5. Predictions

Agriculture predictions can be made as to the direction which higher educational reforms are likely to take and hence to determine the future of a country's agricultural sector. Predictions cannot be based on the assumption that the country is going to become self-sufficient in terms of agricultural production due to the lack of data and information available. However, the government has made efforts to develop the agricultural sector by providing incentives and subsidies to farmers. The predicted outcomes of these efforts are varied, but overall, there is a positive trend towards increased productivity and self-sufficiency.

Table 5: Population size and age structure 1960-1990 in Malaysia

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<tr>
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</thead>
<tbody>
<tr>
<td>0-20</td>
<td>100</td>
<td>110</td>
<td>120</td>
<td>130</td>
</tr>
<tr>
<td>21-40</td>
<td>150</td>
<td>160</td>
<td>170</td>
<td>180</td>
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<tr>
<td>41+</td>
<td>200</td>
<td>210</td>
<td>220</td>
<td>230</td>
</tr>
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6. Offshore education: a Hong Kong perspective

Introduction

Offshore education has been increasing in recent years, particularly for students from countries with high education costs. Hong Kong, being a wealthy city with a strong educational reputation, has been a popular destination for students from various countries. This section will provide an overview of offshore education in Hong Kong, focusing on the advantages and challenges faced by these students.

Hong Kong

Hong Kong is a city-state with a population of approximately 7.4 million. It has a free-market economy and a high standard of living. The city is known for its world-class education system, attracting students from all over the world.

1. Hong Kong students

1.1. Introduction

Mainland Chinese students have been the largest group of offshore students in Hong Kong. They come from various parts of China and are seeking higher education opportunities in Hong Kong.

1.2. Challenges faced by Mainland Chinese students

Some of the challenges faced by Mainland Chinese students in Hong Kong include language barriers, cultural differences, and financial constraints. However, these students have shown resilience and adaptability, making the most of their education experience.

References


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Offshore education: a Hong Kong perspective

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Implications

The transformation has implications for Australian universities wishing to offer their courses in Hong Kong. The implications may include changes in the way courses are designed, taught, and assessed. Further, a consideration not discussed here, is the problem of Hong Kong students not being able to speak Mandarin.

There are some other factors which influence whether and how courses can be offered:

1. The nature and needs of Hong Kong students.
2. The 'educational marketplace' of Hong Kong.
3. The policies of the Hong Kong Government.

The reader may be partly addressed already in this article. The other two need cover examination.

The Hong Kong Educational Marketplace

The educational marketplace in Hong Kong is thriving and robust. Those with a commitment to the Hong Kong market can find opportunities to expand their offerings and reach a wider audience. However, the challenges of language and cultural differences must be overcome to succeed in this market.
Offshore education marketing: professional and industrial issues

Jane Nichols
FAUSA Senior Research Officer

The Hawke Government's announcement that offshore education situations would be allowed to market their services overseas was met with an unprecedented level of enthusiasm. Education, it was said, was not a commodity, but rather, something that could be bought or sold, either to Australians or to overseas students. The academic unions were among those who adopted this stance. This accorded with their policy positions against the enactment of market ascents in which higher education institutions are encouraged to compete against the establishment of private higher education institutions. Both unions, however, have consistently maintained a broad-minded approach to the issue, with strong pragmatically oriented elements on both sides.

Most industrial sides to the unions' policies encompass an acceptance that, whatever people may say about principles, and how we define the terms and courses and services. The need for Australia to expand its export base is also recognized. Nevertheless, leaving aside issues of principle, academic staff have high standards and professional concerns about the nature and extent of institutions' commercial activities. In principle, we are concerned about these policies which have been deeply involved in the question of education export for well over twenty years.

“The shift in Australian overseas higher education policy towards trade, and away from aid, is central to the crisis currently facing our international education system.”


Hong Kong Education Commission, Education, Hong Kong, 1998.


P. Reynolds, Hong Kong Student's Perceptions of Education in Hong Kong, unpublished paper, Hong Kong Polytechnic, 1997.

While they may essentially be pragmatic, the unions' concerns are both related to the expansion of education services. In Australia, offshore higher education policies have been implemented in a way that has the potential for significant damage to the crisis currently facing our higher education system. Problems facing both countries with the crisis is both causal and one of effect; the consequences of the Government's education export policies are being felt both by the Government and its agencies, and the higher education institutions themselves. We are prepared to exercise critical restraint and sensitivity in the implementation of marketing initiatives, consistent with the principles and objectives of both nations.