

NOUN Lagos, 11 July 2008

Quality Assurance

but

What Quality?

Repositioning ODL

vis-à-vis
the post-industrial challenge

Kai-ming Cheng
University of Hong Kong
Chair Professor of Education
Senior Advisor to the Vice-Chancellor

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- An appetizer

Higher Education:
the Asian Scene

Major items on the Higher Education agenda

- Rebuilding the national system
 - Expansion of higher education
 - Establishing elite institutions
- Internationalizing higher education
 - Globalizing the institutions
 - Cross-border trades of education services
- Enhancing private participation
 - Re-positioning the private sector
 - Fostering the philanthropic culture
- Revamping student learning
 - Restructuring the curriculum
 - Redefining student experiences

Unprecedented expansion: the scale

- South Korea: oversupply
 - enrolment ratio: 84% (2005)
- Taiwan, China: oversupply;
 - enrolment ratio: 82% (2005)
- Japan: oversupply in 2 years,
 - enrolment ratio: 76.2% (2005)
- Singapore: major expansion
 - Enrolment ratio: 81% (2005, from 15% in the early 1990s)
- Hong Kong, China: major expansion
 - Enrolment ratio: 67% (from 30% in 2002)

Unprecedented expansions: the scale

- China:
 - 23M (world's largest, 6M in 1998; 7% to 17%)
 - Major cities > 80% enrolment
- India:
 - 11M (world's third)
 - Secondary Colleges
- Pakistan
 - 2.9% (2005) to 5.8% (2010)

Unprecedented expansions: new modes

- South Korea: Credit Unit Bank,
 - diploma/degree for 140 credit units
- Taiwan, China: Lifelong Learning Passports
 - for 150 credit units

Establishing elite institutions:

- China:
 - Project 211, Project 985
- Pakistan: Major expansion
 - 9 new elite universities
- Thailand: Major expansion
 - 1 global top-50; 4-5 regional top-50
- South Korea
 - BK 21 (Brain Korea 21): Top 10
- Taiwan, China
 - 50B for 5 years
- Saudi Arabia
 - 2 elite universities

Society has changed ...

and is changing
even more rapidly!

- Case 1: a small country
Swaziland ...



Swaziland

- Population: 1.1 million
- GDP p.a. (PPP): 5,138 USD (WB)(90)
- The Swazi workplace:
 - Agriculture
 - Manufacturing (advanced): sugar, timbers
 - Manufacturing (traditional): garments
 - SMEs
 - Working overseas



Royal Swaziland Sugar Corporation

- World-class industry
 - 452,000 tons/yr (400 tons/hr)
- Downsizing (since 2002)
 - 6,000 to 3,000+
 - Automation
 - Workers: Fewer but more educated
 - Out-sourcing
 - More autonomous
 - Technology advancement
 - New knowledge and skills

Learning

Learning

Learning

Learning beyond
Formal Education



Royal Swaziland Sugar Corporation

- Contribution to economic development?
 - Yes!

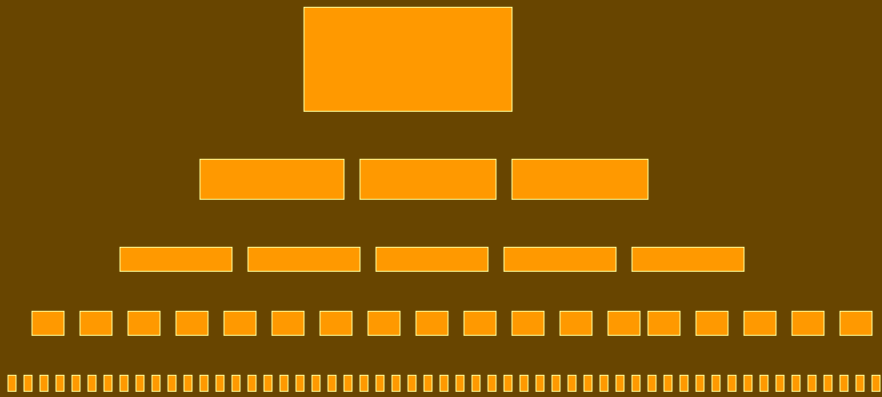
However

- Creating more jobs?
 - No!



