an administrative structure organized into branches. These branches collectively form the government and its head is the Chief Secretary. Under the Chief Secretary are twelve branch secretaries, one of whom is the Secretary of Education and Manpower. It is the responsibility of this Secretary to manage the educational sector of the territory. Between now and June 1997 there will be shifts and changes within this system. Hong Kong is in transition.

The territory covers about 410 square miles and is made up of the Island of Hong Kong, the Peninsula of Kowloon and the New Territories. There are also about 230 outlying islands, the biggest of which is called Lantau on which a new airport is being constructed.

The Hong Kong economy is basically market driven. Natural resources are limited and therefore the territory depends on imports for virtually all its requirements, including food and other consumer goods, raw materials, capital goods, fuel and even water. It must therefore export on a sufficient scale to generate foreign exchange earnings to pay for these imports, and the volume of exports must continue to grow if the population is to enjoy a rising standard of living.

Given resources, location and manpower the contribution of the primary production (agriculture, fisheries, mining, quarrying) to the economy is small in terms of GDP and employment. In secondary production, manufacturing accounts for the largest share both in terms of GDP and employment. However this sector is slowing down. The contribution of the tertiary services sector is, on the other hand, increasing both in terms of GDP and employment. This shift in economic activity has implications for the educational sector.

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Manpower surveys indicate that between now and 1996 the manufacturing sector is expected to lose about 92,000 jobs while the professional, technical and managerial sectors are expected to gain about 94,000 jobs; not all of these demands will be met by the graduates coming into the job market, for the first time, through schools, colleges, polytechnics and universities. Table 1 captures data pertaining to manpower needs and supply by educational levels by 1996:

TABLE 1: The Manpower Needs of Hong Kong up to 1996

Educational Level	Needs	Supply
Lower Secondary & below	1,584,900	1,669,600
Upper Secondary	726,800	714,500
Matriculation	135,700	164,300
Craft level	30,600	19,300
Technician level	97,500	99,000
Sub-degree	160,100	128,600
First degree & above	222,900	229,000

Economic policy in Hong Kong is to a large extent dictated, and constrained, by the special circumstances of the economy. It is an economy that is more easily vulnerable to external forces than its neighbors. While government action is designed to offset unfavorable external influences, through deliberate policy, except where social considerations are overriding, the allocation of resources in the economy is best left to market forces, with minimal government intervention in the private sector.

Government derives its income through duties levied on a selected group of commodities, rates or tax of landed property, and a tax on betting, entertainment, estate, hotel accommodation, profits and earnings. It also derives income on sale of land, various licenses and investments. In 1989/90 the total government revenue was HK \$82.4 billion. In that year government expenditure amounted to HK \$67.8 billion. Of this HK \$15,446 million or 15% was allocated to education. The tertiary sector excluding the Open Learning Institute (OLI) received HK \$4,500 million of this money. The OLI received a direct subsidy from the Government of HK \$45 million to cover its start up and recurrent costs for the year.

By 1991 the population of Hong Kong was about six million people, making it perhaps one of the most densely populated places in the world. Roughly 90% of the population is Chinese (mostly of Cantonese ancestry). The ratio of males to females has been changing from the previous decade. In 1990 there were 1038 males to every 1000 females while in 1980 it was 1084. Similarly the age distribution of the population has also been changing rapidly. In 1990 21.5% of the population was under fifteen and 8.8% above sixty-five; in 1980 it was 25.5% and 6.4% respectively. The dependency ratio - the ratio of the young and the aged to people in the fifteen to sixty-four age group had dropped from 470 per 1000 to 434 between 1980 and 1990. Hong Kong is aging. Almost 90% of this population is literate in either Chinese or English.

Chinese (Cantonese), other than for a small minority, is the most popularly used language for social purpose in Hong Kong. However English in practice if not in theory

functions as the official language for legal, commercial and governmental purposes.

