

The Model of "Government, Schools & Self-financing Institutions Partnership": Successful Experience of Education Bureau in Hong Kong

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Abstract

The purpose of this article is to illustrate the successful policy experience of the Education Bureau (EDB) in the Hong Kong Special Administrative Region (HKSAR) in enhancing the academic qualification of kindergarten teachers and principals in kindergarten education by providing Teacher Development Subsidies (TDS) to eligible applicants to select relevant self-financed teachers and principals training programmes under the Pre-primary Education Voucher Scheme (PEVS). In the paper, the genealogy of PEVS is discussed as the policy background for the policy measures of "professional upgrading". The two policy effects: "surge of kindergarten teacher qualification" and "attraction of more people in joining the profession" are discussed, with the model of "Government, Schools & Self-financing Institutions Partnership (GSSIP)". In summary, this article yields three useful policy implications for policy-makers in Government, Schools and Self-financing Institutions in local and overseas contexts. First, the policy-makers in Government could realize that "financial support is the key to upgrade teacher qualification". Second, the policy-makers in Schools could understand that a "strategic staff development plan" is essential to the direction of "qualification upgrade". Third, the policy-makers in Self-financing Institutions could, on one hand, forge closer cooperation with principals and schools, and on the other hand, propose to the Government on "filling-in" the gap of training that the Government might not be in best position to provide.

Keywords: Education Bureau, Government, Hong Kong

Introduction

Policy Background: Genealogy of Professional Upgrading in Pre-primary Education Voucher Scheme (PEVS)

Pre-PEVS Era (Before 2007)

In the 1950s, the requirement of joining the kindergarten profession was not stringent. Some kindergarten teachers did not possess Form 5 qualification (*Grade 11 in*

western education system) (Figure 1 refers). Along with time, with effect from the 2001/2002 school year, the minimum academic requirement of kindergarten teachers was raised to "5 subjects at grade E or above (including Chinese and English)" in the Hong Kong Certificate of Education Examination (HKCEE), as stated in the Education Bureau (EDB) Circular No. 54/2000 (EDB, 2000).

Figure 1: Academic Qualification of KG teachers and principals in Pre-PEVS Era (Before 2007)

1950s	Some KG teachers did not possess Form 5 qualification
2001/2002	min qualification for KG teachers: 5 passes (Grade E), including both Chi and Eng in HKCEE
Sep, 2003	ED/ EDB requesting all newly appointed KG teachers: possess a Qualified Kindergarten Teacher (QKT)
2003/04 sy	All KGs were required: To employ 100% QKT of the required staff establishment based on a teacher-to-pupil ratio of 1:15
2005/06 sy	All serving KG principals were required to possess the Certificate in Kindergarten Education or its equivalent.

In September 2003, the EDB (formerly known as Education Department) issued Circular No. 28/2003 (EDB, 2003b) requesting all newly appointed kindergarten teachers to possess a Qualified Kindergarten Teacher (QKT) qualification or its equivalent.

Starting from the 2003/04 school year, all kindergartens were required to attain the teacher-to-pupil ratio at 1:15 or lower in order to allow teachers more time to cater for the needs of individual children, as stipulated in EDB Circular No. 26/2003 (EDB, 2003a).

By the end of the 2005/06 school year, all serving kindergarten principals were required to possess the Certificate in Kindergarten Education or its equivalent.

Post-PEVS Era (After 2007)

From 2007/2008 onwards, kindergarten education in Hong Kong has been one of the most heated educational policies since the introduction of the Pre-primary Education Voucher Scheme (PEVS). The Government has showed its determination to mark the new milestones in pre-primary education along with its Policy Address and the EDB circulars. In the EDB Circular No.1/2007 (EDB, 2007) (Figure 2 refers), the EDB has announced a major financial commitment for all children of the relevant age to receive affordable and quality pre-primary education by:

(a) implementing a PEVS from the 2007/08 school year;

- (b) providing financial support from the 2007/08 to the 2011/12 school year for ALL KG principals and teachers to upgrade their professional qualifications;
- (c) disbursing a one-off School Development Grant to ALL KGs in March 2007 to enrich their teaching and learning resources;
- (d) providing a one-off Facilitation Grant for eligible private independent (PI) KGs to meet the necessary legal and accounting/auditing costs incurred in the conversion to non-profit-making (NPM) status by August 2007 in order to join the PEVS; and
- (e) subjecting all KGs joining the PEVS to a quality assurance mechanism so that starting from the 2012/13 school year only KGs meeting the prescribed standards might redeem the voucher.