Example 2:
Garment Factories

Industrial Society: the Pyramid



Garment Factories

- 3,000 workers: all local
 - 50 supervisors/admin: all expatriates
- Creating more jobs?
- Yes!
 - 30,000 (in 2006)
 - 17,000 yet to come
- But at what cost?
- AGOA to disappear soon

Garment Factories

- 3,000 workers: all local
 - 50 supervisors/admin: all expatriates
- Development?
- Is human capital being developed?
 - Are workers being developed?
 - Are workers learning?
 - Are workers preparing for their future?
 - Is the nation developing its capacity?

What is different now:

The manufacturing sector:

- Then (industrial era):
 - long-lasting
- Now (post-industrial era):
 - rapidly changing, downsizing and shrinking

**How to offer learning
that they deserve?**

Overall ...

- Jobs?
 - Increasingly difficult
- Work?
 - No limits
 - SMEs
 - Self-employed
 - Free-lancers

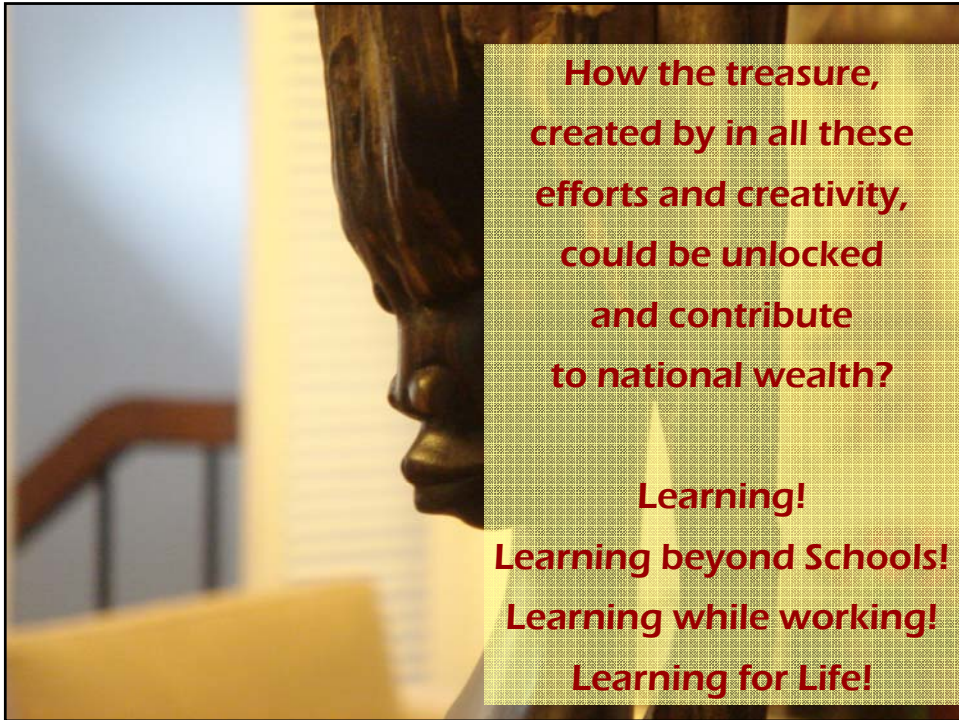
However ...