Instruction at primary and secondary schools is given in both the English and Chinese languages depending on the schools language traditions. Government provides funds for both types of schools. At the matriculation (Form 6 and 7) almost all instruction is in English except for Chinese Language studies. In the Universities, Polytechnics and Colleges instruction is in English except for Chinese language studies. At the Open Learning Institute, other than courses leading to an Arts degree in Chinese literature, philosophy and history, all other instruction is in English. The language of instruction is a matter of great public interest in Hong Kong and the emergence of a clear policy on this can be expected in the near future.

"Education in Hong Kong is a unique amalgamation of Chinese and Western educational traditions, transplanted before World War 11, and grew up with the Hong Kong Community during the past forty years" (Luk, H.K., 1990). There is available today almost free and compulsory education up to lower secondary level with tremendous support from the public purse. In 1990 some 1.2 million children between the ages of five and nineteen were attending classes in the colony's 1500 schools. The core of the school system is the eleven year primary and secondary education segregated into primary, junior secondary and senior secondary. Students move from one level to another through a series of school based internal assessments or public examinations.

Long before children enter school on or just after their sixth birthday many would be enrolled in kindergartens in courses that would vary from one to three years. In 1989-90 some 200,000 children were attending these privately run establishments. Primary school lasts six years. The curriculum is made up of English, Chinese, Mathematics, Social Studies, Science, Arts and Crafts, Music and Physical Education. The vast majority of schools use Chinese as a medium of instruction for all subjects except English. The six year program culminates, through a series of internal assessments scaled through an externally administered Academic Aptitude Test, in a secondary school placement. In 1990 over 534,000 were enrolled in more than 1000 primary schools.

Junior secondary school lasts five years. This is made up of a junior cycle of three years which is compulsory, and a senior cycle of two years which is not compulsory. Separating the movement from junior secondary to senior secondary is a school based Junior Secondary Education Assessment and the culmination of the senior secondary study is the Hong Kong Council of Education Examination. Notwithstanding the non compulsory nature of the senior level, participation is nearly universal.

Secondary schools are divided by curriculum into grammar schools which follow an academic program, technical schools and prevocational schools. In 1989-90 there were 397,000 pupils in 382 grammar schools, 21,000 in twenty-two technical schools and 17,000 in twenty-one prevocational schools. Schools are also divided into two language streams. More than 90% of the pupils are in Anglo-Chinese streams. Here instruction is mostly in English except for Chinese cultural subjects which are taught in Chinese. The other 10% follow instruction in Chinese.

Students aspiring for higher education leading to University degrees will proceed to Form Six. There are three types of Form Six viz: a one year program preparing students for the HK Higher Level Examination (HLE), a two year program preparing them for the HK Advanced Level (ALE) and a one or two year program preparing students for the British General Certificate of Education (GCE). In 1990 nearly 40,000 students would have sat for

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one or the other of the above examinations.

Post secondary educational provisions in Hong Kong are available for a range of opportunities from teacher education to career, technical vocational training and university level study.

There are four Colleges of Teacher Education which train non graduate teachers for primary and secondary schools. They are directly funded by government. They run one, two and three year programs for Certificate and Diploma level qualifications. In 1989-90 about 2657 teachers were undergoing training through these programs. Career, technical and vocational education is provided by eight Technical Institutes run by the Vocational Training Council and they provide 340 odd courses at craft and technician levels. These programs are popular. In 1989-90 about 12,300 full time, 15,600 day part time and 29,600 evening part time students were enrolled in these courses.

University level education in Hong Kong is made up of both public and privately funded institutions. Of the ten institutions that make up this sector seven are completely dependent on government funding. The funds are made available to them through the University and Polytechnics Grant Committee (UPGC); one receives support from the government via the Municipal Services Department; one receives government support directly from the Secretary of Education for the first four years of its existence after which it will have to generate its running costs through its own means and finally one is completely run by private funding. Besides these, there are also a number of programs run by small local commercial colleges and many overseas tertiary institutions. Table 2 summarizes data on institutions that are run with government support.

