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Elder academy : curriculum design and operation model = 長者學苑：課程設計與運作模式

Office of Service-Learning, Lingnan University

Asia-Pacific Institute of Ageing Studies, Lingnan University

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ELDER ACADEMY

Curriculum Design and
Operation Model



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Part 1 Preface

Preface

(1)

To engage the issues that Hong Kong might face with an ageing population, the Chief Executive of the Hong Kong Special Administrative Region (HKSAR) made “Care for the Elderly” a Strategic Policy Objective of the Government in 1997. The Elderly Commission was established in the same year tasked to advise the Government on the formulation of a comprehensive policy in caring for elders. Since ageing population is unavoidable, all sectors of the community have launched a series of activities to promote a sense of worthiness in the elders. To encourage elders in leading an active and flourishing life, the Labour and Welfare Bureau and the Elderly Commission jointly launched a school-based Elder Academy Scheme in 2007. Through the scheme on one hand, elderly could achieve active ageing by participating in school based learning, and on the other hand, students could involve themselves in voluntary services. Communication between young and old can be developed as a result and enhanced throughout the process. 111 elder academies have now been set up by joint efforts of schools and non-governmental organizations in various districts throughout the territory. What is more, a NT West Elder Academies Cluster was set up in northwest New Territories to allow interschool transferral of “students” as a catalyst in promoting further active ageing through learning, this has proven positive effect.

In 2009, the government generously allocated \$10 million to set up the Elder Academy Development Foundation to ensure that the Elder Academy Scheme could further develop and sustain. In addition to offering advice on the management and administration of the fund, a Committee on Elder Academy Development Foundation has been set up and tasked with examining funding applications, devising strategies and measures related to curriculum design, learning structure, extra-curricular activities, and establishment and development of elder academies that lead to a new era of Elder Academy.

Lingnan Education Organization is the pioneer in linking university, secondary and primary in young-old learning courses. In 2010, “Handbook for Using Elder Academy as a Platform of Other Learning Experiences” was published to share teaching and learning experiences and information with the education and social service sectors. It is my pleasure to witness the growth of “Elder Academy at Lingnan” in the second manual. I look forward to the involvement and establishment of elder academy among schools and non-governmental organizations, and expect an extension of boundaries and education services in Hong Kong.

I sincerely thank Lingnan Education Organization for its continuous contribution to and support for the Elder Academy Scheme. I would also like to express my heartfelt thanks to Lingnan University for her active role in connecting different schools and organizations in publishing this manual which served as a reference, for better promotion of intergenerational harmony and a positive life among both the old and young.

Dr. LEONG Che Hung, GBM, GBS, JP
Chairman, Committee on Elder Academy Development Foundation

(2)

The population of Hong Kong is ageing at such a rapid pace that the number of citizens over the age of 65, which currently stand at approximately 980,000, will swell up to 2,560,000 by the year 2041, at which point it will constitute 30% of the population. While this shall definitely pose a challenge to Hong Kong, advances in technology and medical sciences mean that senior citizens can still maintain very good health and continue to contribute to society.

In 2007, the Labour and Welfare Bureau and the Elderly Commission jointly launched the “Elder Academy” (EA) scheme, encouraging schools and other NGOs to pool their efforts in organizing EA activities in providing more learning opportunities for the elderly. Hong Kong is the first region in the world where universities, primary and secondary schools all participate as learning platforms for the elderly, enabling cross-sectorial and cross-generational integrated education. As of now, there are 111 Elder Academies established in districts all over Hong Kong, providing continuing education for the elderly in local communities, encouraging them to gain new knowledge with passion, and to keep up with the ever-changing world. We hope that senior citizens can enjoy life-long learning through EA and achieve a vibrant senior lifestyle, living their lives to the fullest. Furthermore, EA encourages more interactions between the young and old, strengthening cross-generation communication and understanding, ultimately building a better society.

We would like to express our gratitude to all participating schools for their contribution and especially to Lingnan University for their hearty support. The joint effort by the four primary and secondary schools – all of which sister schools of Lingnan – brought about the “Elder Academy at Lingnan”, promoting relegation of knowledge between generations as well as building rapport between the young and old. The establishment of the “NT West Elder Academies Cluster” and academic advancement system facilitates a “Through Train” learning model for the elderly through fully utilizing the platform formed by the co-coordinated efforts of primary, secondary and tertiary education, where they can progress step by step through their studies and broaden their horizons. This publication aims to share with other academies and charities our fruits and experiences in organizing these educational activities, in order to better promote the spirit of life-long learning and successful ageing. We hope that EA will further diversify and stand out as a unique educational model of Hong Kong, providing better education for the elderly as well as for future generations to come.

Prof. CHAN Cheung Ming Alfred, BBS, JP
Director, Office of Service-Learning &
Asia-Pacific Institute of Ageing Studies,
Lingnan University

Preface

(3)

As the world changes at such incredible speed, lifelong learning has become a positive way of life in this intellectual, economic society. People of all ages can achieve whole person development through lifelong learning. Following the motto of “Education for Service”, the Lingnan Education Organization diligently provides quality education, offering various courses that suit the needs of society. “Elder Academy at Lingnan” connects Lingnan primary and secondary schools as well as Lingnan University, providing the elderly with learning opportunities at different levels, as well as promoting community education and a harmonious society.

The excellent traditions and education philosophies of Lingnan make it possible for the old and young to receive proper education within the same classroom, succeeding in the meaningful endeavour of improving inter-generational communication and harmony. Not only are elder academies venues where students from different generations learn together with mutual respect and interactions, but they are also platforms that support local communities. The project allows Lingnan students and the elderly to participate in local voluntary work, strengthening the bonds within the community. This enhances the leadership skills among the elderly, so that “education for the elderly, by the elderly” could be achieved. At the same time it promotes “lifelong learning” and “sense of worthiness”, motivating the elderly to learn and live a fruitful life; also, students taking part can develop morally, learning from their predecessors and planning for a better future.

Recorded in this handbook are the operations of elder academies in Lingnan primary and secondary schools, as well as Lingnan University. It is hoped that it can be a point of reference for many, informing them about elder academies so that more would acknowledge the importance of lifelong learning and inter-generational harmony, in turn contributing their efforts to an education that is more diversified and of better quality. We would like to thank all the organizations without whose support and compassion the “Elder Academy at Lingnan” project would not have been possible. Lingnan Education Organization shall continue to offer even better education to all, equipping more talents who work towards the common good of society.

Dr. CHAN Pun David
Chairman, Lingnan Education Organization

(4)

Publication of the “Elder Academy: Curriculum Design and Operation Model” and the success of NT West Elder Academies Cluster are the watersheds of the Elder Academy scheme, started by the Elderly Commission in 2007, just two years before the launching of the 3-3-4 New Senior Secondary Academic Structure in 2009, which proved to be a perfect timing. Under this education reform, high school students are expected to have whole-person development. They therefore need to fulfil the “Other Learning Experiences” (OLE) requirement, which encourages them to participate in community services. Since filial piety is a traditional and universal culture in Hong Kong, different community partners support the Elder Academy scheme. There are now more than 100 elder academies in Hong Kong, and together they provide a platform for enhancing intergeneration harmony.

Although the elder academy program is a collaboration between schools and NGOs, each one has its own missions and resources. Service targets, courses and activities are varied in different academies. In order to exchange ideas and experiences among elder academies, especially for the benefit of the newest, an elder academies cluster needed to be established. The Commission on Strategic Development under the Elder Academy Development Foundation suggested establishing “Elder Academies Cluster” in five constituencies in 2011. The clusters are responsible for coordinating the courses and assisting in the daily operation. At the same time, different clusters can exchange experiences among themselves. This suggestion aimed at strengthening the sustainable development of elder academies. NT West Elder Academies Cluster was set up in November 2011, and more than 10 academies in Tuen Mun have become its core members, even though it is still at a piloting stage.

In September 2012, 20 academies joined the cluster, covering districts such as Lai King, Tsing Yi, Tsuen Wan, Tuen Mun, Yuen Long, Tin Shui Wai, Tung Chung, Tai O, providing more chances for the elderly to engage in active ageing. With the support from the Labour and Welfare Bureau, the Elderly Commission and the Elder Academy Development Foundation, the “Through Train” learning model has been successfully established. Courses about computer and information technology, and health knowledge are provided. An arts appreciation course is also on its way. Moreover, we organize various academic activities, including seminars, visits, field trips, Chinese New Year Fair, adventure camps, graduation ceremonies and have published 3 issues of “NT West Elder Academies Cluster Newsletter”. Furthermore, with the support of NT West Elder Academies Cluster, “The Elder Academy Athletics Meet 2012–Celebration of the 15th Anniversary of the Establishment of the HKSAR” was held successfully, with 1218 participants on the day. NT West Elder Academies Cluster is shouldering the primary responsibility for the development of “Progressive Course” and “Credit Transfer Mechanism”. To strengthen the long-term development of the elder academy program, we need the participation of and support from tertiary institutions. Lingnan University now takes up the major role of course development and teaching under the “Through Train” learning model. It even encourages post-graduate students from the Visual Studies Department to design and teach the “art course”. Because of the high teaching quality of these courses and popularity, cooperation between the Cluster and

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tertiary institutions will be further extended. Collaborating institutions, including The Hong Kong Polytechnic University and Hong Kong Institute of Vocational Education, work together to fulfil the needs of elderly with higher education qualifications.

“Elder Academy: Curriculum Design and Operation Model” aims at reviewing and envisaging the development of elder academies. It highlights two models of elder academy, based on the studies on successful cases in the past five years, providing detailed information for academies that strive for improvement. At the same time, it collects the experiences of different academies, further strengthening the development of the Elder Academy scheme and laying a solid foundation for the establishment of clusters in other districts in the future.

Mr. CHAN How Chi
Advisor, Elder Academy at Lingnan
Convener, NT West Elder Academies Cluster

(5)

Following the traditions of Lingnan Education Organization and our motto “Education for Service”, the Dr Chung Wing Kwong Memorial Secondary School has, for many years, formulated and put into practice a school-based “whole-person education activities” program. Through different kinds of teaching and learning activities, we aim to nurture students’ development in different aspects.

The philosophy of the 3-3-4 New Senior Secondary curriculum, which focuses on enhancing students’ knowledge, skills and attitude through a variety of learning activities and studies, is based on the same idea as what our school emphasizes - fostering different types of intelligence and generic skills. As part of our Other Learning Experiences (OLE) program, we organize different activities and courses for the elderly. Students are encouraged to participate in voluntary work serving the elderly, such as acting as young teachers and health ambassadors. They have the chance to interact with the elderly, getting to know more about them. By participating in these services and activities, students build confidence and develop their communication skills, ultimately striving for personal excellence.

In view of the ageing population in Hong Kong, Lingnan University has developed some policies that aim to promote self-directed learning among the elderly. A few years ago, it launched the “Elder Academy at Lingnan” program and, because Lingnan Education Organization adopts a through-train learning mode, the university has promoted this platform of Elder Academy (EA) to affiliated schools. The service-learning platforms, with programs such as “Promoting Technology in Hong Kong”, “Community Classroom” and “Demolishing the Digital Divide in Society” established much earlier on in our school are very similar to EA both in terms of values and structure. Hence, when Lingnan University invited us to participate in the promotion of EA, we fully supported the collaboration, which has been mutually beneficial. It is our pleasure to have participated in launching and developing the “Elder Academy at Lingnan”. Moreover, through the coordination and promotion of the NT West Elder Academies Cluster, the Office of Service-Learning and the Asia-Pacific Institute of Ageing Studies of Lingnan University, schools and social service agencies participating in the scheme have been able to interact with each other. In addition, the practical experience that our school has gained in promoting the related learning activities can be used as a reference for other schools and organizations. It is our hope that this will contribute to the accomplishment of the vision of the New Senior Secondary education.

Ms. CHU Pui Lui
Principal, Lingnan Dr. Chung Wing Kwong Memorial Secondary School

Preface

(6)

Because of our school's motto, "Education for Service", students have always been encouraged to participate in social services. From 2004 to 2007, we abided by the principle of "one student, one service". At the same time, we wished to establish a conscientious, modest and caring school environment to nurture self-discipline in our students, so that they would be passionate about their studies, brave in their undertaking, bold in their expressions, true to their promises, sincere in their conduct, considerate towards others, and grow up into people who strive for improvement and contribute towards society.

In compliance with the Moral & Civic Education and "service-learning" requirement of the NSS other learning experiences, and in order to let students gain more insights about life through interactions with the elderly, in September 2008, invited by Lingnan University and with support from the Elderly Commission and Labour and Welfare Bureau, we established an elder academy within our school, serving the elderly of the Harmony Garden Lutheran Centre for the Elderly, providing a series of courses and activities for the elderly in the local community, and exploring new areas of service-learning.

The school year of 2012-2013 marked the fifth year since the establishment of our school's elder academy. In the previous four years, more than half of our students participated in at least one elder academy activity each year. From the initial contact to the development of a close relationship and care for the elderly, the students gained valuable learning experiences. Meanwhile, they also lived out the Christian spirit of serving the others in daily practice. As a result, the culture of love is extended to the local community.

Furthermore, in the biennial "Lutheran Yau Wai Elder Academy Graduation Ceremony", we witnessed our senior friends in academic gowns walking up onto the stage, receiving their degrees, higher diplomas, diplomas and certificates. Their positive attitude towards lifelong learning set an excellent example for the youth. During the ceremony, video clips of the elderly students were played. Whenever I saw our students act as young tutors, I got to understand what inter-generational harmony and care for the elderly truly meant and the mission of setting up an elder academy in our school was again renewed.

With the support from the Office of Service-Learning of Lingnan University, the elderly and our students went beyond the Eastern District to Tuen Mun. Both parties experienced university life and had the opportunity to participate in activities with the elderly from other elder academies. We did not only learn the spirit of unity within the Lingnan family but the occasion also provided students of Lingnan Hang Yee Memorial Secondary School Elder Academy with an unprecedented and unforgettable experience.

This handbook compiled by the Office of Service-Learning of Lingnan University contains the experiences, the operations and designs of various elder academies operating in different primary and secondary schools as well as the university. Apart from actualizing the spirit of through-train education of the Elder Academy at Lingnan this handbook also allows us to learn from each other and strive for excellence, practicing in Service-Learning in a more meaningful way.

Ms. LI Sau Yee
Principal, Lingnan Hang Yee Memorial Secondary School

(7)

The elderly are very knowledgeable and experienced. We could benefit a lot from interacting with them. We also learn how to get along and communicate with them. Their experience helps us realize the importance of protecting and respecting the elderly, and practice this in our families and among the elderly around us. Following the motto "Education for Service" and aiming to achieve intergenerational harmony, Lingnan Primary School has participated in the "Elder Academy at Lingnan" since 2008. After practicing in it for around 4 years, the operations of our school and the partnership with our two cooperating agencies have become mature. Students and the elderly learning together have become an integral part of our curriculum. This scheme is well received and supported by parents and the public.

So far, there are 111 elder academies in Hong Kong, in primary schools, secondary schools and universities. Although the courses and activities of each elder academy are different, it is precious that we all have the same goal of promoting active ageing and life-long learning. Together we strive to organize different activities for the elderly. As for the elder academy in our primary school, through their participation in a wide variety of courses and activities such as computer classes, dancing classes and rice dumpling DIY, both the elderly and students have the opportunity to play the roles of both the teachers and students, fostering intergenerational harmony.

This program is highly rated by parents and the public. It puts into practice the value of intergenerational harmony and both the teachers and learners develop as a result. Also, representatives from elderly services organizations in Singapore visited our school twice to listen to our sharing on the elder academy. We exchanged our experiences and more people from outside of Hong Kong also got to understand the mission of the elder academies.

As educationists, we will continue to support the "Elder Academy at Lingnan". We hope that this program could be passed on to the next generation so that more people could participate in it.