Figure 2: EDB Circular No.1/2007: Post-PEVS Era (After 2007)

1	implementing PEVS from the 2007/08 school year;
2	providing financial support from the 2007/08 to the 2011/12 school year for ALL KG principals and teachers to upgrade their professional qualifications (focus of this paper);
3	disbursing a one-off School Development Grant to ALL KGs to enrich their teaching and learning resources;
4	providing a one-off Facilitation Grant for eligible private independent (PI) KGs in the conversion to non-profit-making (NPM)
5	subjecting all KGs joining the PEVS to a QA mechanism (Quality review)

With the advent of the PEVS from the 2007/08 school year, the EDB provided direct fee subsidy for parents to meet towards school fees for pre-primary education of their children aged above two years and eight months, on the basis of the following principles:

- (a) subject to paragraph 6 below, only local non-profit-making (NPM) kindergartens (KG) or relevant classes in local NPM KG-cum-child care centers are eligible to redeem the voucher under the PEVS;
- (b) the voucher would only be redeemed by KGs charging a school fee not exceeding HK\$24,000 per student per annum (pspa) for a half-day place and not exceeding HK\$48,000 pspa for a whole-day place;

- (c) the KGs should, at the same time, meet all stipulated disclosure and transparency requirements;
- (d) all KGs are subject to a quality assurance mechanism so that starting from the 2012/13 school year only KGs meeting prescribed standards may redeem the voucher; and
- (e) all KGs should enjoy full discretion in determining teacher salaries, subject to market forces.

Along the policy-line of PEVS, the EDB also uplifted kindergarten teachers' qualifications by providing financial support for serving principals and teachers of all kindergartens for professional upgrading between the 2007/08 and 2011/12 school years. The policy targets included (Figure 3 refers):

- (a) all serving KG teachers would obtain the Certificate in Early Childhood Education qualification by the end of the 2011/12 school year;
- (b) all new principals from the 2009/10 school year would have a degree in early childhood education (BEd(ECE)), one-year post-qualification experience and would have completed a certification course before, or exceptionally within the first year of, their appointment ; and
- (c) serving principals and aspiring principals were expected to complete the certification course by the end of the 2011/12 school year, and all serving principals are encouraged to obtain the BEd(ECE) qualifications.

Figure 3: Policy Targets: Professional Upgrading between the 2007/08 and 2011/12 school years

1	all serving KG teachers would obtain: the Certificate in Early Childhood Education [C(ECE)] qualification by the end of the 2011/12 school year;
2	all new principals from the 2009/10 school year would have: <ul style="list-style-type: none"> • a degree in early childhood education (BEd(ECE)) • one-year post-qualification experience • and would have completed a certification course before, or exceptionally within the first year of, their appointment; and
3	serving KG principals and aspiring principals were expected to complete the certification course by the end of the 2011/12 school year, and all serving principals are encouraged to obtain the BEd(ECE) qualifications.

Given this genealogy of professional upgrading under the policy background of PEVS, this paper focuses only on the "professional upgrading of principals' and teachers' qualification" rather than the whole PEVS policy. This article highlights the successful policy effects with the model of **Government, Schools & Self-financing Institutions Partnership (GSSIP)**. With GSSIP, two policy effects were observed. First, there was a drastic lifting up of kindergarten teachers in holding or pursuing Certificate in Early Childhood Education [C (ECE)] from 48.5% in 2008/2009 school year to 87.6% in 2013/2014 school year. Second, the booming of KG market indirectly attracted more young people to join the profession. It increased from 9866 people in 2008/2009 school year to 12384 people in 2013/14 school year. In the following paragraphs, the detailed operation of GSSIP would be discussed.