TABLE 2: Profile of Hong Kong's Institution of Higher Learning

Institution	Founded	Funding	Enrollment (90/91)
U of Hong Kong	1911	UPGC	7,935
Chinese U of Hong Kong	1963	UPGC	8,201
HK Polytechnic	1972	UPGC	13,292
City Polytechnic	1982	UPGC	8,018
Baptist College	1983	UPGC	3,000*
HK University of Science & Technology	1988	UPGC	900
Open Learning Inst.	1989	Govt/Cost recovery	17,500
Lingnan College	1991	UPGC	1,100*
The HK Academy of Performing Arts	1990	Municipal Services	600

\* Established long before this date as Private Colleges

Hong Kong is well served by excellent communication infrastructure for both internal

and external linkages. It is a hub for regional air and sea services. Road, rail and boat services by public, quasi government and private ventures are well established. Public transport is extensively available throughout the day and night penetrating the entire territory.

Postal services operated by the government work efficiently and in recent times entrepreneurial courier and mail services have also begun to provide efficient deliveries to a territory that places a great value on efficient communication. Hong Kong probably has one of the world's most efficient telephone services as well. Penetration is also among the highest in the world. By the end of 1990 an estimated 3.3 million telephones, served by 2.4 exchange lines, gave the territory a telephone density of over fifty-six telephones per 100 population. Facsimile transmission is also becoming popular with over 107,000 machines by the end of 1990. Packet switched data network through Datapak is also available through the telephone company. Modernization of the telephone system is progressing rapidly with optical fibre and advanced ISDN signaling techniques being installed.

TABLE 3: Telecommunication Services in Hong Kong

Service	Volume in 1990
Telephones in service	3,300,000
Telephones per 100 population	56
Fax lines	107,500
IDD connections	875,000
Cellular telephones	130,000
Radio pagers	700,000

The news media includes nearly seventy daily newspapers, over 600 periodicals, two private television companies broadcasting over four channels for almost 580 hours weekly; twelve radio channels both government and commercial which broadcast almost continuously all day long, every day. Supporting the media are about 4500 print shops and more than a dozen film and television production houses of considerable size. The ownership of television, VTR's and radio receivers is quite widespread in Hong Kong.

TABLE 4 : Ownership of Telecommunication Systems

Facility/System	% households
TV sets	98
Video recorders	62
Radio receivers	above 99

## **HISTORY AND BACKGROUND**

Hong Kong's concern for the lack of adequate provision for tertiary education is a recurring theme that has continuously been expressed by community and educational leaders as long ago as the mid seventies when less than 5% of the relevant age group was able to gain access to colleges and universities. The situation was even worse in the sixties. Coupled with this lack of opportunities was a society that placed a high value on education, was undergoing transition in its economic activities and was eager to enhance its career options through investment in training and intellectual development. Some though not all of this demand was met by initiatives in the private sector and the extramural and continuing education departments of the two universities first and later by the Hong Kong Polytechnic. Additionally a number of overseas tertiary institutions also provided costly access to their distance education programs especially in business education both at the undergraduate and postgraduate level.

TABLE 5: Provision for Continuing Education In Hong Kong in 1988

Institution	Level	Discipline	Enrollment
U of Hong Kong	multi	wide range of formal/non formal	40,000
Chinese U of HK	multi	- ditto -	53,000
HK Polytechnic	multi	- ditto -	13,000
City Polytechnic	multi	- ditto -	2,000
Baptist College	multi	- ditto -	60,000

Source: Lee Ngok (1992): Opportunity Knocks: Continuing Higher Education in Hong Kong.

The case for strengthening continuing education in Hong Kong was promoted in 1982 by the Llewellyn Report entitled "A Perspective on Education in Hong Kong". The report stated:

With its small geographic size and its high technological standard, Hong Kong would be eminently suitable for a system of education by radio and TV, combined, for example, with weekend study camps and evening tutorials.... We are thinking in terms of a large scale, comprehensive alternative to institutionalized education on the school and technical education/vocational training levels as well as in higher education.