Ms. CHAN Mei Ngan
Principal, Lingnan Primary School

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(8)

“Enriching life through continuing learning” is an important philosophy of the elder academies. The Labour and Welfare Bureau and the Elderly Commission jointly launched it in early 2007, using schools as platforms. The “Lingnan University Alumni Association (HK) Primary School Elder Academy” established by our school and the Neighbourhood Advice Action Council is characterized by cross-sectorial collaboration and intergenerational harmony. Our aims are to promote continuing learning among the elderly, encourage them to extend their social networks, maintain physical and mental well-being and foster a sense of worthiness while acquiring knowledge. Besides, we also aim at promoting intergenerational harmony, civic awareness and cross-sectorial collaboration. Our academy actively organizes a variety of learning courses that help the participants to apply what they have learned. The elderly could attend different classes in school and find pleasure in learning again. In addition, because our academy emphasizes intergenerational harmony, young students are trained as volunteers, acting as young teachers and visiting the elderly. This could cultivate students’ passion in communicating with the elderly and serving the community. Meanwhile, through their interactions, young students can get to know more about the elderly, as well as learn from and be encouraged by their precious life experiences. We would like to thank the Office of Service-Learning of Lingnan University and the Neighbourhood Advice Action Council for their partnership and support, which have benefited the elderly and students greatly.

Ms. Anna CHENG

Principal, Lingnan University Alumni Association (HK) Primary School



Part 2 Special Thanks

Special Thanks

We would like to express our sincere thanks to:

- Labour and Welfare Bureau
- Elderly Commission
- Lingnan Education Organization
- Office of Service-Learning, Lingnan University
- Asia-Pacific Institute of Ageing Studies, Lingnan University
- Elder Academies within Lingnan Education Organization

Elder Academy	Name of School and Partnering Organization(s)
Lingnan Primary Elder Academy	<ul style="list-style-type: none"> • Lingnan Primary School • Lok Sin Tong Chan Lai Jeong Kiu Social Centre for the Elderly • Wanchai District Elderly Community Centre, St. James Settlement
Lingnan University Alumni Association (HK) Primary School Elder Academy	<ul style="list-style-type: none"> • Lingnan University Alumni Association (HK) Primary School • Sham Shui Po District Elderly Community Centre, the Neighbourhood Advice Action Council
Lingnan Hang Yee Memorial Secondary School Elder Academy	<ul style="list-style-type: none"> • Lingnan Hang Yee Memorial Secondary School • Harmony Garden Lutheran Centre for the Elderly, Hong Kong Lutheran Social Service
Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy	<ul style="list-style-type: none"> • Lingnan Dr. Chung Wing Kwong Memorial Secondary School • ELCHK, Kwai Chung Neighbourhood Elderly Centre • Association of Baptists for World Evangelism (HK) Ltd.
LingnanU Elder Academy	<ul style="list-style-type: none"> • Lingnan University • Office of Service-Learning, Lingnan University • Asia-Pacific Institute of Ageing Studies, Lingnan University

- NT West Elder Academies Cluster

Elder Academy	Name of School and Partnering Organization(s)
Yan Shun Elder Academy	<ul style="list-style-type: none"> • Yan Oi Tong Tin Ka Ping Secondary School • ELCHK Tuen Mun Enhanced Home and Community Care Services
Tuen Mun Elder Academy	<ul style="list-style-type: none"> • Yan Chai Hospital No.2 Secondary School • NAAC Tuen Mun District Integrated Home Care Service Centre
Tuen Mun Law Chan Chor Si Elder Academy	<ul style="list-style-type: none"> • Yan Chai Hospital Law Chan Chor Si Primary School • Yan Chai Hospital Mrs. Tsang Wing Neighbourhood Elderly Centre
Ho Sik Nam Elder Academy	<ul style="list-style-type: none"> • Yan Chai Hospital Ho Sik Nam Primary School • Yau On Lutheran Centre for the Elderly
Sze Yin Elderly College	<ul style="list-style-type: none"> • SMKMCf Ma Ko Pan Memorial College • Asian Association for Lifelong Learning • NAAC Tuen Mun District Integrated Services Centre for the Elderly
San Wui Commercial Society Secondary School Elder Academy	<ul style="list-style-type: none"> • San Wui Commercial Society Secondary School • Pok Oi Hospital Wong Muk Fung Memorial Elderly Health Support & Learning Centre
Fuk Tong Elder Academy	<ul style="list-style-type: none"> • CCC Hoh Fuk Tong College • Yan Oi Tong Woo Chung District Elderly Community Centre
Lok Yi Elder Academy	<ul style="list-style-type: none"> • Christian Alliance College • Jockey Club Tuen Mun Home for the Aged Blind
Tam Lee Lai Fun Elder Academy	<ul style="list-style-type: none"> • CCC Tam Lee Lai Fun Memorial Secondary School • NAAC Fu Tai Neighbourhood Elderly Centre
LingnanU Elder Academy	<ul style="list-style-type: none"> • Lingnan University • Office of Service-Learning, Lingnan University • Asia-Pacific of Ageing Studies, Lingnan University
Sik Sik Yuen Ho Dao Elder Academy	<ul style="list-style-type: none"> • Ho Dao College (Sponsored by Sik Sik Yuen) • NT Women and Juvenile Welfare Association Watt Pak U Memorial Social Centre for the Elderly

Special Thanks

Elder Academy	Name of School and Partnering Organization(s)
HKSKH Tung Chung Elder Academy HKFEW Wong Cho Bau Centre	<ul style="list-style-type: none"> Tung Chung Hong Kong Federation of Education Workers Wong Cho Bau Secondary School Hong Kong Sheng Kung Hui Tung Chung Integrated Services
Buddhist Yip Kei Nam Memorial College Elder Academy	<ul style="list-style-type: none"> Buddhist Yip Kei Nam Memorial College Hong Kong Society for the Aged Chan Tseng Hsi Kwai Chung District Elderly Community Centre
Lingnan Dr Chung Wing Kwong Memorial Secondary School Elder Academy	<ul style="list-style-type: none"> Lingnan Dr Chung Wing Kwong Memorial Secondary School ELCHK, Kwai Chung Neighbourhood Elderly Centre Lai King Baptist Church & Bradbury Social Centre for the Elderly
YLCSS Caritas Elder Academy	<ul style="list-style-type: none"> Yuen Long Catholic Secondary School Caritas Hong Kong Elderly Service Caritas District Elderly Centre – Yuen Long
YCH Lim Por Yen Secondary School Elder Academy	<ul style="list-style-type: none"> YCH Lim Por Yen Secondary School Yan Chai Hospital Fong Yock Yee Neighbourhood Elderly Centre
Pak Kau Caritas Elder Academy	<ul style="list-style-type: none"> Pak Kau College Caritas Hong Kong Elderly Service Caritas Tin Yuet Elderly Centre
Pui Shing Elder Academy	<ul style="list-style-type: none"> Pui Shing Catholic Secondary School Yan Chai Hospital Wan Shing Memorial Day Care Centre for the Elderly
Queen Elizabeth Old Students' Association Education Centre Elder Academy	<ul style="list-style-type: none"> QES Old Students' Association Secondary School QES Old Students' Association Education Promotion Organization NAAC Tin Shui Neighbourhood Elderly Centre Pok Oi Hospital Chan Ping Memorial Neighbourhood Elderly Centre
Tai O Elder Academy	<ul style="list-style-type: none"> Buddhist Fat Ho Memorial College Hong Kong Young Women's Christian Association Tai O Community Work Office



Part 3 Organization Information

Organization Information

A. About the Editing Organization

I. Lingnan Education Organization

In 1888, the American Presbyterian Church established a higher education institute named Christian College in China, in Jinli, Shaji, Guangzhou. Five years later, the Christian College in China gained independence from the American Presbyterian Church, becoming a Christian university not affiliated with any churches. In 1903, the college started using the name “Lingnan”, and in the following year purchased some land in Henan Kangle Village in Guangzhou, which became the site of the school. The name “Lingnan Academy” was in use from that point onwards until 1912, when it was renamed “Lingnan School”, which was in turn formally changed to “Lingnan University”. During the Second World War, the school moved to Hong Kong and Siu Kwan, but returned to Guangzhou afterwards and continued to commit to offering education, developing into an all-rounded higher education institution. However, in 1952, due to the nation-wide higher education reform, Lingnan University was closed down.

In 1966, continuing the “Red-Grey Spirit” of Lingnan University, the school alumni established the “Lingnan Education Expansion Council”. The Board of Directors of Lingnan Secondary School decided to invite participation of the Lingnan University Hong Kong Alumnus Club and the Lingnan Club. In 1967, an important step in reviving the school was taken, when the “Lingnan School Company Limited” was established in order to make preparation for the founding of the “Lingnan School” located on Stubb Road. They were faced with a lot of difficulties and challenges in the beginning, and success would not have been possible if not for the help from fervent supporters of the organization, especially that of the retired professors and lecturers from the previous Lingnan University. The Lingnan School Company Limited and Lingnan Secondary School Company Limited were merged to form the “Lingnan Education Organization Company Limited” in 1969, putting together the efforts for Lingnan’s educational development in Hong Kong. The organization promptly requested the government to change the terms of the private land deed, enabling them to expand the campus. At the same time they coordinated the tuition of the college, as well as the primary and secondary schools. After a review by the Education Bureau in 1978, the college met the requirements and became an approved post-secondary college in accordance with the Post Secondary Colleges Ordinance, and at the same time changing its name to “Lingnan College”.

After much hard work, the Lingnan College passed the academic accreditation review by the Hong Kong Council for Academic Accreditation in 1991. From then on the college has been able to receive funding from the University Grants Committee, and was subsequently qualified to offer Bachelor’s degree courses like other universities in Hong Kong. In 1995 Lingnan was relocated to Tuen Mun. The building of the preliminary campus cost approximately HK\$800 million. Apart from government funding that amounted over 560 million, the rest was all donations from the alumni and other generous organizations and individuals. The school eventually received self-accreditation status and was renamed Lingnan University in 1999, taking a glorious step in the revival of Lingnan University in Hong Kong.

The Lingnan Education Organization endlessly exerts efforts in education, managing numerous primary and secondary schools, as well as preschools, while maintaining a close connection with Lingnan University as required by the Lingnan University Ordinance. Embracing the school’s status as a liberal arts institution, Lingnan University in the 21st century shall step boldly into the future. The institution shall continue to uphold its delicate structure, vibrant hostel life, and student-centred education. Providing a unique service-learning experience, and valuing close student-teacher relationships, Lingnan University aims to offer more diversified quality education to future generations of Hong Kong, cultivating the spirit of liberal arts education.

II. Lingnan University

Lingnan University began its education work in 1888 in Guangzhou, and became a famous university in southern China. After the liberation, Lingnan was also established in Hong Kong, becoming one of the approved post-secondary colleges and started receiving funding from the University Grants Committee. In 1995, Lingnan moved to a much-expanded campus in Tuen Mun. In order to cater for the change to a four-year university curriculum, Lingnan improved and increased the number of its dormitories, expecting to house all regular students from the four-year curriculum by the year 2013. Lingnan University takes pride in having achieved the highest ratio of students housed in university dormitories among all universities in Hong Kong.

Being a university with abundant resources and a distinguished teaching staff, Lingnan’s mission is to educate the next generation and serve the good of society. In keeping with the ideal of liberal arts education, Lingnan values teacher-student interactions and all-round development of students, providing them with the best learning environment in order to achieve outstanding results. Lingnan’s liberal arts education nurtures the civic awareness of students, alongside their knowledge, skills and insights, equipping them with what they need in pursuing their goals in the ever changing societal, cultural and economic environment they shall enter into upon graduation. As a liberal arts education institution, Lingnan University maintains the following core values: a systematic structure, campus dormitories, close teacher-student relationships, and a learning experience that emphasizes interactions and extra-curriculum activities. These values are inherent in the five categories of activities of the university: syllabus, teaching and learning, campus life, internationalization and community services.

The liberal arts education of Lingnan University covers the following five areas:

1. An interdisciplinary syllabus that values a broad spectrum of knowledge, with an emphasis on learning across professions and cultures.
2. Small-class teaching that enables stronger teacher-student relationships; each student is assigned one tutor for guidance.
3. A vibrant campus lifestyle incorporating a range of extra-curriculum activities and dormitory life, providing a learning environment those students can fully engage with.
4. Offering opportunities for students to engage in overseas exchange programs, broadening their horizons.
5. Community service programs that encourage and enable students to take part in the real world, nurturing positive life values.

Organization Information

III. Office of Service-Learning

In keeping with Lingnan University's mission of educating the next generation and serving the good of society, Office of Service-Learning emphasizes practical experiences, allowing students to reflect upon their actions through offering a helping hand to others, thus teaching them the ability to think, evaluate, care and take responsibility in this ever-changing globalised world we live in. Not only does the program aim at providing teaching and learning opportunities, but it is also a channel through which substantial services are provided to those who are in need.

- Services:* provides community services to those who are in need
Research: studies the issues and needs of a community, instigating service plans and reviewing their effectiveness
Lead: exerts leadership in community service activities, as a result cultivating adaptability, wisdom and creativity required in a leader

In 2004, with support from Kwan Fong Charitable Foundation, the Service-Learning Program was created as a pioneer service-learning program of Lingnan University. The program had three branches, serving different sectors: Lingnan Health Care Ambassadors, Lingnan Community Researchers, and Lingnan Cross-Cultural Buddies. Beneficiaries of the services included children, the elderly, parents, ethnic minorities and those with learning difficulties. In 2006, Office of Service-Learning was established, and its aim was to incorporate the concept of service learning into the liberal arts syllabus. The office worked with the Asia-Pacific Institute of Ageing Studies in establishing the Elder Academy in 2008, including it as a part of service-learning as well as that of the university syllabus. Since 2012 the elderly have begun working with the students in the service-learning program, proactively contributing to society.

IV. Asia-Pacific Institute of Ageing Studies

Established in 1998, the Asia-Pacific Institute of Ageing Studies is an interdisciplinary research facility. Since becoming a member of the Lingnan University Institute of Humanities and Social Sciences in September 2001, it has been working diligently in promoting and developing research related to the elderly and population ageing in Hong Kong and the Asia-Pacific region.

The Institute has always co-operated with departments of the Hong Kong government and charitable organizations in a wide range of activities, researching with passion resource networks in the Asia-Pacific region, drawing the public's attention to the trends of population ageing, as well as advocating long term research regarding elderly services and policies, working as a platform for the sharing of academic and technical know-how. Partners of the institute include the Asia Development Research Forum (ADRF), United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), and the World Health Organization (WHO). It is also a current partner of the WHO in its Quality of Life in Old Age research.

Research of the institute is multi-faceted and emphasizes a combination of theory and practice. Research topics include: ageing population and quality of life, development and validation of assessment tools, connection between family and community care, continuing education for the elderly, community care and/or service assessments.

B. Elder Academies

I. Elder Academy at Lingnan

a. Lingnan Primary Elder Academy

Partner Organizations

Lingnan Primary School; Lok Sin Tong Chan Lai Jeong Kiu Social Centre for the Elderly; St. James Settlement Wanchai District Elderly Community Centre

Date of Establishment

November 2008

About the School

Lingnan Primary School is a private primary school with the motto "small is beauty". Educating children with love and the Christian spirit, Lingnan Primary School emphasizes the development of individual thinking and potential of the students. Small-class learning is practised in the school, with two class teachers assigned to each class, ensuring that every student is taken good care of academically, emotionally and physically. The school also encourages students to engage in the community and help those in need. In 2008 the school joined the Elder Academy at Lingnan program created by Lingnan University, and established the Lingnan Primary Elder Academy alongside Lok Sin Tong Chan Lai Jeong Kiu Social Centre for the Elderly and St. James Settlement Wanchai District Elderly Community Centre. Students and the elderly can gain a better understanding of each other through this platform, in keeping with the school's motto of "Education for Service".

About the Organizations

Lok Sin Tong Chan Lai Jeong Kiu Social Centre for the Elderly was established in November 1990. The aim of this organization is to enrich the lifestyle of the elderly through a broad spectrum of activities, enabling the elderly to make good use of their time, capitalize on their potential and participate in community life, strengthening their adaptability towards the changing society through maintaining contact and involvement in society.

St. James Settlement Wanchai District Elderly Community Centre was established in 1967, serving and encouraging the elderly to serve others. The centre imbues in the elderly a sense of worthiness and belonging, strengthening their identity as an asset to society, while also taking care of their needs and providing them with continuing education, thus enabling them to adopt healthy and vibrant lifestyles and with respect and dignity. The centre also works closely with local community service units, effectively engaging local resources in building a more caring society for the elderly.

