

COMMUNITY CONVERSATIONS HELD AT UAC BUILDING, MARINA – 30/07/2019

Education policy, policy review and implementation in schools around the world.

The best schools in world ranked according to their academic prestige, scholarly excellence, and sheer intellectual horse power are; Harvard University, University of Cambridge, University of Hong Kong, and University of Toronto coming in the 1st, 2nd 10th and 15th position respectively.

Education policy is the plan and underlying principle for educating students.

Canada

The educational system in Canada is one of the best in the world. Education policy in Canada covers a wide field.

In Canada there is no federal department of education. Canada constitution act of 1867 provides that 'in and for each province, the legislature may exclusively make laws in relation to education'.

In the 13 jurisdictions, 10 provinces and 3 territories, departments or ministries of education are responsible for the organisation, delivery and assessment of education at the elementary and secondary levels. for technical and vocational education and post-secondary education, some jurisdiction has separate departments or ministries.

Government Role

public education is provided free for all Canadians who meet various age and residence requirements. Each province has one or two departments or ministries responsible for education headed by a minister who is always elected member of the legislature and appointed to the position by the government leader of the jurisdiction

Local Governance

Local governance of education is usually entrusted to school board, school districts, school divisions or district educational councils, election are by public ballots, they are responsible for operation and administration, curriculum implementation, responsibility for personnel,



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enrolment of students, and initiation of proposal for new construction or other major capital expenditure.

United Kingdom

Local education authorities were established by the 1902 education act to over see elementary and secondary schools, after completing free elementary school (ages 1-5), children whose families were able to afford it were able to progress to fee paying secondary school.

In 1988 the educational reform act introduced the national curriculum and defined four stages of compulsory education based on age groups, (5-7, 8-11, 12-14, 14-16) for each stage, the law prescribed which core foundation subjects should be taught, and set minimum achievement target.

Compulsory Education

Since Education Was made compulsory in the UK for all pupils until the age of 10(Elementary education act 1880) , the school leaving age has been progressively raised, Education act of 1918 increase it to 14 years, education act of 1944 increased it to 15, Most recently, the education and skills act of 2008 requires pupils to remain in some form of education or training until the age of 18. Even though the statutory age of leaving is 16.

As of 2014, the education system in England and wales is divided into early years (non-compulsory, Ages 3-4), Primary (ages 4-11), secondary (ages 11-18) and tertiary (non-compulsory (ages 18+). Government a state funded schools coexist with private independent school, which charge fees and do not have to follow the national curriculum. tertiary education includes further and vocational qualification as well as higher education in universities.

The national curriculum for all state-funded schools is organised on the basis of four key stages (ages 5-16) and 12 subjects, classified as core and foundation subjects. The relevant age groups for each stage are as follows: key stage one (KS 1), ages 5-7; key stage two (KS 2), ages 7-11; key stage three (KS 3), ages 11-14; and key stage four (KS 4), ages 14-16. The core subjects (English, mathematics, and science) have to be taught at all of the key stages, while the following



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foundation subjects must be taught in at least two of the stages, as indicated by the numbers in parentheses: art and design (KS 1-3), citizenship (KS 3-4), computing (KS 1-4), design and technology (KS 1-3), languages (KS 2-3), geography (KS 1-3), history (KS 1-3), music (KS 1-3), and physical education (KS 1-4).

In addition, primary and secondary schools must provide religious education, and secondary schools must provide sex and relationship education. The Secretary of State for Education publishes programmes of study for each national curriculum subject which outline the topics, skills, and processes to be taught at each key stage (DE 2014). Schools are free to choose how they organise their school day.

Article from population Europe resource finder and archive

United States of America

An article from Ballotpedia

Today many see the goal of education as learning skills necessary to participate in a global economy. While it is generally agreed that gaining certain fundamental knowledge and skills is important for individual success and happiness, civic order and economic prosperity, there is still much disagreement about what should be learned and how it should be taught.

Major educational policy issues involve the following questions:

- Who should be educated and by whom?
- What should be taught, and who decides this?
- Where and when should students be educated?
- Who is responsible for the delivery of education?
- How much should education cost and who should pay for it?
- What are the standards for measuring success?
- What should and can be done to correct failure?



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Traditionally in the United States, education has been primarily the responsibility of parents and local and state government. The U.S. Constitution says nothing about education, and therefore, according to the 10th Amendment, the role of the federal government is limited. Education is funded largely by local and state government, with the federal government contributing less than 13 percent of total education expenditures for elementary and secondary education in the fiscal year 2011-2012.

However, since education is overseen and carried out by so many different state and local entities there is much variation and inequality among school systems. For this reason, some reformers advocate giving the federal government a larger role in setting policy and standards. Others argue for greater local and parental control, and fear that a distant bureaucracy cannot serve the best interests of their children.

Current education policy

In the 21st century, two major policy issues have been most prominent: school choice and academic performance.