The above observation was taken into account by a government standing committee on education called the Education Commission. The Commission takes up current issues on education for an in depth investigation and makes a report with recommendations to the government which then subjects the report to public consultation before taking it further for study and implementation. The Commission's second report in 1986, called the Education Report No.2 (ECR2), made the following comments on the objectives of open education in Hong Kong, which are:

\* to provide a second chance for those who had to forgo, or were denied the opportunity of, further education when they left school, or whose requirements for further education developed relatively late in life;

\* to provide continuing education to update and enhance the training of those who completed their further education at the beginning of their careers; and

\* to provide retraining for those who need to change or extend their career or vocational skills later in life to adapt to technological, economic and social change.

In September 1987, the Executive Council of Government approved the establishment of a Planning Committee to produce an implementation plan for setting up the Open Learning Institute (PCOLI). The PCOLI submitted its report to Government in early 1989 with the following recommendations:

i. The OLI will be a new institution established by law. It will confer academic awards in its own name but will operate in a consortium with the existing tertiary institutions which are funded through the University and Polytechnics Grants Committee.

ii. The setting up and initial operating costs of the OLI will be supported by the Government. The Institute is expected to become self-financing in about four years through income from tuition fees and other sources.

iii. The OLI will offer courses at sub-degree, first degree and higher degree levels. Its programs will be subject to academic accreditation by external bodies and its awards are expected to be recognized both locally and overseas.

iv. The OLI will have three schools: Science and Technology, Business and Administration, and Arts and Social Sciences offering programs in a range of disciplines to be taught in either English or Chinese.

v. Entry to all OLI programs in sub-degree and first degree studies will be open without prior academic qualifications. The courses will be structured on a credit unit system and students may broadly study at their own pace.

vi. The OLI will conduct its teaching/learning activities through distance education methods using a variety of media and related communication technologies to facilitate self paced learning.

The Government accepted the report and passed legislation to establish the Open Learning Institute of Hong Kong in May 1989 (Order No. 22/89), as a body corporate, with the following objective: "to provide in Hong Kong opportunities for higher education by means of open learning and thereby to advance learning and knowledge, and enhance economic and social development, in Hong Kong."

The Institute began functioning as of that day and advertised for its first students in 1989. Some 300,000 individuals made inquiries, 65,000 actually applied and 4,500 were randomly selected to read in eight courses, starting October 2, 1989.

## **LEGAL STATUS OF DISTANCE EDUCATION**

Legally the Open Learning Institute is the only organization in the territory empowered to deliver courses, for formal academic qualifications, through the distance education mode.

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This explicit provision is made in Order No 22/89 signed by the Governor in Council on May 27, 1989. All other publicly supported tertiary level institutions practicing distance education do so for non institutional awards, while the overseas tertiary institutions do so under a gray area not captured clearly by the territory's educational acts.

## **OVERVIEW OF CURRENT SITUATION**

### *Aims and Objectives*

The rest of this paper will describe the objectives, structure, practice and performance of the Open Learning Institute Hong Kong on the basis of its legal position. Description of private, commercial provisions will fall short in terms of accuracy because of the confidential nature of business practices; the presence and activities of overseas tertiary institutions are unstable and the activities of conventional institutions in distance education do not lead to any formal and indigenous awards.

As a higher education institution, the OLI is involved in the acquisition and transmission of knowledge. Its main aim is to make higher education available, via distance learning, to those over the age of eighteen who wish to undertake study for career development or personal enrichment.