Organization Information

b. Lingnan University Alumni Association (HK) Primary School Elder Academy

Partner Organizations

Lingnan University Alumni Association (HK) Primary School; Sham Shui Po District Elderly Community Centre, the Neighbourhood Advice Action Council

Date of Establishment

September 2008

About the School

The Lingnan University Alumni Association (HK) Primary School was established in 2006. The school shares the same mission as Lingnan University's, "Education for Service", through offering high quality elementary education to children aged between 6 and 12. The school helps students in the balanced development of five virtues: morality, intelligence, physique, sociality and aesthetics. Students are encouraged to know God, enjoy life, love learning, be willing to serve and shoulder responsibilities. Providing a holistic, positive and healthy learning environment, the school also offers opportunities for students to participate in social services, so that they may develop their religious faith, patriotism, sensibility and temperament, growing up into disciplined, respectful and civic-minded citizens who care for society and its people.

About the Organization

The Neighbourhood Advice Action Council (NAAC) has always aimed to serve society by helping the elderly in the neighbourhood, upholding a high standard of professional ethics, carrying out various social service activities since 1968.

Pak Tin District Elderly Community Centre was opened in September 1998, and became the Sham Shui Po District Elderly Community Centre on 1st April 2003. Performing community services through working as an elderly community centre, it provides suitable activities and services to the elderly by featuring a multi-faceted mode of operation and an exceptional management system. It co-ordinates local organizations, raising awareness towards the needs of the elderly and the importance of showing respect for them, making it possible for senior citizens to continue their involvement in the community and enjoy a vibrant and active life.

The centre will continue to extend its helping hand to anyone in the neighbourhood who is in need, and to serve society whole-heartedly.

c. Lingnan Hang Yee Memorial Secondary School Elder Academy

Partner Organizations

Lingnan Hang Yee Memorial Secondary School; Harmony Garden Lutheran Centre for the Elderly, Hong Kong Lutheran Social Service

Date of Establishment

March 2008

About the School

Located in Siu Sai Wan, Lingnan Hang Yee Memorial Secondary School is a Christian subsidized school with 21 years of history. It serves the students who are mostly from less affluent families in the local community. The school has always vowed to cultivate students in a diversified learning experience, nurture their generic skills and make their lives even more colourful. Through promoting whole-person development, students build their confidence and get motivated in order to progress well in both academically and morally.

In 2008, the school was invited by Lingnan University to form an elder academy with Harmony Garden Lutheran Centre for the Elderly. Since this endeavour is congruent with the school's motto of "Education for Service", and meets the moral and civic education and community services requirements of the New Senior Secondary Curriculum, the school took up the challenge and founded an elder academy with the support of the Elderly Commission and other partnering organizations. The school would like to provide our students with the opportunity to serve the same group of senior citizens regularly, through which long-term and stable relationships can be built.

About the Organization

Harmony Garden Lutheran Centre for the Elderly was established to support the elderly to live a healthy, respected and dignified life as well as to encourage their involvement in the local community. The centre offers a wide range of services, in order to cater for the needs of senior citizens with health problems or minor disabilities. Our services take care of the physical, emotional and social needs of the elderly, which include health education, academic and developmental activities, publication of information, referral services, elderly care support, guidance and therapy, outreaching and social networking, social and recreational activities, catering, and so on. The centre also actively promotes elderly voluntary work, so that the community care network can be extended. Through the various activities of the centre, the elderly can develop through different kinds of experience.

Organization Information

d. Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy

Partner Organizations

Lingnan Dr. Chung Wing Kwong Memorial Secondary School; ELCHK Kwai Chung Neighbourhood Elderly Centre; Association of Baptists for World Evangelism (HK) Ltd.

Date of Establishment

March 2008

About the School

The Lingnan Dr. Chung Wing Kwong Memorial Secondary School, located in Lai King Village, Kwai Chung, formed its own elder academy in 2008. On the one hand it provides a service-learning platform for the students, widening the range of their learning experience. On the other hand, it aims to contribute to society through serving the elderly, putting into practice the spirit of “Education for Service” of the school. The elderly the academy serves mainly come from Kwai Chung Neighbourhood Elderly Centre and Baptist Church & Bradbury Social Centre for the Elderly. All activities and classes of the academy are planned and run by the elder academy management committee consisting of teachers, teaching assistants and representatives from partnering organizations appointed by the school.

About the Organizations

ELCHK Kwai Chung Neighbourhood Elderly Centre, located in Shek Yam Estate, Kwai Chung, aims to support the elderly both physically and emotionally with a wide range of services, satisfying their needs and helping them live a respected and dignified life.

Association of Baptists for World Evangelism (HK) Ltd. was established in 1983, funded mainly by the Social Welfare Department. In 1987 it became one of the services supported by the Community Chest of Hong Kong. Located in Lai King Estate, the centre takes care of the elderly in the local community both emotionally and physically through offering them various group activities and services.

e. LingnanU Elder Academy (LUEA)

Partner Organizations

Lingnan University; Office of Service-Learning, Lingnan University; Asia-Pacific Institute of Ageing Studies, Lingnan University

Date of Establishment

March 2008

About the School

Please refer to the Part 3A “About the Editing Organization”.

About the Elder Academy

Following the school motto of “Education for Service”, the Elder Academy encourages the elderly to participate in classes and activities in schools through multi-faceted modes of learning, such as sit-in programs, LUEA Council, elderly learning research projects, seminars and other learning activities etc. to establishing a platform for communication between the young and old, aiming to achieve elderly education organized by the elderly themselves.

II. NT West Elder Academies Cluster

In order to facilitate the development of the Elder Academy, the NT West Elder Academies Cluster was established, originally formed by the 10 elder academies in Tuen Mun in 2010. A progressive academic learning system is adopted, and standards for recognition of transferrable elder academy course credits are also established. As of September 2012, 20 elder academies have already joined as members. For details, please refer to Part 7 Collaboration between Elder Academies.

Partner Organizations

Yan Shun Elder Academy, Tuen Mun Elder Academy, Tuen Mun Law Chan Chor Si Elder Academy, Ho Sik Nam Elder Academy, Sze Yin Elderly College, San Wui Commercial Society Secondary School Elder Academy, Fuk Tong Elder Academy, Lok Yi Elder Academy, Tam Lee Lai Fun Elder Academy, LingnanU Elder Academy, Sik Sik Yuen Ho Dao Elder Academy, HKSKH Tung Chung Elder Academy HKFEW Wong Cho Bau Centre, Buddhist Yip Kei Nam Memorial College Elder Academy, Lingnan Dr Chung Wing Kwong Memorial Secondary School Elder Academy, YLCSS Caritas Elder Academy, YCH Lim Por Yen Secondary School Elder Academy, Pak Kau Caritas Elder Academy, Pui Shing Elder Academy, Queen Elizabeth Old Students' Association Education Centre Elder Academy and Tai O Elder Academy

Date of Establishment

October 2011

Organization Information

About the Schools

Elder Academy	Brief Overview
1 Yan Shun Elder Academy	Letting students take the lead, the teachers are only there to support and advice, so that students will be able to view social issues from different angles through participation in social services. This also strengthens their critical thinking and helps them put into good use what they have learned, ultimately practising the school motto of “taking good care of yourself to take better care of others”.
2 Tuen Mun Elder Academy	The academy aims to enable the elderly to learn, to participate and to interact, as well as to provide a platform for them to care for the community and serve others together with the students.
3 Tuen Mun Law Chan Chor Si Elder Academy	Befitting the Elderly Commission’s inclination of providing education and support to the elderly, the academy co-operates with Yan Chai Hospital Mrs. Tsang Wing Neighbourhood Elderly Centre in running various courses, seminars and activities.
4 Ho Sik Nam Elder Academy	Advocating lifelong learning and intergenerational harmony, the academy offers different courses for the elderly to live out the dreams, and enjoy a rich and colourful life.
5 Sze Yin Elderly College	The academy encourages lifelong learning through different learning activities which help our seniors gain knowledge and skills, form a habit of continuing education, keep moving forward with time, and enhance their self-image as well as sense of satisfaction.
6 San Wui Commercial Society Secondary School Elderly Academy	Established in 2011, this platform encourages continuing education among the elderly, where they can build knowledge and expand their social network. At the same time, students interact more with the elderly through acting as teachers and taking part in social services, enhancing reciprocal learning and achieving intergenerational harmony.
7 Fuk Tong Elder Academy	Courses are offered from February to April each year, giving priority to the needs of the elderly and achieve intergenerational harmony. The computer classes offered by the academy, for example, assign one student as teaching assistant to every pair of senior citizens. The elderly can also join practical sessions in the academy at designated times.

Elder Academy	Brief Overview
8 Lok Yi Elder Academy	The academy was established in September 2010 and is the first one catering for the needs of visually impaired elderly. Courses are designed according to the needs of the elderly, for example through using braille or large fonts in the teaching materials. Training is also provided to student teachers, teaching them skills used in communicating with visually impaired elderly.
9 Tam Lee Lai Fun Elder Academy	Established in October 2008, the academy emphasizes cross-specialty co-operation and intergenerational harmony, organizing various activities that aim at lifelong education of the elderly, encouraging them to live a vibrant life.
10 LingnanU Elder Academy	Following the school motto of educating the next generation and serving the common good of society, the four sister schools of Lingnan worked together in the running of the “Elder Academy at Lingnan” project. Through diversified teaching and learning modes, the academy encourages the elderly to participate in classes and activities, constructing a platform for interactions and putting into practice the vision of “Elderly Education for the elderly, by the elderly”.
11 Sik Sik Yuen Ho Dao Elder Academy	Established in November 2010, the academy’s main aim is to offer opportunities for the elderly to take part in various educational and stimulating activities, developing their interests and potential. Intergenerational harmony can be achieved through more interactions and improving the communication between the old and young. Students and parents take part as teachers and volunteers in conducting the courses.
12 HKSKH Tung Chung Elder Academy—HKFEW Wong Cho Bau Centre	Running its activities with facilitating intergenerational interactions in mind, the academy was established in April 2012. Students acting as teachers conduct courses and activities. This teaches students to respect and care for the elderly, while also improving their own confidence. The elderly can enjoy a colourful life taking part in the activities and continuing their education.

Organization Information

Elder Academy	Brief Overview
13 Buddhist Yip Kei Nam Memorial College Elder Academy	As of 2012, the academy has been established for over 2 years, operating under the principles of teaching the elderly knowledge about health and encouraging them to take part in various interest classes, through a wide range of diversified activities. Social services that encourage intergenerational harmony enable the elderly to broaden their horizons, put the spirit of lifelong learning into practice and feel cared for. Furthermore, through participating in the learning activities and services, student volunteers learn to respect the elderly witness the unrelenting learning attitude they possess, thereby encouraging intergenerational and social harmony.
14 Lingnan Dr Chung Wing Kwong Memorial Secondary School Elder Academy	Established in 2008, this academy mainly serves as a social service platform for students, increasing their interaction with the elderly. The academy fully embraces the whole person development concept, encouraging “classroom in the community”. Through community services and learning, students accumulate practical experiences, develop their own abilities and character, and take part in making society a better one. Activities of this academy take into account both the needs and interests of the elderly and the roles and experiences of the students.
15 YLCSS Caritas Elder Academy	Adhering to the Catholic spirit of “Love God, Love People”, this academy was established on 14th January 2011 to provide interesting and meaningful learning activities for the elderly of the local community. Such activities advocate intergenerational harmony and responsibility by organizing activities for both the young and old to participate. Most activities of the academy promote interactive and collaborative learning between the young and old generation, as the elderly join the students during school hours. Furthermore, the elderly can have access to computers and sports facilities in the school during specified time slots. They are enabled to be active physically, emotionally and spiritually.
16 YCH Lim Por Yen Secondary School Elder Academy	Since 2007, this academy has served the elderly aged 60 and above in the local community. Each year different activities are organized to strengthen the communication between the young and old. Courses are available for the elderly on the school grounds outside of school hours, serving the common good of the community.

Elder Academy	Brief Overview
17 Pak Kau Caritas Elder Academy	Established in July 2010, the academy encourages sharing and harmony between generations, and promotes lifelong learning and the spirit of active ageing. One outstanding feature of this academy is the participation of South Asian students, fostering the interactions and understanding between students of different ethnicities and the elderly.
18 Pui Shing Elder Academy	This academy has been providing continuing education opportunities to the elderly since 2011, encouraging the elderly to make good use of their time to enjoy a colourful old age. The academy has two objectives: to engage students in serving the elderly, stimulating their care for the community and sense of responsibility towards society; and to promote the physical and emotional health of the elderly, helping them feel younger by mingling with young people. The elderly can expand their social network as well as benefit from inter-generational interactions.
19 Queen Elizabeth Old Students’ Association Education Centre Elder Academy	Queen Elizabeth Old Students’ Association Education Centre set up an elder academy in 2007, and a management committee for which was formed in 2009, augmenting the quality of the courses provided and the efficiency of the academy. With great support from both the students and the teachers, the academy has developed in many different directions regarding course design to meet the varied needs and interests of the elderly. This was made possible by the efforts of the student and parent volunteers, as well as various organizations and experts.
20 Tai O Elder Academy	Established on 1 March 2012, this academy aims to serve the elderly in the Tai O district, promoting lifelong learning and intergenerational harmony.



Part 4 Background Information

A. Elder Academy

The issue of ageing has caused global concern in recent years, affecting societies, the working population, economies and policies of countries all over the world. From the medical care and elderly care perspective, an ageing population seems to be a burden to the governments. However, whether the elderly is a resource or a burden largely depends on how society positions them. They contributed to society when they were young, and their experiences are rich resources.

Since the 70s, different forms of self-directed learning programs for the elderly have been systematically implemented in countries such as the United Kingdom, France and Australia. They provide opportunities for the elderly to learn and to take part in activities beneficial to them both physically and emotionally. Similar schemes began in Hong Kong during the 80s, most of which were organized by non-government organizations.

In 1997, the Hong Kong SAR Chief Executive set “elderly care” as one of the government’s strategic policy objectives, striving to improve the quality of life of the elderly, and to achieve “sustenance, involvement, and contribution of the elderly”. The Elderly Commission was established in the same year. Its main duties are to advise the government on policies that cover all areas of elderly care. The committee consists of elderly care service practitioners, professionals from different sectors, scholars and community leaders. In response to the Active Ageing Policy Framework promoted by the World Health Organization in 2002, covering the areas of health, participation and security, the Labour and Welfare Bureau of Hong Kong, together with the Elderly Commission, launched the Elder Academy program in 2007, which used schools as platforms and displayed unique features of Hong Kong.

B. Intergenerational Harmony

Ageing is a global trend, and Hong Kong is no exception. According to the Census and Statistics Department’s information in July (2012), the death rate of Hong Kong has been in steady decline from 1991 to 2011. As the Commissioner for Census and Statistics, Mr. Leslie W. K. Deng pointed out that the percentage of population aged 65 or above was estimated to rise significantly from 13% in 2011 to 19% in 2021, 26% in 2031 and 30% in 2041. In comparison, according to the same study, birth rate would continue to fall, from 1,281 births per 1,000 women in 1991 to an estimate of 1,151 births per 1,000 women in 2041. The decline in birth rate coupled with an increase in aged population result in a rise in the proportion of elderly requiring care. The burden the younger generation bears also grows heavier as a result.

Moreover, most households in Hong Kong are nuclear families, and because of small living spaces, more often than not only two generations would live together. Relationships with grandparents are hence relatively distant. The lack of interaction and understanding between the old and the young result in generation gaps and misunderstandings. The Elder Academy provided a platform for inter-generational interaction and communication, in order to build up a sense of responsibility in contributing to society among young people, and to enhance the elderly’s understanding of society.

Background Information

Compared to elderly learning in other places, the one in Hong Kong particularly emphasizes inter-generational harmony. We encourage the young students to participate in voluntary work in the elder academies, such as acting as tutors, or helping with the running of the academies, enabling the elderly to learn about new technology and acquire new knowledge, and to keep up with changing times. At the same time, young students can interact with the elderly and learn from their extensive life experiences, building a positive and constructive view of life. Ultimately inter-generational harmony is achieved through communication that enhances mutual understanding made possible through different activities.