Analytical Foundations: Government, Schools & Self-financing Institutions Partnership (GSSIP)

Government: Teacher Development Subsidy

Under the model of GSSIP (Figure 4 refers), the role of Government is to give financial support in upgrading the serving kindergarten principals and teachers. The theoretical perspective, or the rationale behind, is similar to that of "school voucher", whereas "money follows the service users". This "financing mode" can be traced back to school voucher programmes "Town Tuitioning programmes" in Vermont in 1869 and in Maine 1873 in the United States. In addition, vouchers also represent "government-financed entitlements or certificates that can be used for a specific purpose such as the provision of health or housing for targeted populations (Steuerle, 2000).

Figure 4: The Model of Government, Schools & Self-financing Institutions Partnership (GSSIP)



Under the PEVS, subsidies are given directly to parents, instead of schools, for tuition. This PEVS has been perceived as one great leap in enhancing subsidy for the Hong Kong parents, especially the needy parents. Currie (2001) also argued investments for the poor are justified by their effect on equality equity and lifetime opportunities while compensating the market failure.

For the modern concept of vouchers, F. A. Hayek (1960) & Milton Friedman (1957, 1980) stated that competition would improve schools and cost efficiency. They believed the power of market in natural selection. In 1996, Milton and Rose Friedman founded "The non-profit making Friedman Foundation for Educational Choice", which promotes universal school vouchers and other forms of school choice. Moreover, in Milwaukee (Witte, 2000), Cleveland (Metcalf, Legan, Paul, & Boone, 2004) and Washington DC (Wolf, Gutmann, Eissa & Silverberg, 2005) in United States, educational vouchers have also been available to students from low-income families.

Proponents of "school vouchers" assert that school vouchers promote free market competition among schools. Parents and students are allowed to "vote with their feet" under the terrain of "market sphere". As such, under-performed schools would strive hard to improve their service in order to "survive and be accountable to the public" (Education Commission, 2010). Through the mechanism of the survival of the fittest, schools better serve families and the community (Ball, 2007).

In Hong Kong, some policy implications of the PEVS such as the "general review" (Education Commission, 2010), "public view of PEVS" (Li, Wong & Wang, 2008), "quality implications" (Rao & Li, 2009), "historical implications of PEVS" (Yuen, 2007), "parental influence under PEVS" (Fung, 2007), "school transparency" (Fung & Lam, 2012) were studied. However, the policy implications of the PEVS on "Principals' and Teachers' qualifications" are not under-explored.

Regarding the funding mode of PEVS for kindergarten principals and teachers, Hong Kong Government believed that serving kindergarten principals and teachers in Hong Kong might have different preferences in "what programme to study", "what institutions to study" and "when to study". Hence, the EDB decided to financially support kindergarten teachers and principals to study "Approved Self-financing Programmes" offered by Self-financing Institutions via the means of Teacher Development Subsidy (TDS). In this connection, kindergarten teachers and principals would have the flexibility in utilizing the TDS in upgrading their qualification by discussing within their own schools on "what programme to study", "what institutions to study" and "when to study" as they are "service users with money following them/schools".

Under the PEVS, there were two types of TDS for two types of schools-- PEVS-schools and non-PEVS schools. Serving kindergarten principals and full-time teachers teaching full curriculum of nursery (K1), lower (K2) and/or upper classes (K3) in PEVS KGs were required to obtain the Certificate in Early Childhood Education (C (ECE))

qualification by the end of the 2011/12 school year. Full-time teachers include teachers appointed by kindergartens teaching morning session and/or afternoon session and/or both morning and afternoon sessions. However, supply teachers and temporary teachers were not eligible for course fee reimbursement. The detailed arrangement of disbursing TDS to two types of schools, the PEVS-school and non-PEVS, are discussed below.