Distance education through the Open Learning Institution of HK is meant to achieve the following objectives :

- i. to provide access to higher learning to all those who may have missed or will be missing it through the conventional systems for one reason or another.
- ii. to provide a range of courses and programs at sub degree, first degree and second degree levels.
- iii. to enable students to complete programs at their own pace, in their own chosen location.
- iv. to provide study facilities and face to face tuition to support those students.
- v. to deliver courses by multi media means to students with widely different learning preferences and needs.
- vi. to ensure that exit performance standards of degree programs are equivalent to those of other tertiary institutions in Hong Kong and elsewhere, and to ensure that OLI degrees have equal status to those of other tertiary institutions in Hong Kong and elsewhere.
- vii. to strive to meet the perceived needs of Hong Kong society by developing and maintaining maximum cooperation with a range of interest groups (employers and employers' associations, government and other public bodies, voluntary associations and educational bodies) and by offering a suitable range of courses which students wish to take and can afford.
- viii. to recruit and retain staff members with a high level of expertise in distance learning and in their own discipline.
- ix. to provide opportunities for staff development to maintain the OLI's capability to provide up-to-date and appropriate education to its students.



Based on the above objectives the OLI has since developed a mission statement which states that:

\* The Open Learning Institute of Hong Kong dedicates itself to providing degree, non-degree and postgraduate courses leading to awards and qualifications through a system of open access and distance education; thereby making higher education available to ALL those aspiring to it, regardless of previous qualifications, gender or race.

\* The Institute through its Council and staff, in common with and through association with other institutions of higher education in the territory, commits itself to excellence in teaching, scholarship and public service.

\* The Institute is further committed to achieving a balance of income and expenditure, in time, within the financial context of Hong Kong and to attaining this without sacrificing the level and quality of courses and support for its students.

### *Organization Structure*

The OLI has a structure that enables it to exercise its responsibilities properly as a statutory body required to deliver quality tertiary education. Therefore its institutional structure is intended to: be simple and direct; develop, achieve and maintain high academic standards; take into account the need to deliver courses at various levels through a variety of methods; help the OLI become self financing; and ensure the smooth operation and public accountability of the OLI.

The formal structure comprises the President, the Council, the Standing Committees of Council, the Academic Board, and the School Committees. Working groups and ad hoc committees have also been established as and when necessary.

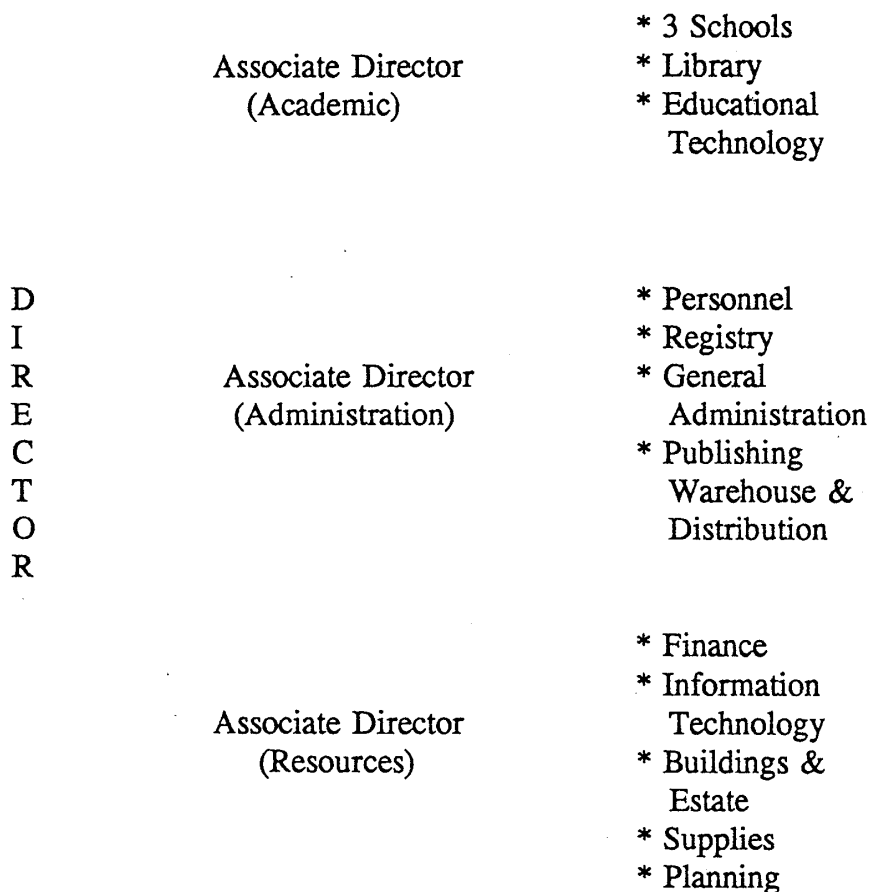
The President of Council is the Governor of Hong Kong. This is largely a ceremonial role. The Council is the governing body of the OLI. It has established an Executive Committee, with powers to make decisions on important items of business which cannot wait for the next Council meeting. Council has wide ranging powers, from hiring and firing staff, to approving programs, granting awards, allocating the annual budget, making regulations, etc. All of the powers are enshrined in the ordinance of the OLI. The Academic Board, subject to the overall direction and control of the Council, is responsible for: setting and maintaining academic standards; planning, coordinating and monitoring the design, delivery and development of all courses; and administering and monitoring all assessment and examination procedures. The Board is assisted in its deliberations by a number of standing committees. Currently active are the Advanced Standing Committee, Award Committee, Committee on Disabled Students, Broadcasting Committee, and School Committee. Besides its standing committees the Academic Board has delegated powers to constitute working groups to study specific issues for and on behalf of the Board in order to formulate policies or evaluate options.