C. Moral & Civic Education

According to data provided by the Education Bureau, in order to nurture positive values and attitudes in students, in 2001 the Education Bureau launched the curricular reform, listing Moral and Civic Education as one of the key tasks, and an integral part of the curricular structure of primary and secondary schools. In 2008, the Revised Moral and Civic Education Curriculum Framework was formulated, encouraging schools to further incorporate the task of nurturing correct values into different subject syllabi and activities. “Caring for Others” and “Integrity” are added to the list of values to be given priority. The scope of the curriculum was expanded, with “work life” and “life event” added as exemplars. The curriculum was divided into four stages: (1) P.1 to P.3; (2) P.4 to P.6; (3) F.1 to F.3; (4) F.4 to F.6 (see Figure 1). The course contents are designed according to the stages of growth of the students, with six different essential learning objectives: (1) personal growth and healthy living; (2) family life; (3) school life; (4) social life; (5) societal and national life; and (6) work life (see Figure 2). The last item, work life, targets F.4 to F.6 students.

The establishment of elder academies can help to achieve the intended learning outcomes outlined in the Moral and Civic Education Curriculum Framework. Regarding personal growth and healthy living, students can learn from the elderly’s experiences how to deal with setbacks bravely and face challenges; Regarding family life, they can learn how to better communicate with their families by interacting with the elderly; Regarding school life, the enthusiasm the elderly displays in their studies should make students reflect upon the meaning of education; regarding social life, students learn to be more communicate better through co-operating with other students and the elderly in the elder academies; in societal and national life, through elder academy activities students get to know about what the elderly need, and examine the welfare policies; Regarding work life, students can come into contact with people from different walks of life, gaining valuable experience through exchanges with them, and they can also acquire different forms of professional knowledge through participating in workshops, organizing activities and taking care of the elderly. Furthermore, more senior students can get to understand the global issue of ageing by applying what they learn about Hong Kong to other places. Although elder academies increase the workload of participating schools, if they are conducted in accordance with the principles, and incorporated into the school curriculum, they bring about many benefits.

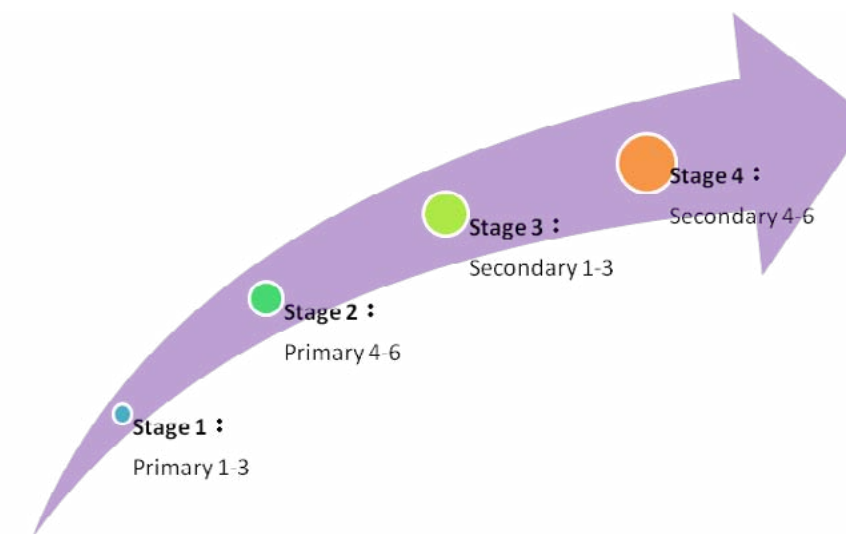


Figure 1: Moral and Civic Education in Different Stages; the breadth and depth of the curriculum changes depending on the stage

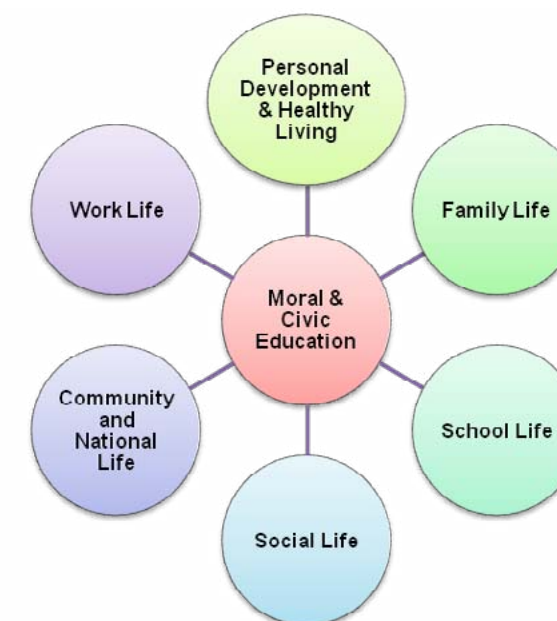


Figure 2: Essential Learning Objectives of Moral and Civic Education (Education Bureau, 2008)

Background Information

D. Inter-Disciplinary Co-Operation

Since 2008, the Elderly Commission has actively been promoting elderly study pilot programs in tertiary institutions, primary and secondary schools, as well as non-governmental organizations, which led to the establishment of elder academies. Inter-disciplinary co-operation is effective in advocating continuing education for the elderly, enabling the elderly to not only gain knowledge, but also expand their social networks, maintain healthy minds and bodies, and contribute to society in their old age. At the same time, participating schools also benefit, as they can broaden the scope of the students' studies, and provide real-life course work and teaching materials for Moral and Civic education. As of now (November 2012) there are 104 elder academies operated by non-governmental organizations working with primary and secondary schools, as well as 7 elder academies run by tertiary institutions, located all over Hong Kong.



Part 5 About The Handbook

About the Handbook

A. Objectives

Ever since the launching of the Elder Academy in 2007, numerous schools have joined the fray bringing with them valuable innovations, presenting the elderly and students with a wide variety of educational activities. The experiences of the Elder Academy at Lingnan and other academies are summarized in this handbook, in order to provide a frame of reference and an operation guide for other schools and organizations, so that they may design their own comprehensive teaching and learning plans.

In this handbook, the roles and responsibilities of participating organizations are explained, and there are guidelines and suggestions regarding assessment methods. Apart from the instructions on teaching and learning activities, examples of course syllabi and activities are also included to offer some insights into the operation of the schools and their courses, allowing institutions to better carry out similar projects in a more systematic manner.

B. Handbook Structure

This handbook is mainly divided into eleven sections, with the more important ones listed below:

Part 3: Organization Information

The times of establishment, along with information about the schools and organizations are listed for readers to gain a better understanding of the background and development of the academies.

Part 4: Background Information

It provides details of the background information of Elder Academy at Lingnan, enabling the readers to use the handbook effectively in conjunction with the introduction.

Part 6: Elder academies in primary schools, secondary schools, and universities (independent mode)

It describes the objectives, operations and structures of elder academies in primary schools, secondary schools and universities, so that readers can master the independent mode adopted in elder academies in schools and partnering organizations. This section shows the current status, courses available and examples of teaching and learning activities, illustrating the practical processes of the academies for the readers' reference.

Part 7: Collaboration between academies (co-operations mode)

It describes the background of the establishment of the Elder Academies in West New Territories, the concept behind their through-train learning mode and transferable credits mode and how these concepts are put into practice, including course designs, modes of teaching and learning, co-operation and co-ordination among academies, as well as examples of courses and activities.

Part 8: FAQ

This includes matters to be considered when managing an elder academy, such as problems that may be encountered and how they could be solved, written with reference to actual experiences of existing academies.

Part 9: Misconceptions

This part deals with the common misconceptions of elder academies, answering frequently asked questions using the practical experiences and actual conditions of existing academies, dealing with the questions and worries schools and organizations may have.



Part 6 Elder Academies in Primary Schools, Secondary Schools, and Universities (Independent Mode)

Elder Academies in Primary Schools, Secondary Schools, and Universities (Independent Mode)

There are now 104 elder academies operating in primary and secondary schools, as well as 7 elder academies run by tertiary institutions, located all over Hong Kong. Other than the information technology and health education courses that all academies are required to offer, the academies can freely decide what other courses they wish to devise and teach. As mentioned previously, elder academies are much diversified, organizing different learning programs according to their own objectives and expertise. Such diversity means unique teaching and learning activities with diversified learning opportunities for the elderly.

Under the independent mode, collaborating organizations of the elder academies enjoy full autonomy by agreeing upon a direction and working plan among themselves only, without involvement from other elder academies. The advantage of this mode is the high degree of freedom it offers. Schools can arrange activities as they see fit. Since the collaborating organizations work with the schools for a long time and have built up mutual understanding, relatively less effort in communication and co-ordination are required.

A. Elder Academies in Primary School

I. Teaching Goals in Primary Education

According to the Education Bureau, as of the school year 2011-2012, there are 568 primary schools in Hong Kong. Primary school education focuses on providing diversified education with 5 virtues, allowing students to absorb more knowledge, to establish their values and to master skills, laying a solid foundation for further education and careers which promote personal growth. Schools comply with the lesson time ratios suggested by the Education Bureau, and plan their time flexibly in the 3-year period, catering to the needs of the students and the schools.

Table 1: Lesson Time Allocation for P.1 to P.6

Key Learning Area	Lesson Time (over 3 Years)	
	P.1 to P.3 (1st Learning Stage)	P.4 to P.6 (2nd Learning Stage)
Chinese Language Education	594-713 hours (25-30%)	594-713 hours (25-30%)
English Language Education	404-499 hours (17-21%)	404-499 hours (17-21%)
Mathematics Education	285-356 hours (12-15%)	285-356 hours (12-15%)
General Studies	285-356 hours (12-15%)	285-356 hours (12-15%)
Art Education	238-356 hours (10-15%)	238-356 hours (10-15%)
Physical Education	119-190 hours (5-8%)	119-190 hours (5-8%)
Sub-total of the lower range of lesson hours over 3 years	1925 hours (81%)	1925 hours (81%)
Flexibility: approximately 451 hours (19%)		
1. Moral and Civic Education/Guidance to complement Value Education across KLAs 2. Additional common reading time 3. School Assembly/ Class teacher period to complement Value Education across KLAs 4. Remedial or enhancement studies in KLA(s) or across KLA(s) 5. Other broadening learning experiences such as community service, co-curricular activities, and aesthetic and physical activities to complement life-wide learning.		
Total Hours in 3 years	2376 hours (792 hours x 3) (100%)	2376 hours (792 hours x 3) (100%)

(Education Bureau, 2002)

II. Structure and Operation of Elder Academies in Primary Schools

Two primary schools participate in the Elder Academy at Lingnan, namely the Lingnan Primary School and the Lingnan University Alumni Association (HK) Primary School. There are similarities and differences between the operations and structures of the elder academies in these two schools.

Table 2: Objectives and Structures of Elder Academies in the Lingnan Primary School and the Lingnan University Alumni Association (HK) Primary School

	Lingnan Primary Elder Academy	Lingnan University Alumni Association (HK) Primary School Elder Academy
Objectives	Lingnan Primary School To bring the message of “respect and care for the elderly” into the school; encourage students to care for the elderly around them; enable students to learn through the experience; and uphold the school motto of witnessing God, acquiring knowledge, and serving the community.	Lingnan University Alumni Association (HK) Primary School To echo the school’s spirit and principles, as well as the syllabus of Service-learning in Liberal Studies, the school offers students various opportunities to actively participate in social services, including serving the elderly so that the elderly can continue to contribute to society and learn. At the same time, the message of intergenerational harmony and care is spread.
Structure	1. Courses and activities are either held within school hours, or after school, for example, fund-raising activities for elderly centres. 2. “Junior Tutors in Elder Academy” and “Health Ambassadors” schemes: <ul style="list-style-type: none"> “Junior Tutors in Elder Academy”: students are trained by their teachers and become junior tutors “Health ambassadors”: live a healthy life and spread the message of healthy living to others after taking a health education course offered by the Department of Health. 3. Courses and activities are categorized into Elderly Courses, Students Courses and Intergenerational Activities (see Figure 3).	1. Mainly divided into two parts: <ul style="list-style-type: none"> Elderly Activities: activities for the elderly, such as Chinese, Tai-chi, computer classes and so on. Intergenerational Activities: depending on the age of the elderly and the stage of progress, students are grouped together with the elderly into 3 different levels: early primary, intermediate primary and senior primary; which allow different levels of interactions (see Figure 4).

Elder Academies in Primary Schools, Secondary Schools, and Universities (Independent Mode)

III. Courses and Sample Activities

Within the structures described above, schools communicate with partnering organizations regularly, organizing different activities for the elderly and the students. The following is an activity example for reference.

a. Lingnan Primary Elder Academy

Before the start of each school year, the school holds a meeting with the organizations to discuss and decide on the activities for the coming year. Each unit is responsible for 3 to 4 activities. The primary school organizes courses and activities and most of them are incorporated into the regular curriculum and school activities. In the courses and activities, both the elderly and the students get to play the roles of tutor and pupil, so as to achieve intergenerational harmony. The students learn traditional Chinese culture from the elderly by spending holidays together (such as Mid-autumn Festival, Christmas and Chinese New Year); the elderly learn computer skills from the students, enjoying the benefits computers bring.

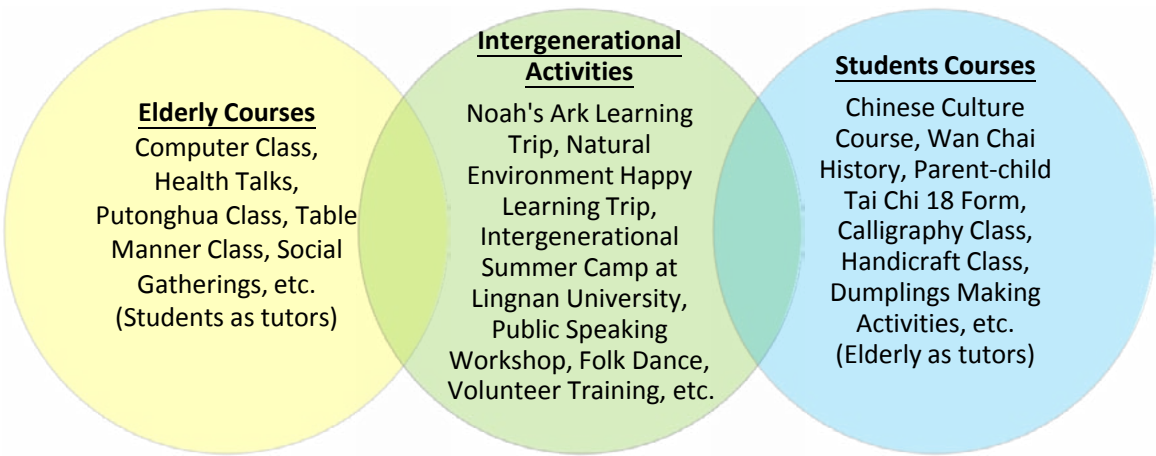


Figure 3: Structure of Lingnan Primary Elder Academy

i. Elderly Courses

In elderly courses, primary school students act as junior tutors and facilitate the elders’ learning with the help of school teachers. Activities include computer classes, health seminars, fun Mandarin classes, table manner classes and social gatherings etc. Please refer to Sample 1 for details. Computer courses are held individually, catering to the interests and needs of different senior citizens and offering a wide range of computer courses.