For PEVS- KGs

According to Appendix II, EDBC 1/2007 (EDB, 2007), the PEVS provided fee subsidy for parents of children attending nursery (K1), lower (K2) and upper (K3) classes in PEVS-KG. It also subsidized teachers' professional development from the 2007/08 school year. A four-year funding for teacher professional was listed below in Figure 5:

Figure 5: Subsidy for Staff Professional Development per pupil per annum (HK\$) from 2007/2008 to 2011/2011

School Year	Subsidy for Staff Professional Development per pupil per annum (HK\$)
2007/2008	3,000
2008/2009	3,000
2009/2010	2,000
2010/2011	2,000

PEVS-KGs were expected to spend the designated part of the voucher on professional upgrading of teachers and principals in the following three areas in order of priority:

- (a) course fee reimbursement;
- (b) appointment of supply teachers to substitute for teachers on training course; and/or
- (c) provision of school-based professional development programmes.

Yet, the unspent balance as at end of the 2011/12 school year would be clawed back by EDB.

For non-PEVS KGs

To encourage principals and teachers of Private Independent (PI) or NPM KGs not under the PEVS to upgrade themselves, they were entitled to claim reimbursement from EDB for up to 50% of the fees for an approved C(ECE) or degree course in ECE and a certification course for principals, capped at \$60,000.

With the strong financial support from the EDB to teachers and principals via TDS, there was an immediate demand for teachers and principals to study approved courses for qualification upgrade. Most importantly, there were arrays of programmes for them

to select from among self-financed institutions.

School: Selection by Principals and Teachers

To order to follow the EDB's policy in utilizing the TDS, principals had to draw up a Teacher Development Plan (TDP) for their projection of priority as well as the deployment plan in upgrading their professional qualification. KGs were expected to spend the designated part of the voucher on professional upgrading of teachers and principals in the following three areas in order of priority:

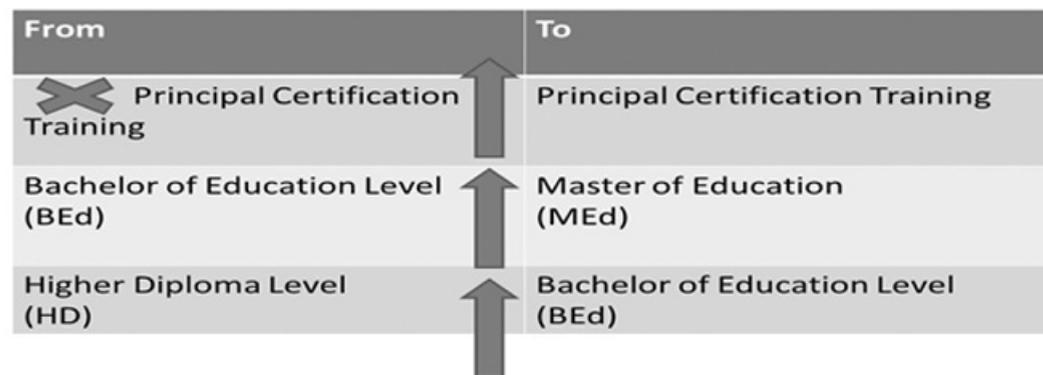
- (a) course fee reimbursement;
- (b) appointment of supply teachers to substitute for teachers on training course; and/or
- (c) provision of school-based professional development programmes.

Eligible principals and teachers were given a list of approved courses as shown below. Principals or teachers could complete the relevant courses on or before 31 August 2014 and apply for course fee reimbursement (CFR). In addition, the School could utilize the TDS to appoint supply teachers to substitute for teachers on training courses and to provide some school-based professional development programmes for their professional upgrading.

In this regard, there was an immediate demand and trend of upgrading principals' and teachers' qualification:

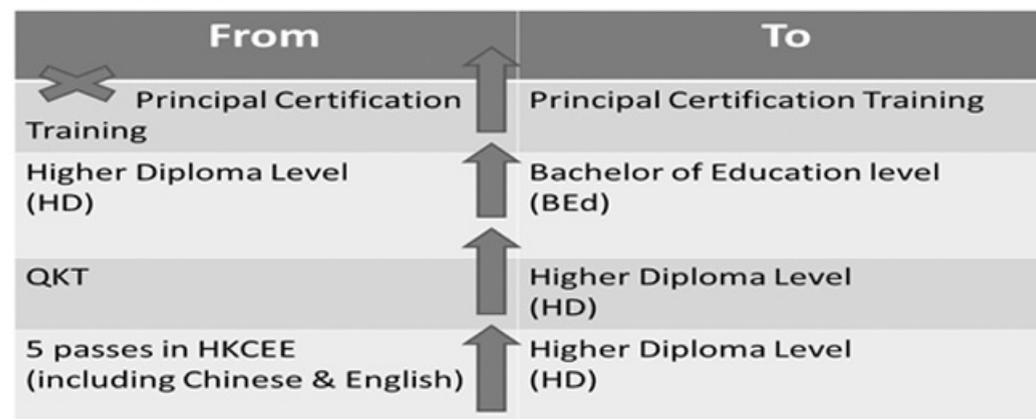
- For Principals (Figure 6 refers):
 - from "Non Principal Certification Training" to "Principal Certification Training"
 - from "Bachelor of Education Level (BEd)" to "Master of Education (MEd)"
 - from "Higher Diploma Level (HD)" to "Bachelor of Education level (BEd)"

Figure 6: Upgrading of Principals' Qualification



- For Teachers (Figure 7 refers):
 - from "Non Principal Certification Training" to "Principal Certification Training"
 - from "Higher Diploma Level (HD)" to "Bachelor of Education level (BEd)"
 - from "Qualified Kindergarten Teacher" to "Higher Diploma Level (HD)"
 - from "5 passes in HKCEE (including Chinese & English)" to "Higher Diploma Level (HD)"

Figure 7: Upgrading of Teachers' Qualification



Self-financing Institutions: Array of Self-financing Programmes

With the strong financial support, the TDS from EDB, eligible principals and teachers could select their preferred self-financed programmes out of 30 to upgrade their academic qualification as detailed below:

(1) 13 Pre-service Training Course on Early Childhood Education, including

- 9 Diploma/ Certificate Courses
- 3 Degree Courses
- 1 Postgraduate Diploma Course

(2) 15 In-service Training Course on Early Childhood Education, including

- 6 Diploma/ Certificate Courses
- 5 Degree Courses
- 4 Postgraduate Diploma Course

(3) 2 Certification Courses for Kindergarten Principals

For the above programmes, they are provided in the self-financed mode by the following course providers as shown in Figure 8:

1. The Hong Kong Institute of Vocational Education (Shatin)
2. The Hong Kong Institute of Education
3. School of Continuing Education, Hong Kong Baptist University
4. Open University of Hong Kong
5. Li Ka Shing Institute of Professional and Continuing Education, OUHK
6. Yew Chung Community College
7. The University of Hong Kong
8. The Chinese University of Hong Kong

Figure 8: Number of Approved Programmes Offered by Various Institutions

Institutions	No of Approved Programmes
The Hong Kong Institute of Vocational Education (Shatin)	3
The Hong Kong Institute of Education	9
School of Continuing Education, Hong Kong Baptist University	8
Open University of Hong Kong	5
Li Ka Shing Institute of Professional and Continuing Education, OUHK	2
Yew Chung Community College	1
The University of Hong Kong	1
The Chinese University of Hong Kong	1
	30

With such a comprehensive array of self-financed programmes, principals and teachers could select their own programmes at their preferred institutions with their professional discretion. Upon successful completion of the whole course, they may submit application for reimbursement. Yet, the KGs should remind and ensure that applicants have not obtained any other publicly-funded financial assistance for the same course, modules or units of studies, to avoid double benefits.