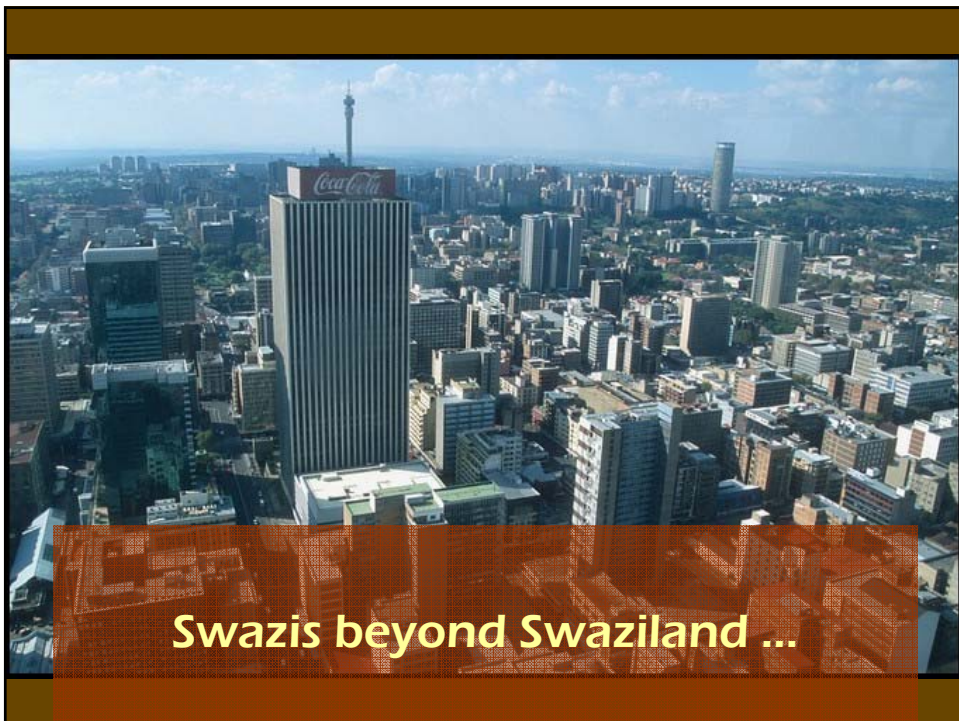






**How the treasure,
created by in all these
efforts and creativity,
could be unlocked
and contribute
to national wealth?**

**Learning!
Learning beyond Schools!
Learning while working!
Learning for Life!**



Swazis beyond Swaziland ...

Cross-border

- Nurses in UK
- Teacher upgrading in 72
- Potential IT manag
-

**How to offer learning
that they deserve?**

- Case 2: a small city
Hong Kong

Hong Kong

- Population: 7 million
- GDP p.a. (PPP): 38,065 USD(WB)(6)
- Service sector:
 - 91% (GDP)
 - 85% (Employment)

Some observations:

- Mismatch
- Multiple careers
- Rapid changes
- Technologies

Mismatch

University Graduates

**Learning
on the Job!**

- Medicine: 1%
- Law: 15-20%
- Engineering: 35%
- Arts & Social Sciences varied

Mismatch

Accountants

**Learning beyond
specialist knowledge!**

- Mismatch
 - Physics, Psychology PhD, Computer Science PhD
- Morgan Stanley
 - “Winning Personality”
- Senior Partner Deloitte
 - “Integrity and sensitivity”
- KPMG
 - More non-accounting graduates
- Society of Accountants
 - “Don’t teach!”

Careers

**Learning ended
with the Degree!**

- John
 - BScEng (1971)
 - Graduated in Electrical Engineering
 - Appointed to the Department of Electrical Engineering
 - Promoted to a very senior position
 - Stayed in the Department until 55
 - Enjoying early retirement

Careers

**Learning for
new Jobs!**

- Shirley
 - BA (1987)
 - 87-92 Teaching
 - 92-95 Publishing
 - 95-02 Newspaper Editor
 - 02-05 Corporate Communications
 - 05- Consultancy Firm

Careers

**Continuous
Learning!**

- Nancy
 - BA (Economics) 2002
 - 2000-2 MPhil (Economics)
 - + Free Lance Photographer
 - 2002-4 Free Lance Photo Organizer + PT Tutor
 - 2004-5 Manager (Fashion Design)
 - 2005 Administrative Officer (6 months)
 - 2005- Financial Planner
 - + NGO China Rural Education