Sample 1: Elderly Course – Elder Academy Computer Course

Name of Course	Elder Academy Computer Course
Type of Course	Educational Activity
Objectives	1. To teach the elderly basic computer knowledge; 2. To give students an opportunity to share with others.
Details	<p><u>Year 1 (2008–2009)</u> Name: Let's Blog Together Objectives: To teach the elderly to set up their own blogs, and share their thoughts and experiences with others online. Content : 1. What is a blog? 2. Starting a blog and configure basic settings. 3. Publishing a blog. 4. Communicating with others through a blog.</p> <p><u>Year 2 (2009–2010)</u> Name: Digital Photos and Online Photo Albums Management Objectives: To teach the elderly basic techniques of digital photo management and online photo sharing using free software. Content: 1. Input and storage of digital photos. 2. Basic handling of digital photos. 3. Introduction to Picasa. 4. Uploading and sharing photos.</p> <p><u>Year 3 (2010–2011)</u> Name: Digital Photos Sharing and Developing Objectives: To teach the elderly basic techniques of digital photo management by using free software, as well as using a printer. Content: 1. Understanding digital photos (relationships among pixel, resolution and resulting photos). 2. Storing digital photos in computers. 3. Storage device management. 4. Simple photo editing. 5. Printing digital photos. 6. Sharing digital photos: saving them on discs or making online albums.</p>
No. of Participants	Senior citizens: 15; Students: 4 (each lesson)
Student Year level	Primary 4 to Primary 6
Role of the Elderly	To learn basic computer knowledge, in order to keep pace with the trends and reduce generation gap.
Role of the Students	To teach basic computer knowledge to the elderly as volunteers, so as to communicate and share with them.

Elder Academies in Primary Schools, Secondary Schools, and Universities (Independent Mode)

ii. Student Courses

Student courses are taught by the elderly on Chinese culture and traditional knowledge. Courses and activities include Chinese culture classes, Wanchai anecdotes, parent and child 18 Tai-chi Form, calligraphy, handicraft, making rice dumplings, and many others. Through these student courses students can learn more about traditional culture, as well as getting to know about the talents the elderly possess. The elderly in turn can gain more confidence acting as tutors, and learn various skills in the process, such as communication and public speaking skills. Please refer to Sample 2 for the details.

Sample 2: Student Course – The Young and Old Celebrating Chinese New Year

Name of Course	The Young and Old Celebrating Chinese New Year
Type of Course	Festive Activity (Traditional Chinese Culture course)
Objectives	<ol style="list-style-type: none"> Through Chinese New Year activities, students can learn about the origins of Chinese New Year and traditional practices, gaining a better understanding of Chinese culture and cultivating themselves with good traditional morals; To learn to care for and communicate with the elderly, and improve intergenerational relationships by spending the holiday together.
Details	<p>The activity is divided into two parts:</p> <p>Part 1: Chinese culture classes, where the elderly wear and introduce traditional Chinese costumes, and teach students calligraphy, as well as how to make new year decorations and different kinds of dumplings.</p> <p>Part 2: The elderly host New Year game booths.</p>
No. of Participants	Senior citizens: 10; Students: 110
Student Year Level	Primary 1 to Primary 6
Role of the Elderly	With the support from the centre's staff, the elderly design the booth games, and determine what materials to use and purchase.
Role of the Students	Students learn from the elderly how to make traditional Chinese foods for celebrating the festival, gaining knowledge about traditional festivals and continuing the tradition.

iii. Intergenerational Activities

In intergenerational activities, both students and the elderly take part in the preparation, or learn together as participants. These include the Noah's Ark learning tour, Nature and wildlife learning tour, Lingnan Intergenerational Summer Camp, public speaking seminars, folk dance classes, volunteer training and so on. Please refer to Samples 3 and 4 for details about intergenerational activities and how the old and young participate.

Sample 3: Intergenerational Activity – Happy Mid-autumn Festival

Name of Course	Happy Mid-autumn Festival
Type of Course	Festive Activity (Traditional Chinese Culture Course)
Objectives	<ol style="list-style-type: none"> To allow both the old and the young to experience the festivity of a traditional Chinese holiday, celebrating together and thereby enhancing the intergenerational relationship.
Details	<p>The activity is divided into two parts:</p> <p>Part 1: The elderly and the students take part in group games, and the students recite Mid-autumn stories as well as organize games relevant to the festival, such as lantern riddles;</p> <p>Part 2: all participants are treated to Mid-autumn food.</p>
No. of Participants	Senior citizens: 58; Students: 19
Student Year Level	Primary 1 to Primary 6
Role of the Elderly	With support from the centre's staff, the elderly choose and prepare food for the festival. For example, they choose seasonal fruits and foods suitable for Mid-autumn, such as split pea puddings and rice cakes, putting their knowledge to good use.
Role of the Students	By preparing for their recitals and lantern riddles, the students learn more about traditional Chinese festivals through research with the help of their teachers, and they share the knowledge with the elderly.

Elder Academies in Primary Schools, Secondary Schools,
and Universities (Independent Mode)

Sample 4: Intergenerational Activity – Christmas Celebrations

Name of Course	Christmas Celebrations
Type of Course	Festive Activity
Objectives	1. To help the elderly and students gain a better understanding of the true meaning of Christmas through Christmas worship and performances, so that they can enjoy the happiness and peace it brings; 2. To allow students and the elderly to enjoy a good time together in the booth games.
Details	The activity is divided into two parts: Part 1: Christmas Worship and Performances The elderly perform dances, sign language songs and martial arts to show their talents, so that the students can appreciate their achievements. Part 2: Booth Games The elderly plan different booth games such as fish scooping, loop throws, target practices and so on, improving intergenerational communication and relationship.
No. of Participants	Senior citizens: 19; students: 120
Student Year Level	Kindergarten Students; Primary 1 to Primary 6
Role of the Elderly	The elderly can contribute their talents and be more engaged socially through organizing the performances and booth games, so that lifelong learning and a “sense of belonging and worthiness” of the elderly can be achieved.
Role of the Students	Students are encouraged to interact with the elderly through joint performances; also, they can all have a good time together in the games, improving communication by sharing experiences and joy.

- b.

Lingnan University Alumni Association (HK) Primary School Elder Academy

The activities of this academy are divided into two parts: elderly activities and intergenerational activities. Elderly activities are targeted for elderly participants and are tailored to suit their interests. In intergenerational activities students are grouped into three different levels: junior primary, intermediate primary and senior primary students; this allows interactions on different levels. Teachers assign different types of activities for the students depending on their levels. For details, please refer to Figure 4.

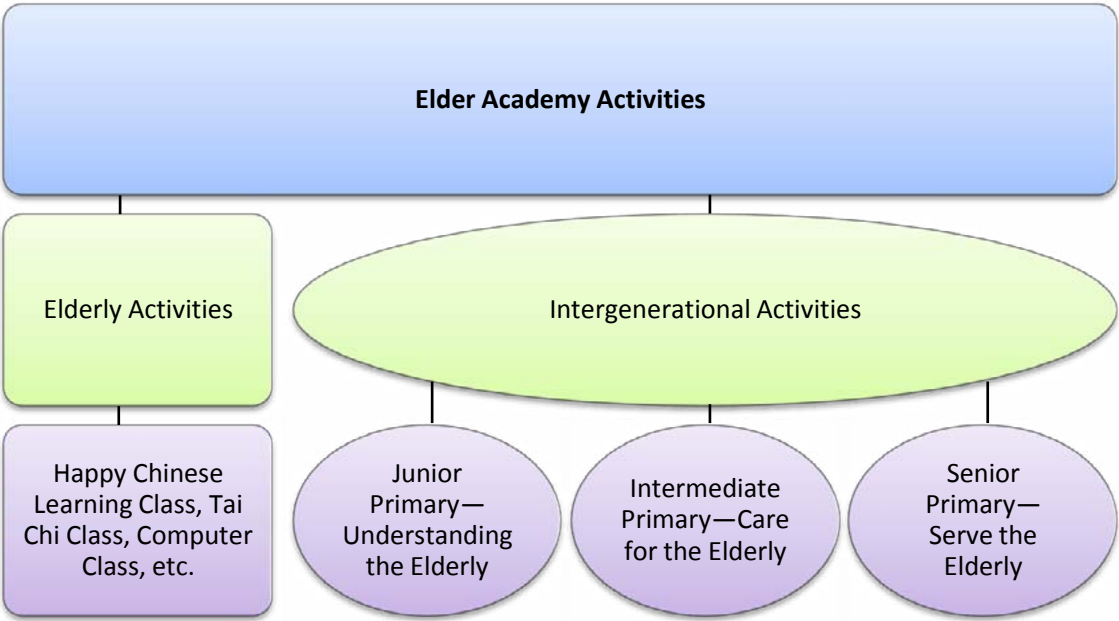


Figure 4: Structure of Lingnan University Alumni Association (HK) Primary School Elder Academy

- i.

Elderly Courses

Elderly courses include Happy Chinese Learning class, Tai-chi and computer classes, etc.

Standard courses consist of 4 to 6 lessons, using daily life as topics. Professional teachers are either employed or volunteer in running various classes, such as Effective Chinese Vocabulary Class for the elderly. For Tai-chi and computer classes, they are held in school. With the support of the school, including the provision of the venue, the elderly can learn in a more spacious environment and from better qualified teachers.

- ii.

Intergenerational Activities

Due to the different developmental stages of Primary 1 to Primary 6 students, it is suggested that students be divided into three groups, with two consecutive year levels per group, and engage in different activities. They can learn progressively from understanding about, to caring for, and then to serving the elderly.

Junior Primary: Harmony begins with understanding—junior primary students familiarize themselves with the elderly by paying visits to elderly centres. Before the visits, the students prepare gifts and practice musical performances to show their respect to the elderly. During the visits, they sit next to the senior citizens. They mingle by playing ice-breaking games and gradually building rapport with each other. Finally, the elderly volunteers give the students a guided tour of the centre, so that the students can better appreciate how the centre assists the elderly, as they get to know

Elder Academies in Primary Schools, Secondary Schools, and Universities (Independent Mode)

more about how the centre is run. Through these activities the students learn more about the different needs of senior citizens, such as those who require more assistance, as opposed to those who are healthier and stronger and those who continue to contribute to society.

Intermediate Primary: A further step towards caring—working with elderly centres, intermediate primary students are divided into teams, and make home visits to elders living alone in the local community. Before the visits, the students attend seminars about the lone elderly, and discuss the division of labour within the team. Students take up different roles: some of them conduct health surveys, some talk to the elderly and ask about how they have been doing, some lead the performances, and some take care of the gifts, and so on. The aim of these activities is to give the students a better understanding of the elderly and to express deeper care for them.

Senior Primary: Serving the elderly with what they know—senior primary students can make good use of their knowledge of English vocabulary to teach the elderly who wish to learn English. Take the Lingnan English Restaurant project as an example, where students prepare vocabulary related to restaurants, and then learn how to teach the elderly English. They conduct two lessons for the elderly where vocabulary related to restaurants is taught. Finally, the elderly immerse in a simulated restaurant environment to put what they have learnt to use, deepening their understanding. Please refer to Sample 5 for details.

Sample 5: Intergenerational Activity – Lingnan English Restaurant

Name of Course	Lingnan English Restaurant
Type of Course	Intergenerational Harmony
Objectives	Senior Primary students can make good use of their English vocabulary to teach the elderly who wish to learn English.
Details	<p>Preparatory Lesson: the students attend two preparatory lessons where they learn how to communicate with the elderly through videos. Students also learn other teaching techniques for the elderly, such as drawing, vocabulary forming, and so on.</p> <p>Classroom Lesson: students teach the elderly English vocabulary related to restaurants over 4 lessons.</p> <p>Practical Lesson: in the simulation setting of Lingnan Restaurant, students take up different roles, such as restaurant waiters/waitresses, friends of the elderly, and so on. Using the vocabulary taught previously, they order food and make conversations in the simulated environment.</p>
No. of Participants	Senior citizens: 15; Students: 45
Student Year Level	Primary 5
Role of the Elderly	To learn and participate.
Role of the Students	To teach English, and join the elderly in the activities, provide assistance where needed.



B. Elder Academies in Secondary Schools

I. Teaching Objectives of Secondary Schools

As of the school year 2011-2012, there are 524 secondary schools in Hong Kong. Secondary school curricula and objectives are mainly divided into Junior Secondary and Senior Secondary.

a. Junior Secondary Curriculum

Continuing from primary school, the school’s objective is to provide students with an all-rounded learning experience. The five essentials of the learning experience for whole-person development are: (1) Moral and Civic Education; (2) intellectual development; (3) social services; (4) sports and aesthetic development; and (5) work related experiences (provided for junior secondary students). The curriculum framework consists of three related parts: (i) key learning areas; (ii) generic skills; (iii) values and attitudes. This open framework allows for different ways of interpreting the contents and administering them, and contents are tackled in different breadths and depths. Different strategies and methods can be flexibly employed to suit different needs of the students.

Schools arrange teaching times in accordance with the tuition time ratios suggested by the Education Bureau, and plan their time use flexibly in the three-year period, catering to the needs of the students and the schools.

Table 3: Lesson Time Distribution for Form 1 to Form 3

Key Learning Area	Form 1 to Form 3 (3 rd Learning Stage) Lesson Time (in 3 Years)	
	Ordinary Secondary School	Technology Education Orientation School
Chinese Language and Education	568-578 hours (17-21%)	
English Language and Education	468-578 hours (17-21%)	
Mathematics Education	331-413 hours (12-15%)	
Science Education	276-413 hours (10-15%)	220-276 hours (8-10%)
Personal, Social and Humanities Education	413-551 hours (15-20%)	276-413 hours (10-15%)
Technology Education	220-413 hours (8-15%)	589-964 hours (25-35%)
Art Education	220-276 hours (8-10%)	
Physical Education	138-220 hours (5-8%)	
Sub-total of the lower range of lesson hours over 3 years	2534 hours (92%)	
Flexible hours: approximately 220 hours (8%)		
1. Conduct Moral and Civic Education; or implement student counselling, in order to supplement inter-disciplinary Value Education in different subjects; 2. Increase group reading time; 3. Weekly meetings, or class teachers implement inter-disciplinary Value Education; 4. Specific discipline or inter-disciplinary supplementary lessons; 5. Develop Other Learning Experiences, such as social services, co-curricular activities, and sports and aesthetic activities to enable all-rounded education.		
Total Hours in 3 years	2754 hours (918 hours x 3) (100%)	

(Education Bureau, 2002)

b. Senior Secondary Curriculum

In this age where information is exploding and information technology is quickly developing, the world is going through changes that have never been witnessed before. In the face of changing economic climate and the fast development of Mainland China, the people of Hong Kong must develop adaptability, creativity, independent critical thinking, and lifelong learning in order for Hong Kong to remain an international metropolis. The Senior Secondary curriculum is an extension of the basic education curriculum, aiming to improve the learning ability of students. Please see Figure 5 for details.

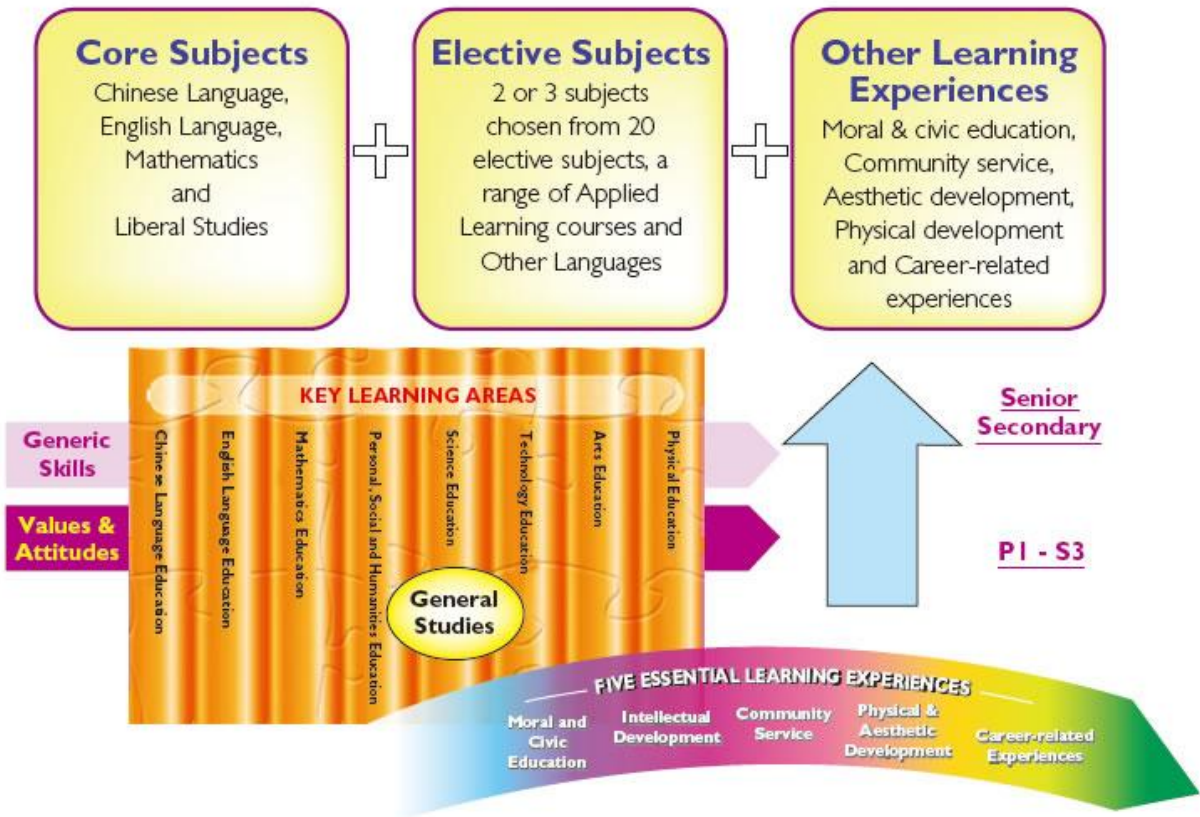


Figure 5: The Structure of the Senior Secondary Curriculum (Education Bureau, 2012)

The Senior Secondary school syllabus consists of three parts: core subjects, electives and other learning experiences. This course aims to realize the potential in every student, boosting their whole-person development.