The School Committee which is a standing committee of the Academic Board needs special mention, as it is an important group in the academic structure of the Institute. Each of the three current Schools of the Institute has a committee which interprets and implements Institute policy at the School level. All academic staff of the school are members of the committee. The Committee coordinates and promotes the work of the school and generally acts for it within the framework of the Institute's operation. The management structure and

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organization of the Institute is illustrated in Figure 1.

FIGURE 1. The Senior Management Structure of the OLI



The Director is responsible to the Council for the management, conduct and administration of the Institute. The Director is assisted by three Associate Directors who in turn coordinate, supervise, and take responsibility for the performance of the fifteen academic and academic support units of the establishment. The three academic (units) schools are led by the Deans who are appointed to their position. They report to the Associate Director (Academic) and shape the academic direction of the Institute.

The Institute currently employs a total of 198 full time academic and non academic staff members, half of whom possess professional qualifications. Of the 198 full time staff less than fifty are academics. Assisting the fifty academics are about 1000 part time tutors and senior tutors. The tutors and senior tutors are fully trained for their role and form the human interface between the students and the Institute.

*Financing Distance Education*

The Government of Hong Kong designed the OLI to be a self financing entity from the very beginning. However to start the enterprise in October 1989 the government entered into

Memorandum of Understanding with the OLI whereby the public purse would be used to pay for the set up (capital cost) of the enterprise up to US \$7.1 million (1989 dollars) as well as on a reducing scale a total of US \$13.1 million to cover the recurrent cost. Under the scheme the OLI will have to become completely self financing by the year 1993/94. The protocol governing the self financing arrangement covers all direct costs (materials and tuition including the cost of full and part time academic staff, tutorial space, examinations and assessments, laboratories etc.), indirect costs (rent, utilities, support staff salaries and benefits, publicity, staff development, goods, services, etc.) and capital (building, equipment, course development, etc.). Table 6 illustrates the financial picture of the Institute from its start to the end of the last financial year(1991/92).

TABLE 6: Financial Summary of the OLI 1989 -1992

	1989-90	1990-91	1991-1992
Students Enrolled	4,237	13,009	17,535
Fee per Credit(HKD)	330	380	450
HK \$ (in millions)			
Direct Costs	7.5	31.7	46.4
Indirect Costs	39.5	81.7	104.0
Total Recurrent Costs	47.0	113.4	150.4
Total revenue	19.3	76.2	150.4
Government subvention	42.8	41.3	20.9

### *Geographical Coverage*

By legislation the OLI is allowed to operate within the territory of Hong Kong. This includes the Island of Hong Kong, Kowloon Peninsula, the New Territories and the outlying islands. The Institute is preparing to operate in the southern parts of China in collaboration with the Chinese Radio and Television Universities. However, this is not expected to happen in the new future.