Rapid changes

**No Learning,
No Job!**

Department Heads in Department Stores

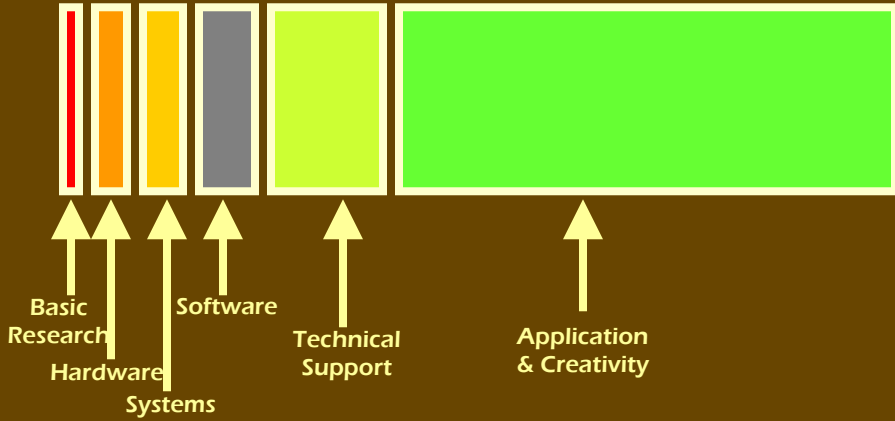
Secondary school graduates

- 1970s: stable and comfortable
- 1980s: re-engineering, second tier shops
- 1990s: shops in small malls
- Late 1990s: domestic helpers

"High Tech"

ICT Personnel

Learning transcending technologies!



Hong Kong ...

Around 304,000 registered companies (Sep 2006)

- 99.3% under 100 (SME)
 - 69% of employees
- 94.3% under 20
 - 40% of employees
- 87.0% under 10
 - 33% of employees
- Over 1,000: 110
- Free-lancers 220,000 *estimated*
vis-à-vis 2,200,000 in registered companies

The United States

Shanghai (2005/6)

- SME: 99.7%
- Employees: 86.8%
- Total asset: 69.2%

Post-industrial: Workplace

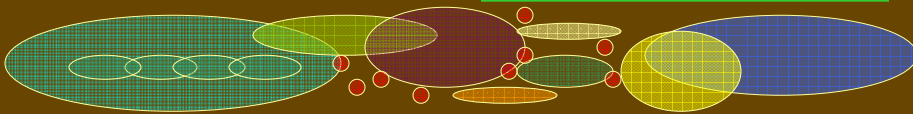
Project Groups/Task Forces

Small Enterprises

Free-lancers

On-going processes of

- Re-engineering
- De-layering
- Down-sizing
- Out-sourcing
- M & A
- Closure



- What is in post-industrial societies?

What is Post-industrial Society?

It is an Era!

It applies to all societies ...

- Changing mode of economic activities!
- Changing patterns of work!
- Changing ways of living!
- Changing relations between people!
- Changing relations between nations!

Organisations

Industrial

- Large pyramids
- Producer-centred
- Departments
- Hierarchy
- Tight structure
- Design at the top
- Assigned procedures
- Rules & regulations

Post-industrial

- Small companies
- Client-centred
- Project teams
- Flat
- Loose & fluid
- Design at front-lines
- Improvised actions
- Fit-for-purpose acts

Working Modes

Industrial

- Division of labour
- Individual tasks
- Specialist duties
- Administrative links
- Credential-based appointments
- Appraisal by seniors

Post-industrial

- Total solutions
- Team work
- Integrated expertise
- Human interactions
- On-demand, just-in-time learning
- 360° appraisal

Work Activities

Industrial

- Paper work
- Circulars
- Minutes
- Documents
- Instructions
- Written reports
-

Post-industrial

- Communications
- Brainstorming
- E-mailing
- Seminars
- Debates
- Conferencing
- Negotiation
- Presentation
- Confrontation
- Lobbying
- Retreats
- SMS
- Blogs
- Facebook
- You-tubes

Front-line workers

Industrial

- Bottom of the hierarchy
- Hiring due to credentials
- Member of a specialised department
- Implementation of design
- Using specific skills
- Routine and repetitive activities
- Working according to job descriptions
- Following set procedures
- Maintaining the convention
- Abiding by rules and regulations
- Appraised by degree of compliance
- Stable and secure
- **Blue collars**