The Policy Effects of Qualification Upgrade

With the implementation of PEVS in the 2007/08 school year, the teacher qualification requirements were significantly improved, as listed below in Figure 9:

Figure 9: Percentage of Trained Teachers in Local Kindergartens with C(ECE)(3) or Equivalent Training

	School/Academic year		
	2008/09	2012/13	2013/14
No. of Kindergarten Teachers	9,866	11,817	12,384
Percentage of Trained Teachers in Local Kindergartens			
● With C(ECE) or Equivalent Training (or above)	48.5%	4.8%	87.6%
● With QKT or Equivalent Training	47.6%	10.8%	7.6%
● With QAKT Training	0.3%	0.1%	0.1%
● <i>Total</i>	<u>96.3%</u>	<u>95.7%</u>	<u>95.3%</u>

There were two significant policy effects. First, it was observed that there was a drastic lifting up [87.6 - 48.5 = **39.1%**] of KG teachers from C(ECE) or Equivalent Training (or above). It lifted from 48.5% in 2008/2009¹ school year to 87.6% in 2013/14 school year. Second, the booming of KG market indirectly attracted more young people [12384 - 9866 = **2518**] to join the profession. It increased from 9866 people in 2008/2009 school year to 12384 people in 2013/14 school year.

Limitation

Before the elaboration of the discussion, the major limitation of the study has to be highlighted---measurement of "success". The successful drastic lifting up [**39.1%**] of KG teachers from C(ECE) or Equivalent Training (or above) as well as the attraction of more young people [**2518**] to join the profession are measured only in terms of the numbers of teachers taken or taking the approved programmes. This is indeed due to the lack of "access right to research site/relevant institutions" to gauge the "outcome indicator measurement" such as the "participants' satisfaction" and "feedback from schools". This lack of "access right" is attributed to two factors --- "data confidentiality" and "institutional competition".

First, the "data confidentiality" is actually a great issue. "Participants' satisfaction" and "feedback from school such as exit survey" are sensitive and confidential data for each institution. This type of data will usually be destroyed even after the discussion of the internal programme boards within the institution. So, only the Government might have the access right to such type of data of all institutions. But despite so, the Government usually respects institutional autonomy when requesting such sensitive data and would not publicize it to the public.

Second, the institutional competition--- provision of these teaching and principal training programmes among eight institutions are basically "market-driven" and "competition seems to be unavoidable". As such, the access of such data becomes very

sensitive and restricted to academics who would like to collect relevant data among the eight institutions, no matter which institution he or she is serving. For example, there might be a "perceived conflict of interests" if one researcher in Institution A wants to measure the relevant data in the eight institutions. Hence, access to "outcome indicators" is not feasible to certain extent. Yet, even though the aforesaid limitation prevails, there is still a great room for discussion in view of this successful policy experience.

Discussion: Policy Implication for Policy-makers

This article shows the successful policy experience of EDB in HKSAR in enhancing the academic qualification of kindergarten teachers and principals in kindergarten education by providing TDS under PEVS. Two significant policy effects were observed. First, it was observed that there was a drastic lifting up [39.1%] of KG teachers from C(ECE) or Equivalent Training (or above). Second, the booming of KG market indirectly attracted more young people [2518] to join the profession.

The above two policy effects in the surge of kindergarten teacher qualification were attributed to the model of "Government, Schools & Self-financing Institutions Partnership (GSSIP)". In this connection, GSSIP has been proven as an effective means to achieve policy goals. It also yields three major policy implications for policy-makers in Government, Schools and Self-financing Institutions in local and overseas contexts.

Policy-makers in Government

First, the policy-makers in Government have to realize that "financial support is the key to upgrade teacher qualification". If the Government just sets out the policy targets without any concrete financial support to teachers, these types of policy targets would be hard to achieve. This is because teachers are ready and willing to spend their valuable time to continue their studies after a whole day of hard work. As reflected from personal university teaching experience, teachers have to rush back to university lecture halls for lessons with fatigued bodies, not to mention those who have no time for dinner before classes.

In this article, it has been shown very clearly that the two policy effects in the surge of kindergarten teacher qualification would not have been actualized without the setting up of TDS. In the absence of TDS, Self-financing Institutions would lack incentives to launch relevant Self-financing Programmes as the number of student enrollment is unknown and unpredictable.

In addition, policy-makers in Government could stipulate the framework and specification of the Self-financing Programmes. Quality assurance shall definitely be in place to ensure there is justified use of public money. Policy-makers in Government could set up the objective performance indicators for the Self-financing Institutions to comply with. This outcome-based steering-at-direction approach would assure the necessary quality expected by the Government, but at the same time, allow multiple

approaches to deliver course content in a pluralistic manner with institutional autonomy.