Table 4: Structure of Senior Secondary school syllabus and respective percentage of class time

Components of the Senior Secondary Student Programme		Percentage of time allocation
Core Subjects	All students must study Chinese, English, Mathematics and Liberal Studies as their core subjects	45 - 55%
Electives Subjects	Select 2 or 3 subjects from 20 elective subjects, ranging from courses of ApL courses and other language courses	20 - 30%
Other Learning Experiences	Moral & Civic Education, community services, aesthetic development, physical education and career-related experiences	15 - 35%

(Education Bureau, 2009)

II. Structure and Operation of Elder Academies in Secondary Schools

Elder Academy at Lingnan is run in two secondary schools: Lingnan Hang Yee Memorial Secondary School and Lingnan Dr. Chung Wing Kwong Memorial Secondary School. There are similarities and differences between the structure and operation of the two schools (Table 5). In secondary schools, elder academy activities are usually considered as part of Other Learning Experiences (OLEs), and manifest themselves in different modes, as shown in Figures 6 and 7. Please refer to “Handbook for Using Elder Academy as a Platform for Other Learning Experiences” for details.

Table 5: Objectives and Structures of Elder Academies in Lingnan Hang Yee Memorial Secondary School and Lingnan Dr. Chung Wing Kwong Memorial Secondary School

	Lingnan Hang Yee Memorial Secondary School	Lingnan Dr. Chung Wing Kwong Memorial Secondary School
Objectives	<p>Lingnan Hang Yee Memorial Secondary School Elder Academy</p> <p>Starting from the school year of 2003– 2004, in keeping with the school's motto “Education for Service,” the school launched the “one service for all” project, aiming to nurture students' self-discipline, sense of responsibility, problem-solving and communication skills through social services participation and life experiences. Students experience personal growth, learn how to face hardships, cherish life, to love and be loved, to care and be cared for, and spread love to the community. At the same time, students are expected to learn from the elderly the importance of lifelong learning, as well as a positive attitude.</p>	<p>Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy</p> <p>To comply with the OLEs of the new senior secondary school curriculum, the school provides a platform for offering activities to the elderly in the local community, in which students can be young tutors or health ambassadors, taking part in the activities where they interact with the elderly. The aim is to deepen the students' knowledge and understanding of the elderly through communication. Meanwhile, self-confidence and communication skills are enhanced through various elder academy activities which are a part of their self-development.</p>

	Lingnan Hang Yee Memorial Secondary School	Lingnan Dr. Chung Wing Kwong Memorial Secondary School
Structure	<p>The elder academy is coordinated systematically by the Moral & Civic Education team. With involvement from the whole school, based on subject, society, class or group, the developmental needs of students are satisfied through the service-learning opportunities offered by the academy.</p> <p>There are three levels to the instigation of elder academy courses/ activities: (1) from understanding to involving; (2) from involving to caring; (3) from caring to reflection and learning. Please refer to Figure 7 for details.</p> <p>The number of hours of students' participation is recorded on their student learning profiles. Other incentives are also given.</p>	<p>Elder academy activities are listed as one option under OLEs, and students can decide if they want to take part in them, depending on their personal interests and the nature of the activities.</p>

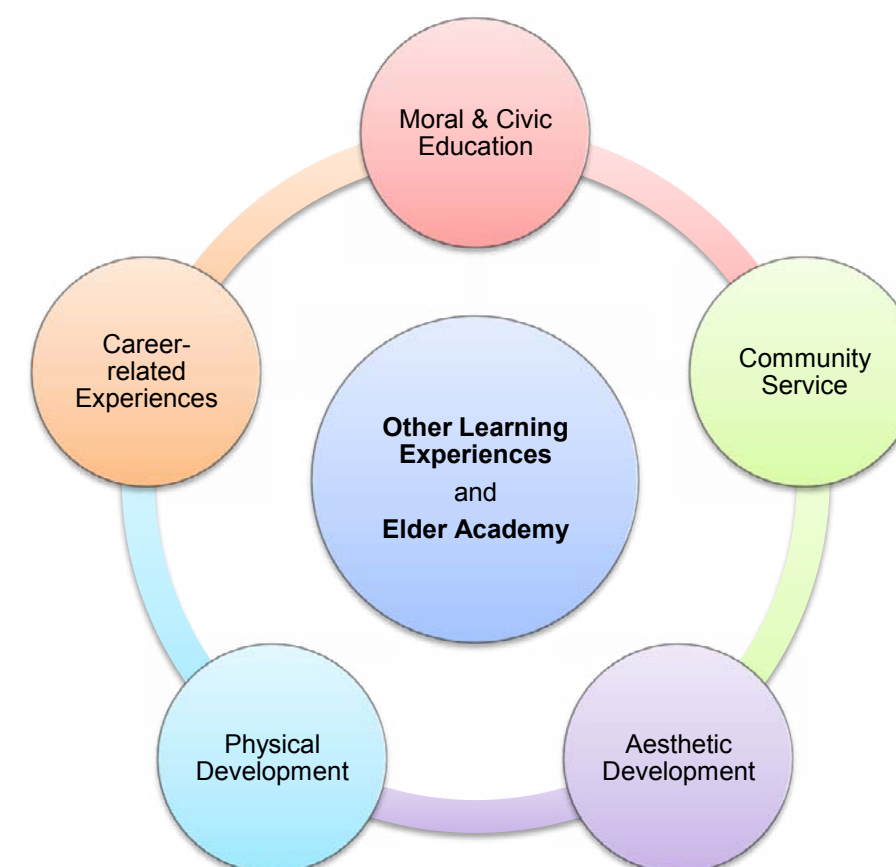


Figure 6: The Integration of Elder Academy and Other Learning Experiences

Stage 1 Course/ Activity: From understanding to involving

To understand the characters of the elderly and design suitable programs to meet their needs and interests.

Stage 2 Course/ Activity: From involving to caring

To provide students with continual caring services or activities, adjusting the design according to the needs of the elderly. Service can start from attending “quantity” so as to cross the generation gap and allow chances for learning to care.

Stage 3 Course/ Activity: From caring to reflection and learning

To focus on information gathering and coordinating tasks, learn from evaluation and reflection of the services/activities.

Figure 7: Flow Chart of Courses and Activities of Lingnan Hang Yee Memorial Secondary School Elder Academy

III. Courses and Sample Activities

Elder academies in secondary schools can be incorporated as part of Other Learning Experiences in the New Senior Secondary school syllabus. Please refer to the “Handbook for Using Elder Academy as a Platform of Other Learning Experiences” for details. The following are examples from different schools for better illustration of the situation.

a. Lingnan Hang Yee Memorial Secondary School Elder Academy

The elder academy is coordinated by the Moral & Civic Education team. Members from different subjects, societies, classes or groups discuss the direction of courses or activities in September every year. The teachers in charge then review and decide on the details with the students, while consulting social workers of collaborating organizations as well as elder academy committee members in finalizing an action plan. As mentioned above, there are three levels to the implementation of elder academy courses and activities: (1) from understanding to involving; (2) from involving to caring; (3) from caring to reflection and learning. Sample 6 below shows the different levels of activities.

Sample 6: Activities on Different Levels

Activity / Course Level	Elder Academy Activities	No. of Senior Citizens	Participating Students
Level 1: from understanding to involving	Moral & Civic Education, Life Education series	40	S.1 to S.5 students, mainly reception work
	(1) [Harmony and care]		
	(2) [Introduction to Eco-tours]		
	(3) [Understanding shadow-play art]		
	(4) [Seminar on environmental protection]		
	(5) [Smoking and health]		
	(6) [Philosophy]		
	(7) [Garments through the ages]		
	(8) [Martial arts: An introduction]		
	Elder Academy Graduation Ceremony [2008 - 2010]	80	S.3 Pioneer Group
Level 2: from involving to caring	Library book recommendations and reading partnership	30	Library Club members
	Preparatory training for the elderly	-	S.2 Pioneer Group
	Elderly Christmas party	80	
	Old and young gala (first round)	80	Students from various classes / societies / teams
	Old and young gala (second round)		
	Mandarin singing lessons	40	Students with good results in Mandarin
	Elderly board games lessons		Committee and members of Chess Club/ Computer Club
	Elderly practical computer lessons		
	Handicraft class (first group)	20	Committee of Arts Club and Christian Fellowship
	Handicraft class (second group)		
	Elderly Wing-chun classes	20	Students of the martial arts club
	Elderly English classes	20	S.5 and English club
	Elderly home visits	40	Boy scouts and S.1 students
Level 3: from caring to reflection and learning	Elderly seminars (3 seminars) and thematic study Topics: Hong Kong specialty foods, tea rituals, home waste disposal	40	S.2 Pioneer Group
	Inter-generational harmony Contents: making life story album for the elderly and share their experiences with students	9	Young writers Readers' Corner

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- b.

Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy

Every Wednesday afternoon, the school arranges various OLE activities for S.1 to S.6 students; while for junior secondary school students, this is arranged once every two weeks. For each activity, the school assigns teachers in charge of OLE to assist the students and assess their performance. Students take up different roles depending on their abilities, interests and learning needs. Please refer to Sample 7 for details.

Sample 7: Different Roles and Activities for Students

Student Roles	Details of Activities
Participants	<p>Name of Activity: Young-Old Cooking class</p> <p>Role of the Elderly: Course tutors</p> <p>Details: Elderly people who are good chefs would teach students how to cook and make dishes together with the students in the school. Students can learn from the elderly not only cooking skills, but also how to cooperate with others, as well as having the opportunity to enjoy good food with everyone involved.</p> <p>Response: The activity is popular among the students; on top of learning to cook, they enjoy sharing about life with the elders. Besides, this activity counts towards time spent in OLE, killing two birds with one stone. However, given the space constraints of the Home Economics classroom in every lesson, only 4 senior citizens and 20 students can be accommodated, which does not satisfy the demand.</p>
Health Ambassadors	<p>Name of Activity: Elderly Health Workshop</p> <p>Details: Teaching the elderly basic knowledge about healthy living, with topics such as diabetes, gout and hypertension. Furthermore, the elderly can get their height, weight, blood pressure and urine glucose levels measured. The school invites retired nurses to teach 12 S.4 and S.5 students to be health ambassadors, learning basic knowledge about geriatric diseases, how to care for patients, the use of equipment for measuring blood pressure and urine glucose levels, as well as manners and skills in communicating with the elderly. This helps the elderly to better understand their health conditions. All training sessions and workshops count towards time spent in OLE, and students sign up voluntarily.</p>

Student Roles	Details of Activities
Young Tutors	<p>Name of Activity: Elderly Computer Class</p> <p>Details: Computer classes focus on teaching the elderly basic computer knowledge and enabling them to master new information technology. It helps them to keep up with the times and improve communication with others, so as to live happy and dignified lives.</p> <p>The classes are taught by an outside tutor, and usually consist of 8 to 10 sessions. To ensure that the elderly are kept up to speed, the elder academy arranges for students to be teaching assistants, providing one-on-one assistance to the elderly. Since students have been using computers since S.1, training provided for them mainly relate to communication skills, which are taught by tutors from the Sunshine Volunteer Group.</p> <p>Each computer lesson can accommodate 20 senior citizens, and if different student tutors are assigned to each lesson, it can provide OLE opportunities for 200 students. Since students are familiar with computers, this is not limited to students in S.4 or above; S.2 and S.3 students can also get involved in this activity.</p>

Elder Academies in Primary Schools, Secondary Schools, and Universities (Independent Mode)

C. Elder Academy in University (Lingnan University)

I. Objective of Tertiary Education

Lingnan University is a liberal arts education institution, a concept that can be traced back to classical times in both the western and eastern traditions. The “Confucian Six Arts” can be considered an all-encompassing paradigm of the arts, covering a wide range of pursuits from visual arts to archery. In a more contemporary interpretation, liberal arts education consists of three main areas: Humanities, Mathematics, and Social Sciences.

II. Structure and Operation of Elder Academy in the University

The Elder Academy at Lingnan is managed by Lingnan University’s Office of Service-Learning and Asia-Pacific Institute of Ageing Studies, and affiliated with Lingnan’s sister schools. Its main purpose is to co-ordinate interactions between the schools and provide support where needed. Please refer to Figure 8 for its structure.

LingnanU Elder Academy is a member of the Elder Academy at Lingnan. Through the educational activities of the university, the elderly can lead a vibrant senior life, maintain physical and emotional health, and enjoy a fulfilling retirement. The academy also trains elderly volunteers through its activities, who then become health ambassadors and researchers, or they may be invited to join the standing committee of the LingnanU Elder Academy, making contributions towards a better society and planning elderly educational activities. They may continue to serve in their senior years, and achieve “Elderly Education for the elderly, by the elderly”.

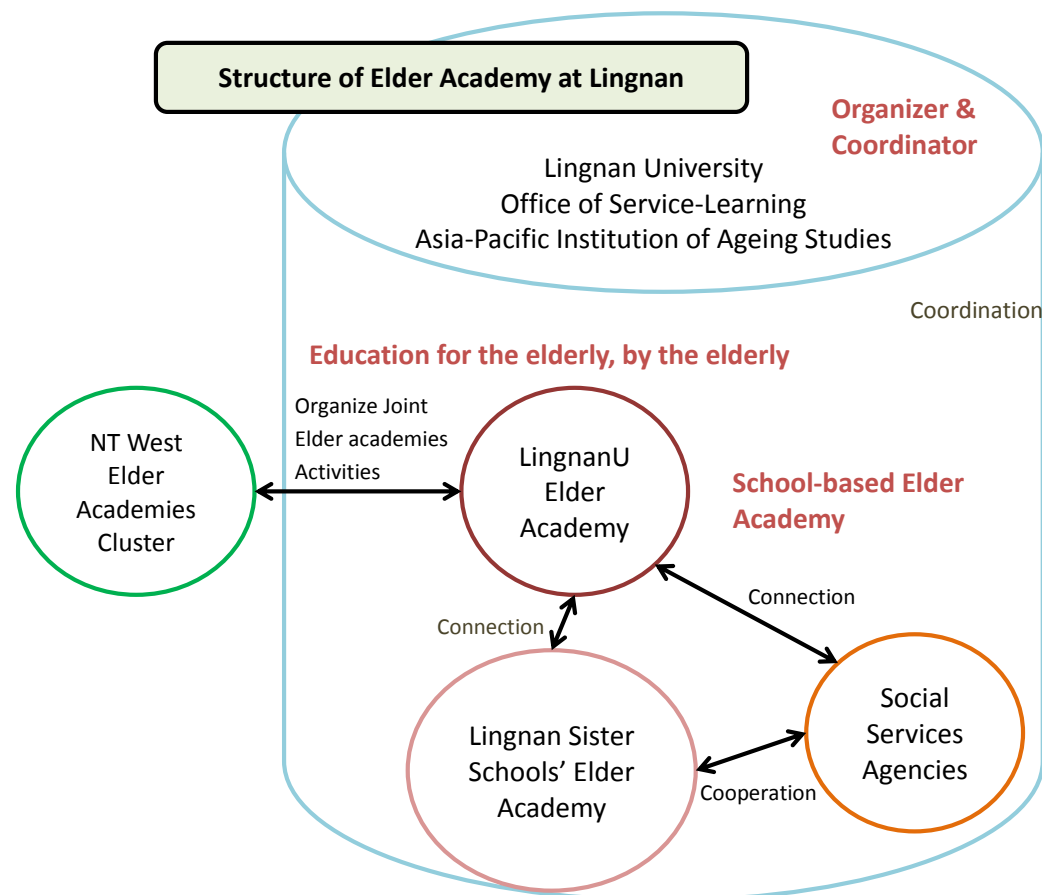


Figure 8: Structure of “Elder Academy at Lingnan”

III. Courses and Sample Activities

The course is mainly divided into two parts: sit-in program and other courses. The sit-in program is integrated into university courses. Courses in the sit-in program are selected by LUEA Council members according to what members are interested in, and they then contact the course instructors, who suggest a certain number of seats of the classes. The sit-in program can cater for elderly people with different education levels, interests and language abilities. Please refer to Sample 8 for details. The sit-in program is very popular among the elderly, so much so that they have to draw lots each term to determine who can obtain places in the courses.