Post-industrial

- Member of a small group
- Hiring due to personality
- Working in teams
- Directly facing clients
- Handling human relations
- Directly facing problems
- Anticipating total solutions
- Designing solutions with creativity
- Using multiple skills
- Taking risks
- Improvising fit-for-purpose activities
- Managing oneself
- Learning on-the-job, on-demand, just-in-time
- Appraised 360°
- Unstable, uncertain and insecure
- **Knowledge workers**

Individual Lives

Industrial

- Lifelong career
- Long-term loyalty
- Occupational identity
- Work-study consistency
- Org membership
- Stable employment
- Escalating salaries
- Upward mobility
- Foreseeable retirement
- Constant networks
- Stable relations
- Security, certainty

Post-industrial

- Multiple careers
- Multiple jobs
- Blurred identity
- Work-study mismatch
- Possible free-lancing
- Frequent off-jobs
- Precarious incomes
- Fluctuating status
- Unpredictable future
- Varying networks
- Changing partners
- Insecurity, uncertainty

Expectations ...

Industrial

- Credentials

Post-industrial

- Communications
- Team-working
- Human relations
- Problem-solving
- Risk-taking
- Design & innovations
- Personal responsibility
- Continuous learning
- Self-management
- Ethics, values, principles

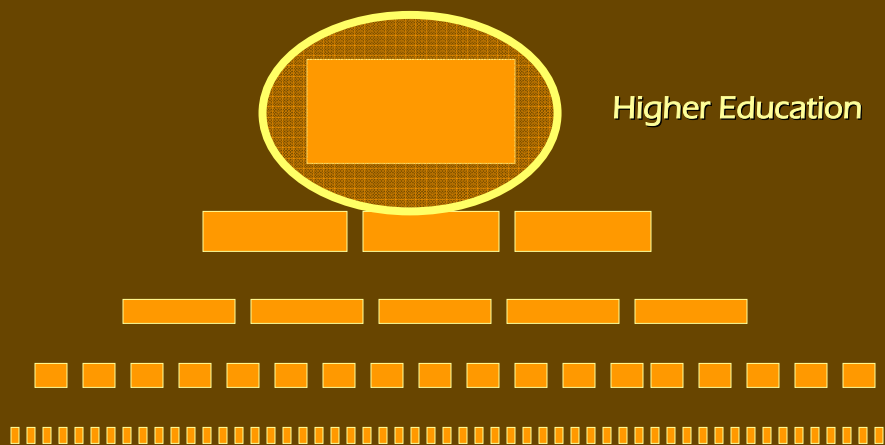
Implications:

- Smaller units:
 - higher demand on individuals
- Multiple careers:
 - emphasis on basics
- Mismatch:
 - emphasis on people
- Rapid change:
 - preparation for lifelong learning

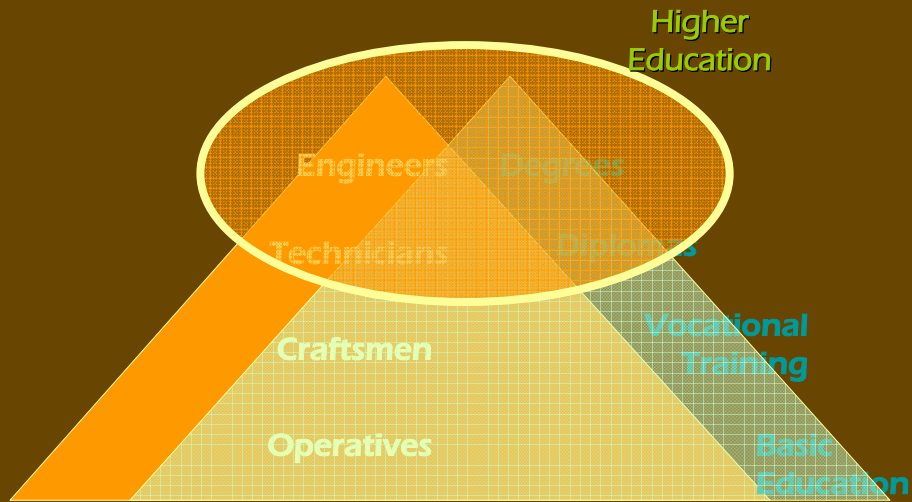
Industrial society ...

