NEW SKILLS FOR NEW TIMES
A CASE STUDY REPORT ON
THE TRANSFORMATION OF
LEARNING IN HONG KONG’S
EDUCATION SYSTEM

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King Fai Hui
What is your definition and application of non-cognitive/transversal/21st century skills in the context of your country/region/study?

*How do you identify the emerging trends, achievements and challenges (if any) in the context of your country/region/study?

*What is the areas to be covered in the future study?

*What does your study suggest towards education policy (in your country/region)?

Also, it would be great if you could categorize non-cognitive/transversal/21st century skills in your study in relation to the ERI-Net analytical framework. You can find the nice example of this from the case study of Dr. Martin Westwell as attached with his permission.

Here are the specific suggestions to your presentation:

*It seems your focus is mainly on secondary education. There is any specific reason for this, such as its emphasis on transversal skills? If so, it would be great if you could include the reason of your focus on secondary education. If not, the information such as the curriculum for primary and junior secondary education would be really helpful.

*It might be related to the 1st point of general points above, is integration of "generic skills" only through introduction of "liberal studies" as a separate subject?

*Findings from Hui (2012) are very interesting. Could you elaborate your discussion on the study into the achievements and challenges of the education reform in HK?

*I am attaching the newsletter by HKPISA on “DeSeCo, 21st century skills and Findings of PISA on “Non - cognitive Skills” and “Resilient Students” as I got from Prof. Esther Sui-Chu HO, which might of your interest.
Context & Characteristics

- Part of agenda for large scale reform
- Integration of academic curriculum and generic skills
- Generic skills embedded in core subjects
- System wide: schools to universities
- Terminology and definitions vary
- Self assessment shows moderate success
Executive Summary

- We reviewed policy documents and statements relating to “non-cognitive skills?” although this term is not used in Hong Kong. We found that in the schools sector Hong Kong’s educational reform that was initiated in 2000 contained what was called “generic skills” that were designed to go across the whole academic curriculum from K-9. In the senior secondary curriculum a new compulsory subject, Liberal Studies, was introduced using many of the generic skills at a more advanced level.

- In the higher education sector, universities have adopted “graduate attributes” and “graduate learning outcomes” as cross curriculum generic components of undergraduate curriculum. There is also now widespread general education components in undergraduate curriculum.

- We measured senior secondary students’ perceptions of the extent to which they have developed generic skills as a result of their school education with moderate results.
Issues

- ‘Non-cognitive skills’ is a popular term and ‘21st Century skills’ is a popularised term but ‘transversal skills’ does not have the same recognition.
- ‘Generic skills’ is popular in Hong Kong but not universally used. Universities tend to prefer the term ‘graduate attributes’ and this avoids the narrowness of a purely skills based understanding.
- There is considerable pressure in the higher education system to ‘measure’ generic skills as significant outcomes of undergraduate education.
- Our own assessment showed that high school students rate themselves as moderately successful in acquiring generic skills.
- We believe more work is needed on assessment and this will be an area of future study.
Comparison

UNESCO
- Critical & creative thinking
- Interpersonal skills
- Intrapersonal skills
- Global citizenship
- Physical and psychological health

Hong Kong (EDB)
- Collaboration skills
- Information technology skills
- Numeracy skills
- Problem solving skills
- Self management skills
- Study skills
Comparison

<table>
<thead>
<tr>
<th>UNESCO</th>
<th>HKIEd</th>
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<tbody>
<tr>
<td>Critical &amp; creative thinking</td>
<td>Creativity thinking skills</td>
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<tr>
<td>Interpersonal skills</td>
<td>Critical thinking skills</td>
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<tr>
<td>Intrapersonal skills</td>
<td>Ethical decision making</td>
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<tr>
<td>Global citizenship</td>
<td>Problem solving skills</td>
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<tr>
<td>Physical and psychological health</td>
<td>Oral and written communication</td>
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</tbody>
</table>
### Summary statistics for the eight constructs of the Cultural Literacy Scale

<table>
<thead>
<tr>
<th>Construct/Benchmark</th>
<th>Percentage of “Never/Sometimes”</th>
<th>Percentage of “Often/Very Often”</th>
<th>Mean (SD)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural literacy</td>
<td>47.5%</td>
<td>52.5%</td>
<td>2.56 (0.62)</td>
</tr>
<tr>
<td>Global awareness</td>
<td>58.5%</td>
<td>41.5%</td>
<td>2.42 (0.65)</td>
</tr>
<tr>
<td>Self-direction</td>
<td>53.5%</td>
<td>46.5%</td>
<td>2.47 (0.65)</td>
</tr>
<tr>
<td>Higher-order thinking and sound reasoning</td>
<td>58.1%</td>
<td>41.9%</td>
<td>2.41 (0.62)</td>
</tr>
<tr>
<td>Teaming and collaboration</td>
<td>46.2%</td>
<td>53.8%</td>
<td>2.57 (0.63)</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>42.2%</td>
<td>57.8%</td>
<td>2.63 (0.65)</td>
</tr>
<tr>
<td>Personal responsibility</td>
<td>51.9%</td>
<td>48.1%</td>
<td>2.49 (0.64)</td>
</tr>
<tr>
<td>Social and civic responsibility</td>
<td>61.0%</td>
<td>39.0%</td>
<td>2.33 (0.70)</td>
</tr>
</tbody>
</table>

* When computing the mean, 1 = Never; 2 = Sometimes; 3 = Often; 4 = Very Often