### *Instructional Systems*

The OLI is a dedicated distance teaching institution. However, unlike other similar institutions, the OLI does not create all of its learning materials by itself. Perhaps less than 50% of the courses are actually designed in Hong Kong; the rest are leased from other institutions around the world, adapted for Hong Kong students and delivered in accordance with local culture and learning behaviors. The sources of the leased courses include the Open University of the UK, the Open Learning Agency of British Columbia, Athabasca

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University of Alberta, Deakin University of Australia and Massey University of New Zealand. Courses that are designed in Hong Kong are mostly in Business Studies and Chinese Arts. These courses are created by using contract writers located in Hong Kong and other parts of the world.

All undergraduate courses delivered by OLI are basically print driven. Many of them contain non-print media elements such as audio, video and computer based instruction. Some video materials are also broadcast over public television. These broadcasts last three hours every week. Besides self instructional materials, student support also includes strong tutor support. There are currently about 700 part-time tutors who each take responsibility for thirty students. Tutors and students maintain contact through correspondence, telephone and periodic classroom sessions. Feedback and assessment is conducted through assignments and terminal examinations. A very complex protocol governs the criterion based assessment system of the OLI; both continuous assessments and final examinations carry minimum performance requirements.

### *Research Activities*

Research into aspects of distance education is just beginning to happen at the OLI. Similar to other open systems, the institution is concerned about completion rates, learner behavior, material evaluation and appropriateness, application of technology and market needs. Because OLI must fund its own research, it is currently limited to studying completion rates, material evaluation and learner characteristics. Investigations are being planned to launch market research in the near future.

### *Enrollment in Distance Education*

In its thirty months of operation the Institute has grown at a phenomenal rate. Total enrollment rose from 4237 in October 1989 to 17535 students by October 1991 (Fig.2). Course registrations rose from 5745 in 1989 to 25244 in 1991 (Fig.3). The pattern seems to indicate student preference for Business courses (58%) first, followed by Science and Technology (21%) and Arts (21%).

More than half the student population is male (66%); the median age is between twenty-six and thirty; a significant number of students (40%) have attended school for at least eleven years and earn more than US \$11,000 a year which is slightly higher than the per capita income of the territory.

### *International Affiliation*

The Institute began establishing relationships with institutions and organizations for both business and fraternal reasons right from the start. It currently has business relationships with The Open University, United Kingdom; The Open Learning Agency, British Columbia, Canada; Athabasca University, Alberta, Canada; Deakin University, Victoria, Australia; Tasmania Institute of Technology, Tasmania, Australia; and Massey University, New Zealand. In addition, the Institute is either a full or associate member of The Association of Commonwealth Universities, The International University Consortium, The Asian Association of Open Universities, The Open Polytechnic Foundation, and The International

Council of Distance Education.

### *Growth and Expansion*

In a territory like Hong Kong, facing changes in sovereignty, economic activity and demography, growth in adult education is inevitable. With an aging and fully employed work force, educational provision not only enhances its productive capacity but also does not deprive it of its competitive advantage. Distance education is an attractive alternative. The Institute will begin to focus more attention on continuing and community education, competency based training, and on-site delivery of training courses in commercial, business and industrial sites. Teacher education is very much an area of growth for undergraduate education. Some 20,000 non graduate teachers may be expected to upgrade their skills in the next decade. A limited number of postgraduate courses may also be offered in the short term.

### *Problems and Issues*

Achieving total financial self sufficiency will be the OLI's major challenge in the short term. The Institute in practice has achieved the target, but Hong Kong is entering a short period of uncertainty and movement of adults away from the territory will impact on enrollments and eventually revenue. Other areas of concern include the ability of the Institute to recruit and retain good professional and academic staff, the application of technology to deliver courses in a highly urbanized and compact environment, and the creation of appropriate courses for Hong Kong society.

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