Since Lingnan University incorporates service-learning into its undergraduate program, some sit-in courses also include the service-learning element. With the consent of course instructors, the elderly can choose to be involved in related service-learning projects according to their interests, participating in social services together with university students, and applying what they have learnt from the courses. As sit-in students, they do not need to do any homework, or take tests or examinations, but they are really engaged in the service-learning projects, where they not only make presentations with the university students, but they also, like other undergraduates, complete reflective essays and submit them to the course instructors for assessment (Sample 9).

Other courses are arranged by the LUEA Council according to the interests of members. Courses previously held include computer classes, financial management seminars, Traditional Chinese poetry appreciation, Sun-zi’s Art of War, guided tours and elderly study research projects. In particular, the Elder Learning Research Project is a special project. The elderly are welcome to participate in and complete the projects regardless of their academic qualifications. Please refer to Sample 10 for details and overview of the project.

Sample 8: Sit-in Programs

Sit-in Program Second Semester 2011- 2012		
Objectives	<ol style="list-style-type: none"> To use the facilities and resources of the school, elderly education is incorporated as part of the university's regular tuition, with students being study partners of the elderly; To develop knowledge and ability under the two-way learn-and-teach approach, and enable the elderly to learn and to contribute; To promote the message of intergenerational harmony. 	
Teaching and Learning Modes	<ol style="list-style-type: none"> The course is divided into two terms with each course lasting for 12 weeks; The elderly who have been successfully enrolled as sit-in students can attend classes with regular students; they can use the university library and the computer equipment within, but do not have to sit any examinations; Sit-in students with 80% attendance or above can receive an attendance certificate. 	
No. of Participants	Senior citizens: 104	
Year level	Year 1 to Year 4	
Sit-in Courses	<ul style="list-style-type: none"> CDS251 Digital Imaging & Photography CHI105 Modern Chinese Literature CHI111 Chinese Etymology CHI114 Modes of Chinese Writing CHI209 Taiwan Literature CHI216 Modern Chinese Language CHI235 Classical Chinese Prose CHI238 Media Writing CHI239 Classical Chinese Drama CHI323 Selected Readings in Yuan Qu CHI326 Selected Readings in Chinese Prose CHI328 Special Topics in Classical Chinese Grammar CUS132 Cultural Transformation in Modern Chinese 	<ul style="list-style-type: none"> CUS317 Narrating Hong Kong ECO209 The Hong Kong Economy GEB236 Contingencies and Necessities in Life GEC369 A Cultural History of Water LCE202 Public Speaking and Presentation Skills PHI116 History of Chinese Philosophy: From Wei Jin to Ming PHI232 History of Chinese Philosophy: Wei Jin–Ming SOC333 Health, Illness and Behaviour VIS101 Introduction to Chinese Art VIS255 Art and Wellbeing CUS314 Hong Kong Popular Culture

Sample 9: Service-Learning Project

Name of Course	VIS255 Art and Wellbeing
Objectives	Art has a healing power towards emotion. The course investigates how art influences one's wellbeing theoretically and practically.
Teaching and Learning Modes	<ol style="list-style-type: none"> Lectures and Service-Learning; Students will form groups, work together with experienced art facilitators, and serve in the community; The elderly will join in different groups according to their time and interests to serve the community with the university students. After the activities, they have an evaluation and presentation with the students.
No. of Participants	Senior citizens: 4; Students: 25
Student Year Level	University Year 2 and Year 3
Service Projects	Ethnic Minority Children Community Art Program, Ethnic Minority Children Drama & Art Program, Youth Visual Art Program, Art on Wheels, Elderly Creative Art Workshop

Sample 10: Elder Learning Research Project

Name of Course	Elder Learning Research Project	
Objectives	<ol style="list-style-type: none"> To develop elder's interest in academic research; To provide training on research skills; To analyze the effectiveness of elder academy courses currently available; To examine elderly education policies and determine future development directions; To improve intergenerational communication and harmony by having the participation of both the elderly and young in research projects. 	
Teaching and Learning Modes	<ol style="list-style-type: none"> Workshops on research skills (10 3-hour sessions); Group discussions and consultation meetings; Implementing research plans, reporting research findings and compiling reports; Participating in academic conferences. 	
No. of Participants	Senior citizens: 17	
Course Outline	<ol style="list-style-type: none"> Research overview Introduction to research Guides on literature review Information gathering Devising and revising research plans; peer assessments 	<ol style="list-style-type: none"> Data analysis Final revision of research plans Compilation of research reports Reporting research results: methodology and techniques Report research results

As mentioned above, there are elder academies operating in 104 primary and secondary schools as well as 7 tertiary education institutions of Hong Kong. The schools can design educational themes, drawing on the objectives set by the Education Bureau, and arrange courses and activities according to these themes.

While independent operations have their advantages, such as academies collaborating and designing activities with organizations and on their own, there are also some drawbacks. First of all, activities lack variety due to different reasons (such as insufficient manpower and resources). The elderly can only participate in a limited selection of activities in these elder academies. Secondly, due to the lack of communication among elder academies, a lot of activities are duplicated, and the number of participating elderly in each academy is low, resulting in an excess supply of activities. Thirdly, if the elderly want to join different activities, they will need to go to other centres. While attending different academies may extend their social network, it may turn out to be futile if academies do not communicate with each other.

Owing to the above situations, co-operation between elder academies can make up for what is lacking in independent academies. Academies in different districts can communicate, share their experiences and co-ordinate the courses they offer. By doing so, they can jointly establish objectives and modes of co-operation, avoiding needless competition for participation of the elderly, as well as expanding the scope, selection and variety of the courses.

A. Co-operation of Elder Academies

In view of the development of elder academies, the Elder Academy Development Foundation Committee established the “Elder Academies in West New Territories Management Committee”, and the NT West Elder Academies Cluster. Beginning with 10 elder academies in Tuen Mun district, the academies in the cluster are the first that run on the collaboration mode. Within this structure a progressive academic learning system is adopted, as well as standards for recognition of transferrable elder academy course credits, adding flexibility and choices to courses available to the elderly. Below is a brief introduction of the NT West Elder Academies Cluster.

I. NT West Elder Academies Cluster

a. Objectives of Establishment

In the policy address of 2009–2010, it was announced that the elder academies were to be fully developed, in keeping with the direction of “Active Ageing”. In order to do so, the existing elder academies had to be further developed, constructing a unified agenda for progress with consensus of all academies involved. The NT West Elder Academies Cluster was officially established in 2011.

The network was established in order to achieve the three main goals below:

1. Standardize the types, levels and arrangements for progression of the “progressive” courses;
2. Establish a course credit transfer system, in order to better utilize resources of the academies;
3. Standardize course grade records, commend and reward the elderly who have successfully completed the courses.

On top of the above, the network also hopes to strengthen interactions among academies and share their educational success through various district based joint school activities.



Part 7 Collaboration between Academies (co-operations)

Collaboration between Academies (co-operations)

b. Members

The establishment of the NT West Elder Academies Cluster, originating in the Tuen Mun district, would not have been possible without the support and participation of individual academies. As of November 2012 there were already 20 elder academies within the network. We believe that there will be more academies from other districts joining the network. Please refer to Table 6 for a list of the academies.

Table 6: Members of the NT West Elder Academies Cluster

	Elder Academy	School	NGO
1	Yan Shun Elder Academy	Yan Oi Tong Tin Ka Ping Secondary School	ELCHK Tuen Mun Enhanced Home and Community Care Services
2	Tuen Mun Elder Academy	Yan Chai Hospital No.2 Secondary School	NAAC Tuen Mun District Integrated Home Care Service Centre
3	Tuen Mun Law Chan Chor Si Elder Academy	Yan Chai Hospital Law Chan Chor Si Primary School	Yan Chai Hospital Mrs. Tsang Wing Neighbourhood Elderly Centre
4	Ho Sik Nam Elder Academy	Yan Chai Hospital Ho Sik Nam Primary School	Yau On Lutheran Centre for the Elderly
5	Sze Yin Elderly College	SMKMCF Ma Ko Pan Memorial College	Asian Association for Lifelong Learning NAAC Tuen Mun District Integrated Services Centre for the Elderly
6	San Wui Commercial Society Secondary School Elderly Academy	San Wui Commercial Society Secondary School	Pok Oi Hospital Wong Muk Fung Memorial Elderly Health Support & Learning Centre
7	Fuk Tong Elder Academy	CCC Hoh Fuk Tong College	Yan Oi Tong Woo Chung District Elderly Community Centre
8	Lok Yi Elder Academy	Christian Alliance College	Jockey Club Tuen Mun Home for the Aged Blind
9	Tam Lee Lai Fun Elder Academy	CCC Tam Lee Lai Fun Memorial Secondary School	NAAC Fu Tai Neighbourhood Elderly Centre
10	LingnanU Elder Academy	Lingnan University Office of Service-Learning, Lingnan University Asia-Pacific Institute of Ageing Studies, Lingnan University	NT Women and Juvenile Welfare Association Watt Pak U Memorial Social Centre for the Elderly
11	Sik Sik Yuen Ho Dao Elder Academy	Ho Dao College (Sponsored by Sik Sik Yuen)	NT Women and Juvenile Welfare Association Watt Pak U Memorial Social Centre for the Elderly
12	HKSKH Tung Chung Elder Academy HKFEW Wong Cho Bau Centre	Tung Chung Hong Kong Federation of Education Workers Wong Cho Bau Secondary School	Hong Kong Sheng Kung Hui Tung Chung Integrated Services

	Elder Academy	School	NGO
13	Buddhist Yip Kei Nam Memorial College Elder Academy	Buddhist Yip Kei Nam Memorial College	Hong Kong Society for the Aged Chan Tseng Hsi Kwai Chung District Elderly Community Centre
14	Lingnan Dr Chung Wing Kwong Memorial Secondary School Elder Academy	Lingnan Dr Chung Wing Kwong Memorial Secondary School	ELCHK Kwai Chung Neighbourhood Elderly Centre Lai King Baptist Church & Bradbury Social Centre for the Elderly
15	YLCSS Caritas Elder Academy	Yuen Long Catholic Secondary School	Caritas Hong Kong Elderly Service Caritas District Elderly Centre – Yuen Long
16	YCH Lim Por Yen Secondary School Elder Academy	YCH Lim Por Yen Secondary School	Yan Chai Hospital Fong Yock Yee Neighbourhood Elderly Centre
17	Pak Kau Caritas Elder Academy	Pak Kau College	Caritas Hong Kong Elderly Service Caritas Tin Yuet Elderly Centre
18	Pui Shing Elder Academy	Pui Shing Catholic Secondary School	Yan Chai Hospital Wan Shing Memorial Day Care Centre for the Elderly
19	Queen Elizabeth Old Students' Association Education Centre Elder Academy	QES Old Students' Association Secondary School QES Old Students' Association Education Promotion Organization	NAAC Tin Shui Neighbourhood Elderly Centre Pok Oi Hospital Chan Ping Memorial Neighbourhood Elderly Centre
20	Tai O Elder Academy	Buddhist Fat Ho Memorial College	Hong Kong Young Women's Christian Association Tai O Community Work Office

Collaboration between Academies (co-operations)

c. Progressive Courses and Joint School Activities

i. Progressive Courses

a) Background

The elderly go to the elderly academies for different learning goals and reasons. Some of them look for meaningful ways to spend their time, some want to acquire knowledge, and some sincerely hope to engage in professional learning. In order to provide the elderly with more precise learning objectives, the network has a progressive academic learning system and credits are transferable. All academies also keep records of the elderly students, in order to allow for cross-academy studies and application for certificates.

Progressive Courses: Objectives and Mode of Operation

Objectives:

1. To provide clear learning objectives to enhance the elderly's learning motivation;
2. To centralize course planning in order to minimize resources for making teaching materials in each academy;
3. To standardize course contents, resulting in higher recognition of the courses;
4. To allow the elderly access to continuing education within the community they live in.

Mode of Operation:

The network sets out a framework of compulsory subjects (information technology course and health education course), so that teaching staff of the academies can teach based on standardized syllabi, and qualified students can progress to intermediate and advanced courses. The academies can freely offer compulsory courses, allowing the elderly to choose an elder academy depending on where they live.

Transferable Credits: Objectives and Mode of Operation

Objectives:

1. To fully utilize the resources of the academies;
2. To improve flexibility of the courses, making it easier for the elderly to enroll.

Mode of Operation:

This offers academic credentials and academic progress certificates for the elderly to apply. The elderly can enroll with any academy within the network. When they finish their courses they can register with the network, and certificates will be centrally awarded to the elderly at the network's annual graduation ceremony.

b) Course Planning Procedures

1 Information Gathering, Consolidating, Meeting and Formulation

Information technology and health education are compulsory courses and offered in every academy, so gathering information for these subjects is easier. These courses are practical, allowing the elderly to apply what they have learnt in everyday life. First of all, teachers in the network form an "editorial committee" (see Table 7), collecting teaching materials from the academies, integrating them and formulating course syllabi. The committee regularly reviews the teaching materials to ensure that they keep up with real world changes and cater for the needs of the elderly.

Table 7: Editorial Committees

Information Technology	Health Education
Chairman: Mr. Cheung Sau Wan (Yan Chai Hospital No.2 Secondary School)	Chairman: Mr. Chan Kai Fat (Yan Chai Hospital No.2 Secondary School)
Members: Mr. Lo Yiu Man (Yan Chai Hospital No.2 Secondary School), Ms. Cheung Ka Po (Yan Chai Hospital Law Chan Chor Si Primary School), Ms. Cheung Zi Man (Yan Chai Hospital Ho Sik Nam Primary School)	Members: Ms. Man Yin Kei (CCC Tam Lee Lai Fun Memorial Secondary School), Lingnan University students

2 Approval and Implementation

After editing by the "editorial committee", their work is then passed on to the "evaluation committee" for approval (see Table 8). The "evaluation committee" consists of professional members, who make comments and suggestions to the "editorial committee" where necessary.

Table 8: Evaluation Committees

Information Technology	Health Education
Chairman: Mr. Yeung Chi Hei (Yan Chai Hospital No.2 Secondary School)	Chairman: Dr. Chan Tat, Eddie (New Territories West Private Practitioners' Network)
Members: Mr. Fung Chi Kai (Yan Chai Hospital Law Chan Chor Si Primary School), Ms. Cheung Zi Man (Yan Chai Hospital Ho Sik Nam Primary School)	Members: Mr. Chan Cheung Fung (registered Chinese medicine practitioner, doctor of medicine), Mr. Wong Ka Fai (Assistant Professor, Nursing Department, The Open University of Hong Kong)

Collaboration between Academies (co-operations)

ii. Joint Academy Activities

Other than compulsory courses, members of the network also hold various joint school activities. These extra-curricular activities enhance knowledge learnt in the classroom, while also encouraging social interaction among the elderly outside classroom.

