

FEEDBACK ON THE PROGRESS UPDATE OF THE COMMISSION ON THE FUTURES OF EDUCATION

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Overall feedback: The progress update shows a tremendous and impressive work has been done

- The task of the Futures of Education Commission, compared to those of other commissions, is crucial but most challenging, predicting the future and preparing the education systems around the world for that.
- The direction set is well-rounded, and aptly focusing on key issues of sustainability and equity of education, against the trends of global self-interest promotion, people mobility and ever-diversifying education stakeholders.
- Turning the pandemic into a learning opportunity and testing previous hypotheses is commendable (e.g., “tutors” or “coaches” will NOT be enough to ensure education’, p.15).
- The commission using the final report as a call for ‘ongoing...debate and action on the futures of education’ (p.17), which is opportune.

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One suggestion for the final report: The defence of education as a public and common good

- The commission's move to prevent educational enclosures, "tak[ing] many forms, including...privatization of information, knowledge and education" (International Commission on the Futures of Education, 2021, p.7) is pertinent.
- However, detailed, balanced goals or strategies need to be set to address the issue.
- Privatisation of education is happening widely and rapidly, and it is difficult to prevent it.
- We need to harness and tame the phenomenon of privatisation, for instance, through:
 - 1) raising the awareness of teachers and school leaders on the potential (often unintended) impact of privatisation on reproducing/aggravating educational inequity,
 - 2) teaching schools how to monitor and ensure the quality and equity of the educational provision contributed by private parties, e.g., educational services, teaching/learning materials, assessment report services

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EDUCATION RESEARCH HUB

OUTSOURCING OF EDUCATION IN HONG KONG: PRACTICE, ISSUES AND RECOMMENDATIONS

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Academic publications:

1. Choi, T.-H. (2018). English education in partnership with third parties: A case of equity in Hong Kong. In S.-O. Kweon & B. Spolsky (Eds.), *The Asian EFL classroom: Issues, challenges and future expectations* (pp. 169-188). Routledge. (<https://www.routledge.com/The-Asian-EFL-Classroom-Issues-Challenges-and-Future-Expectations/Kweon-Spolsky/p/book/9780367583439>)
2. Bates, A., Choi, T.-H., & Kim, Y. (2019). Outsourcing education services in South Korea, England and Hong Kong: A discursive institutionalist analysis. *Compare - A Journal of Comparative Education*. Advance online publication. doi:10.1080/03057925.2019.1614431, xx, xx-xx. (<https://www.tandfonline.com/doi/abs/10.1080/03057925.2019.1614431?journalCode=cocom20>)

Practical tips for the government, schools and businesses:

1. Choi, T.-H. (2019). Education in partnership with third parties: Lessons from Hong Kong. APO, Education reform for the future of work: The shift to a knowledge society (11-17). Asian Productivity Organization. (<https://www.apo-tokyo.org/publications/papers/education-reform-for-the-future-of-work-the-shift-to-a-knowledge-society-2/>)
2. Choi, T.-H., Walker, A., Tang, S. Y. F., Ko, J., & Chiu, C. S. (2018). *Report on outsourcing of education in Hong Kong*. The Education University of Hong Kong. (https://drive.google.com/file/d/1gZLpWhULAqCI8vE38GH_GblEqwBoPfsS/view)
3. Choi, T.-H. (with Li, W.) (2017). *Toward a better partnership between schools and educational companies (I): What schools think*. The Education University of Hong Kong. (<https://drive.google.com/file/d/1zsbmHp3fn3u6rrQc0QHfB6P7oYITPzpk/view>)