Moreover, policy-makers could have a regular "dialogue platform" with Self-financing Institutions to explore the feasibility of increasing the Government funding to achieve certain policy targets. The traditional top-down bureaucrat-led proposal model can be supplemented with the bottom-up institution-led proposal, which might bring more benefits than harm in policy formulation.

Policy-makers in School

Secondly, the policy-makers in school, namely principals, could understand that a "strategic staff development plan" is essential to the direction of qualification upgrade. Principals are figureheads of schools. They are in best position to formulate a strategy plan on "when, for whom, to study what". Principals could make a well-balance on structural programmes such as MEd as well as specific Professional Development Programmes (PDP) for their teachers to study. Each school, especially kindergarten, is recommended to set up a team called "Staff Development Team (SDT)". The SDT should assist the principal to solicit the needs of the teachers by gauging their views on "what to study", rather than "filling in the 3 School Development Days" by "contracting out" the School Development Days to university professionals with zero concern for their suitability.

In view of the strong flexibility and market sense of Self-financing Institutions, schools can let the Self-financing Institutions know their needs for professional training. To quote a concrete example, my institution gave training to a group of 40 experienced kindergarten principals on a self-financed basis on "Advanced Crisis Management Skills". The well-received feedback shed the light on the uniqueness of Self-financing Institutions in acceding to market needs.

Policy-makers in Self-financing Institutions

Thirdly, the policy-makers in Self-financing Institutions should forge more strategic partnership with their strategic partners, the School. The Government-funded Institutions, namely UGC-funded Institutions, need to fulfill the performance indicators of the periodic Research Assessment Exercise (RAE) such as producing quality research output. In this regard, the Self-financing Institutions have more flexibility and a stronger edge in cooperating with schools on "professional-based activities" than "research-based activities". In this connection, the policy-makers in Self-financing Institutions should, on one hand, forge closer cooperation with principals and schools, and on the other hand, propose to the Government on "filling-in" the gap of training that the Government might not be in best position to provide.

Conclusion

To conclude, this article shows that the successful policy experience of EDB, HKSAR in enhancing the academic qualification of kindergarten teachers and

principals in kindergarten education was indeed attributed to model of "Government, Schools & Self-financing Institutions Partnership (GSSIP)". With the Government (Government) providing the TDS to eligible School applicants (Schools), School applicants could select relevant Self-financing Institutions (Self-financing Institutions) to study appropriate programmes. Given this success implementation of policy targets, the model of "Government, Schools & Self-financing Institutions Partnership (GSSIP)" can serve as an effective means to achieve policy goals.

The evidence summarized in this article presents three useful implications for policy-makers in Government, Schools and Self-financing Institutions in local and overseas context. First, the policy-makers in governmental could realize that "financial support is the key to upgrade teacher qualification". If the Government just sets out the policy targets without any concrete financial support to teachers, these types of policy targets would be hard to achieve.

Second, the policy-makers in schools, namely principals, could understand that a "strategic school staff development plan" is essential to the direction of qualification upgrade". Principals are figureheads of schools. They are in the best position to formulate a strategy plan on "when, for whom, to study what". Each school, especially kindergarten, is recommended to set up a team called "Staff Development Team (SDT)". The SDT should assist the principal to solicit the needs of the teachers by gauging their views on "what to study", rather than "filling in the 3 School Development Days".

Third, the policy-makers in Self-financing Institutions could forge more strategic partnership with their strategic partners, the Schools. The Government-funded Institutions, namely UGC-funded Institutions, need to fulfill the performance indicators of the periodic Research Assessment Exercise (RAE) such as producing quality research output. In this regard, the Self-financing Institutions have more flexibility and a stronger edge in cooperating with schools on "professional-based activities" than "research-based activities".

Notes

1. Due to the lack of data on "No. of Kindergarten Teachers" and Percentage of Trained Teachers in Local Kindergartens with C(ECE) or Equivalent Training (or above) in 2006/07 school year in the EDB website, the comparison has to be taken between "2008/2009 school year" and "2013/14 school year"

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