To administer and oversee its programs, the Department of Education today has the third largest budget of all the Cabinet-level departments, though it has the smallest staff, with 4,400 employees.

No Child Left Behind Act: In 2001 the United States Congress passed the No Child Left Behind Act, (NCLB) which instituted education reform based on the philosophy that setting high standards and establishing measurable goals for schools would improve individual outcomes for public school students. The legislation required states to develop standardized tests and to give these assessments to all students at certain designated grade levels in order to receive federal funding. Each individual state was responsible for developing its own standards. The bill passed with bipartisan support and was signed into law by President George W. Bush on January 8, 2002.

Race to the Top: On June 24, 2009, President Barack Obama and Secretary of Education Arne Duncan announced a \$4.35 billion competitive grant fund named the Race to the Top Fund. The



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competition, created by the U.S. Department of Education, was created to promote innovation and improve achievement in state and local K-12 education. The program was funded by the ED Recovery Act, a part of the American Recovery and Reinvestment Act. States were awarded funds for achieving performance standards, implementing reforms, complying with the common core standard, building comprehensive data systems and turning around low performing schools. The goal for this plan was to provide incentives for effective reform efforts and reward states and districts for implementing these reforms. To become eligible, states needed to satisfy a “Common Core” of achievement standards. States proposed sweeping reform objectives and then submitted grant proposals for programs they believed would achieve the objectives outlined. Proposals were measured against a scoring criterion, and grants were awarded.

Common Core: The Common Core State Standards Initiative is an American education initiative that outlines quantifiable benchmarks in English and mathematics at each grade level from kindergarten through high school. These benchmarks were developed by a working group assembled by the National Governors Association and the Council of Chief State School Officers in 2008 through 2009.

Online learning: Online learning is a rapidly expanding type of education not only in the United States, but throughout the world. Although the first virtual classroom was an experiment that used closed circuit television and an early computer network, online education has improved alongside technology. Courses taught in a studio or college in New England can be viewed or taken by students around the world. Students in elementary or secondary schools can take online courses through their districts or virtual charter schools.

Hong Kong, China

In Hong Kong, The Government has been providing 9-year free and universal basic education (6 years of primary education and 3 years of junior secondary education) through public sector primary and secondary schools (including government schools, aided schools and caput schools) since 1978. To demonstrate the Government's commitment to the nurturing and education of our next generation, free education is extended to include senior secondary education provided



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by public sector secondary schools starting from the 2008/09 school year. The beneficiaries include students pursuing Secondary 4 to Secondary 7 under the current secondary school structure (meaning 13 years of free education) and students pursuing Senior Secondary 1 to Senior Secondary 3 under the New Senior Secondary structure to be introduced from the 2009/10 school year (meaning 12 years of free education).

The Hong Kong educational system consists of the;

Kindergartens and Kindergarten-cum-child care centers provide services for children from three to six years old. The aim of kindergarten education in Hong Kong is to nurture children to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics; to develop good habits so as to prepare them for life; and to stimulate children's interest in learning and cultivate in them positive learning attitudes in order to lay the foundation for their future learning.

Primary Education

This starts at age 6, The Government aims to provide a balanced and diverse school education that meet the different needs of the students; help them build up knowledge, values and skills for further studies and personal growth; and enhance students' biliterate (i.e. English and Chinese) and trilingual (i.e. English, Putonghua and Cantonese) abilities.

Secondary Education

There are three main types of local secondary schools – government schools which are operated by the Government; aided schools which are fully sub vented by the Government but run by voluntary bodies; and private schools, some of which receive financial assistance from the Government. Government and aided schools deliver a curriculum recommended by the Government. They offer free and secondary education.

To cope with the challenges of the 21st Century and the demands of the rapidly developing knowledge-based society, the Government has implemented the 3-year new senior secondary (NSS) curriculum at Secondary 4 in September 2009.



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At the end of Secondary 6, students take one public examination – the Hong Kong Diploma of Secondary Education (HKDSE) Examination, which replaces the former Hong Kong Certificate of Education Examination and Hong Kong Advanced Level Examination.

Post-secondary Education

The Government strives to provide multiple study pathways for secondary school leavers, with multiple entry and exit points. Some of them will study bachelor's degree programs direct after completing HKDSE, whereas some will choose to study sub-degree programs. For those who study sub-degree programs, upon graduation, they can pursue study in top-up degree programs (i.e. "2 + 2" arrangement) and obtain their undergraduate qualifications.

Vocational and Professional Education and Training

Vocational and professional education and training (VPET) plays a pivotal role in broadening the learning opportunities for school leavers and in-service personnel as well as nurturing the requisite human capital in support of Hong Kong's development. It provides multiple and flexible pathways for young people with diverse interests and aspirations.

(e.g. learning related to concentrations, disciplines and professions and vocational skills, etc.).

International school

Apart from local schools, the Government aims to develop a vibrant international school sector in order to meet the demand for school places from overseas families living in Hong Kong and overseas families coming to Hong Kong for work or investment.

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