- Learning subsumed under Education
 - Education for Credentials
 - Education = Curriculum
 - Education = Schooling
 - Education = Screening
- Learning for the next stage of schooling
 - Learning ends with Schooling
 - Learning ends with Credentials

Industrial Society: the Pyramid

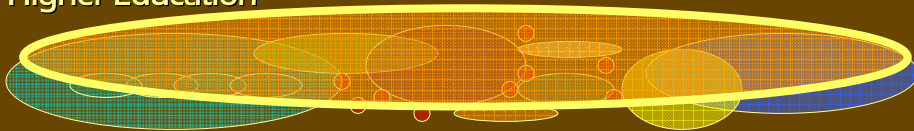


Industrial Institutions



Post-industrial: Workplace

Higher Education



Delors

- Learning to be
- Learning to do
- Learning to know
- Learning to live together

Key competencies

- Interacting in socially heterogeneous groups
- Acting autonomously
- Using tools purposively and interactively

OECD: The Definition and Selection of Competencies: Theoretical and Conceptual Foundations Project (DeSeCo)

Key competencies (OECD)

Interacting in socially heterogeneous groups

- The ability to relate well to others
- The ability to cooperate
- The ability to manage and resolve conflicts

Key competencies (OECD)

Acting autonomously

- The ability to act within the “big picture”
- The ability to form and conduct life plans and personal projects
- The ability to defend and assert one’s rights, interests, limits, and needs

Key competencies (OECD)

Using tools purposively and interactively

- The ability to use language, symbols, and text
- The ability to use knowledge and information
- The ability to use technology

Lifelong attributes

- Optimism about life
- Passion about nature
- Commitment to society
- Commitment to nation
- Perseverance amidst odds
- Readiness to expand one's capacity
- Broad base experiences
- Experience in organising
- Appreciation of arts and music
- Attitude of helping and caring
- Seriousness about the details
- Willingness to take risks
-

Lifelong attributes

- Eagerness to interact with people
- Love for peace
- Sense of justice
- Consciousness of equity
- Awareness of the deprived
- Comfort with other cultures
- Basic understanding of sex and family
- Understanding and facing moral dilemmas
- Rudimentary analysis and synthesis
- Belief in rationality
- Tolerance of diversity and plurality
-

Changes in concepts of Learning

- Learning for life:
 - beyond credentials
 - beyond next stage of education
- Learning by experience:
 - beyond formal teaching
 - Learning through applications
- Learning of baseline capacities
 - Repositioning specialized learning
 - Learning of tacit knowledge, human relations, ethics, social responsibility, values, spirituality, ...
- Learning as a lifestyle
-

Challenges to Education

Higher Learning

- Can no longer be limited to the elite
- Can no longer be confined to institutions
- Can no longer be supported only by public funding
- Can no longer be limited to knowledge and skills

Repositioning ODL

- A major thrust in human learning
- An essential partner to formal education
- A major element of national policies
- An important arena for global competition

Challenges to ODL

- Can ODL contribute to learning beyond knowledge and skills?
- Can ODL survive if credentials are no longer the major goal?

Perception management re ODL

What is the statement?

- What is it about?
- Why is it so great?
- Can we afford not developing it?

It is not doing more and better
of what we are doing!

It is providing learning
in a different way!

Post-industrial Society
is a
Learning Society

There is
a Learning Divide!

The Learning Rich
&
The Learning Poor

A dessert ...



Entrepreneurs for tomorrow?



Entrepreneurs for tomorrow?
Likely: Positive, Expressive, Elegant, ...



After all ...

Industrial

- analytic, regulated, structured, clear-cut, uniform, convergent, normative, neat, assertive and reducible to parameters

Post-industrial

- holistic, flexible, loose, fuzzy, plural, divergent, liberal, complex, speculative and tolerant of multiplex concepts

ODL is the future
of
Human Learning!

Thank you!

kmcheng@hku.hk