Members of the network are responsible for different types of joint-academy activities, such as seminars, excursions and so on. The coordinating academy designs the contents and coordinates tasks such as the logistics, and invite participation from member academies in the network. Please refer to the course and activity sample session for the types of activities and their details.

B. Course Samples

I. Progressive Courses

It mainly consists of the two compulsory courses, namely information technology and health education. Within the network, if the elderly complete a certain number of compulsory and elective subjects, not only can they enjoy a more comprehensive learning experience, but can also receive a certificate of progress. As aforementioned, since information technology and health education are compulsory subjects, more materials and teaching experience are available for their course planning, and hence it is more appropriate to formulate course frameworks and edit materials for them. The course framework is only a reference for the academies; academies can exercise their discretion in the actual teaching, depending on the levels of the elderly.

The course is divided into three levels, introductory, intermediate and advanced, with two terms in each level. The introductory and intermediate levels are taken up by the elder academies operating in primary and secondary schools, while the advanced levels are offered by Lingnan University. In order to encourage intergenerational interaction, the university may incorporate service-learning elements into the courses or let university students receive the same training together. There is assessment at each level, deepening the elderly's understanding of the course content and enhancing its retention. The elderly can choose whether to be assessed in order to progress to the next level. The two courses will be further described in the following sessions.

a. Information Technology

This course is divided into three levels, introductory, intermediate and advanced. One course is taught in each of the two terms, where each course consists of six 1.5-hour lessons. There are two special features of the course: (1) From easy to difficult—from the very basics of turning the computer on and off, and getting to know about each of the parts, to the design and installation of computers; (2) Practical—knowledge of the Internet is covered even on the introductory level, increasing the elder's interest in computers. Course content also caters to the needs of the elderly in communicating with young people and the rest of the world, and are highly applicable. The course outlines are as follows:

i. Information Technology Course (Introductory-Term 1)

Lesson	Contents
1	Basic computer knowledge (1): Differences and functions of software, hardware and accessories (main unit, monitor, keyboard, mouse and handwriting pad) and; instructions on how to turn the computer on and off.
2	Basic computer knowledge (2): First attempt at using a computer, utilizing simple software such as Word, Media Player, and using a CD.
3	Basic Windows operations (1): Brief introduction to Windows; usage of common programs such as Word.
4	Chinese input: Sucheng input method—introductions on the keyboard layout and input codes, how to break down Chinese characters, and hands-on experience.
5	Basic Windows operations (2): Introduction to another commonly used program: IE browser.
6	Internet use: Use Yahoo for reading news and as a search engine.
7	Assessment.

ii. Information Technology Course (Introductory-Term 2)

Lesson	Contents
1	Brief introduction to basic computer knowledge. Description of Windows and instructions on its basic operation; learning to save files, and manage folders and the desktop.
2	Chinese input (1): Sucheng input method—getting familiarized with the keyboard layout and input codes, learning how to break down Chinese characters, and practicing actual input (10 words).
3	Chinese input (2): Sucheng input method—practicing breaking down Chinese characters (10 words).
4	Chinese input (3): Sucheng input method—practicing and reviewing breaking down Chinese characters (6 words).
5	Surfing the Internet (1): Registering for an email address, sending and receiving emails, using an address book, saving a draft.
6	Surfing the Internet (2): Learning about e-cards, email attachments, and practicum.
7	Assessment.

Collaboration between Academies (co-operations)

iii. Information Technology Course (Intermediate-Term 1)

Lesson	Contents (* Advanced learning)
1	Introduction to the Internet: World Wide Web (www), email and *anti-virus software.
2	Search engine power-up: Yahoo, Google, email, *blogging and uploading documents.
3	Chat tools: revising input methods, knowing and using MSN (or other chat tools) and *webcams.
4	Use of digital cameras, scanners, flash memory, managing and *photo editing and Picasa.
5	Making an online album, uploading and sharing photos.
6	Downloading Winzip: archive and extract (using Winzip).
7	Assessment.

iv. Information Technology Course (Intermediate-Term 2)

Lesson	Contents (* Advanced learning)
1	Picasa: photo management—sorting and editing.
2	PowerPoint: Prepare briefing materials and greeting cards.
3	Using Word (1): font, font sizes, font colors, alignment, numbering, page numbers, saving a file.
4	Using Word (2): Inserting charts and backgrounds, inserting pictures and symbols, page orientation and margins, fields
5	Using search engines: Yahoo, Google, using blogs—adding pictures and editing texts.
6	Using YouTube and tvb.com.
7	Assessment.

v. Information Technology Course (Advanced-Term 1)

Lesson	Contents
1	Introduction to computer knowledge, surfing the Internet, and getting to know different file names and extensions: doc, xls, jpg, gif etc.
2	Introduction to the functions of various computer hardware: hard disk, RAM, motherboard, CD-ROM, sound card etc.
3	Installation of computer hardware: main unit, monitor, mouse, keyboard and printer (including software).
4	Installation, uninstallation and usage of software: introducing anti-virus software.
5	Burning different types of discs: music, movie clips and data.
6	Wi-Fi services: using laptops and mobile phones.

vi. Information Technology Course (Advanced-Term 2)

Lesson	Contents
1	FrontPage (1) [#] : making simple text WebPages; Setting up links to different pages.
2	FrontPage (2) [#] : adding pictures to text WebPages, and uploading the web pages.
3	Window Movie Maker (1): making photos into movie clips
4	Window Movie Maker (2): adding texts to movie clips
5	Facebook: registering for an account, and learning about Facebook.
6	Facebook: checking the inbox, uploading photos, making comments and brief introduction to mini-games.

Lingnan University students are in charge of the Advanced Courses. They may adjust the course as they see fit in order to cater for the needs of the elderly and the current trends.

Collaboration between Academies (co-operations)

b. Health Education

The health education course is divided into three levels, introductory, intermediate and advanced. The introductory and intermediate levels are taught in the elder academies operated by primary and secondary schools, just like the information technology course, and are divided into two terms. The introductory courses teach the elderly basic knowledge about their own bodies, and through a shift in their mindset they can take good care of themselves and take preventative measures. On intermediate levels the elderly get to understand different sicknesses and specific ways of prevention and cures for them. Advanced courses are conducted by the university, teaching more in-depth knowledge about sicknesses, increasing the elderly's awareness towards them, and enhancing their nursing and caring knowledge. Practicum and services are also arranged for the old and young to work together, so that the elderly can put what they have learnt into use, and also allow the young people to earn work experience.

i. Health Education Course (Introductory-Term 1)

Lesson	Contents
1	Knowing your body: human visceral structure and functions- heart, liver, lungs, kidneys, small and large intestines and stomach.
2	Knowing your body: human visceral structure and functions of different body parts-brain, bones, skin and nerves.
3	The ageing process: Ageing and changes in different aspects, such as the body, emotions and social status.
4	Diet and Dental Care The food pyramid: learning simple facts about food and nutrition, the needs of different age groups, as well as types of food suitable for the elderly. Dental care: learning about its importance and how it should be done; learning about the different types of dentures and how to take care of them.
5	Health care for the elderly: healthy living habits, everyday life arrangements, rest, diet, exercising, body checks, social and family relationships and spiritual practices. Mental health: emotions and emotional health for the elderly.
6	Simple first aid: basic first aid theories.

ii. Health Education Course (Introductory-Term 2)

Lesson	Contents
1	Common health problems for the elderly and their causes: hyperlipidemia, hypertension, hypotension, diabetes, osteoporosis, cataract and sexual health.
2	Simple first aid: simple practical bandaging (1).
3	Emotional health: understanding emotions and emotional health for the elderly, sources of stress and how to deal with them.
4	Simple first aid: simple practical bandaging (2).
5	Differences between western and Chinese medicine and its precautions: Dietary restrictions? Should Chinese and western medicine go together? Notes about the counter medicines.
6	Exercising for the elderly: benefits of exercising and types of exercise (aerobic and non-aerobic exercises); what parts of the body to train and what exercises are suitable for the elderly. (Introduction to weight training and aerobic exercises for the elderly).

iii. Health Education Course (Intermediate-Term 1)

Lesson	Contents
1	Habits and health: smoking, drinking and their effects. Eating habits and health: eating and illnesses: osteoporosis, diabetes, coronary artery heart disease, (CAHD), hypertension, and strokes.
2	Health care through Chinese medicine: Chinese medicine theories, the four diagnostic methods of traditional Chinese medicine, pulse manifestation, "Qi", coldness and heat, vacuity and repletion, and simple Chinese medicine prescriptions and healthy soups.
3	Health care through western medicine: western medicine theories, effects and ingredients of medicines; over-the-counter medicines: cold medicines, vitamins, orthopedics medicine.
4	Introduction to the causes, symptoms and effects of cancer: forming of tumors (benign and malignant); common cancers: lung cancer, liver cancer, colon cancer, cervical cancer, prostate cancer etc., and how they affect the body.
5	Common treatments of cancer: chemotherapy, radiation therapy, laser therapy, traditional surgery, minimally invasive surgery, etc.
6	Introduction to exercises suitable for the elderly: basic lawn bowl lessons.

Collaboration between Academies (co-operations)

iv. Health Education Course (Intermediate - Term 2)

Lesson	Contents
1	CAHD: causes, signs, symptoms, treatment, prevention and emergency help.
2	Ailments of the lungs / lung cancer: causes, signs, symptoms, treatment and prevention.
3	Ailments of the liver / liver cancer: causes, signs, symptoms, treatment and prevention.
4	Stroke: types of stroke, causes, signs, symptoms, treatment and prevention.
5	Depression and psychosomatic disorders: types, causes, signs, symptoms, treatment and prevention.
6	Parkinson's disease and dementia: causes, signs, symptoms, treatment and prevention.

v. Health Education Course (Advanced - Term 1)

Lesson	Contents
1	Ways to Gain Happiness (1)
2	Ways to Gain Happiness (2)
3	Happy Lawn Bowl (1)
4	Happy Lawn Bowl (2)
5	Prevention of Alzheimer's Disease
6	Taking care of Alzheimer's Disease Patients

vi. Health Education Course (Advanced - Term 2)

Lesson	Contents
1	Life and Death Education (1)
2	Life and Death Education (2)
3	Visit (1): Tuen Mun Hospital Day Hospice Centre
4	Introduction of Hospital Authority Organization Structure, Rights of Elderly and Embracing Inclusion between Paramedics and Patients (1)
5	Introduction of Hospital Authority Organization Structure, Rights of Elderly and Embracing Inclusion between Paramedics and Patients (2)
6	Visits (2): Department of Physiotherapy, Tuen Mun Hospital

II. Joint Academy Activities

The academies hold different activities each year, as an extended form of learning as well as social gatherings. There are different types of activities, conducted by different academies. These include “Know more about Organic Farming and Nutritional Therapy”, “Elder Academy CNY Celebration and Yuen Yuen Institute Donation Ceremony”, “Intergenerational New Year Celebration” booth games, “Dance with Passion”, “Intergenerational Summer Camp 2012 at Lingnan University”, “Joint Academy Graduation Ceremony”, as well as many other seminars and excursions. Samples 11 to 14 provide examples of four different types of activities for the readers' references.

Sample 11: Joint Academy Seminar—Children's Education: Building an Up-to-Date Role Model

Name of Activity	Children's Education—Building an Up-to-Date Role Model
Objectives	<ol style="list-style-type: none"> 1. To teach the elderly how to teach young children as grandparents in this ever-changing age and in keeping with the current concepts of education; 2. To learn to build a good relationship with their grandchildren.
Details	<p>Seminar given by Professor Lui Ling-ye, who is an experienced educator. In this seminar, she talks about:</p> <ul style="list-style-type: none"> • The characteristics of today's Hong Kong children, stress and difficulties involved in grandparenting; • The importance of being role models, and how to fulfill the expectations of the children, their parents and schools.
Participants	Senior citizens: 100

*Collaboration between Academies (co-operations)**Sample 12: Joint Academy Activity (1)—Intergenerational Summer Camp 2012 at Lingnan University*

Name of Activity	Intergenerational Summer Camp 2012 at Lingnan University
Objectives	<ol style="list-style-type: none"> 1. To host an educational activity with the theme "Health and Emotions" for the elderly, primary and secondary school students in the university; 2. To allow the elderly to experience university learning modes and dormitory life, learning and interacting with young people and working towards intergenerational harmony.
Details	Thematic seminars, booth games and thematic exhibitions, group activities, workshops, etc.
Participants	Senior citizens: 113; Students: 44
Year Level of Students	Primary 4 to University Year 3
Roles of the Elderly	<ol style="list-style-type: none"> 1. Hosts of the activity: organizing the camp 2. Working staff: taking roll calls and leading activities 3. Team leaders: gathering team members and following up on their duties 4. Participants: taking part in the camp activities
Roles of the Students	<ol style="list-style-type: none"> 1. Team leaders: gathering team members and following up on their duties 2. Working staff: taking roll calls, leading activities 3. Participants: taking part in the camp activities

Sample 13: Joint Academy Activity (2)—Dance with Passion

Name of Activity	Dance with Passion
Objectives	To raise the elderly's interest in art by providing them with quality artistic performances
Details	Artistic performances
Participants	Senior citizens: 200; Students: 30
Year Level of Students	Primary 4 to University Year 3
Roles of the Elderly	Participants of the event, where they enjoy themselves by dancing along with the performers.
Roles of the Students	Dance with the elderly on the stage to demonstrate a harmonious relationship between two generations.

Sample 14: Joint Academy Activity (3) —New Year Celebration for All Ages

Name of activity	New Year Celebration for All Ages
Objectives	<ol style="list-style-type: none"> 1. To uphold the sense of worthiness and spirit of lifelong learning; 2. To promote intergenerational harmony, enabling the elderly to proactively participate in the community, living their lives to the fullest; 3. To donate proceeds to "Save the Children-Hong Kong", contributing to society.
Details	A working committee is jointly formed by 11 elder academies, teachers and students which are responsible for organizing and operating the function.
Participants	Senior citizens: 29; Students: 119
Year level of students	Form 3 to University Year 3
Roles of the Elderly	To make Chinese New Year ornaments and handicrafts, do Chinese calligraphy Fai Chun and help selling goods.
Roles of the Students	Planning, promotion, management and selling goods.

III. Other Courses

In the through-train learning model, besides the compulsory subjects of information technology and health education courses, various electives have to be completed. The academies offer different courses and interest classes depending on their resources and specialties, to broaden the horizons of the elderly. Please see below for a list of other courses offered by different academies. Each year, available courses are announced through the newsletters of NT West Elder Academies Cluster, where the elderly can check what is available and enroll in the courses. Please refer to Table 9 for the courses.

Collaboration between Academies (co-operations)

Table 9: Courses Previously Offered (Information technology and health education courses are not included)

Academy	Courses
Yan Shun Elder Academy	Bakery class, handicraft class, etc.
Tuen Mun Elder Academy	Calligraphy class (Term 1/2), English class, photography class, etc.
Tuen Mun Law Chan Chor Si Elder Academy	Advanced calligraphy class, music class, etc.
Ho Sik Nam Elder Academy	Beginners' English, Advanced English, calligraphy class, etc.
Sze Yin Elderly College	Beginners' elderly English conversation class I & II, etc.
San Wui Commercial Society Secondary School Elderly Academy	Cooking classes, etc.
Fuk Tong Elder Academy	Practical computer operation class, practical digital camera operation class, etc.
Lok Yi Elder Academy	Literature appreciation: 300 Tang poems, literature appreciation: Three Word Classics, elderly music workshop (singing and percussion), DIY handicraft class, etc.
Tam Lee Lai Fun Elder Academy	Wu style Tai-chi class, Cantonese opera karaoke class, Mandarin class, calligraphy and painting class, bowling class, dance class, etc.
LingnanU Elder Academy	Sit-in program, Elder Learning Research Project, etc.
Sik Sik Yuen Ho Dao Elder Academy	Fun English class, calligraphy class, social dance class, gateball class, etc.
HKSKH Tung Chung Elder Academy HKFEW Wong Cho Bau Centre	Table-top games, wool blanket weaving, class multi-generation camp, leather class, Shaolin Kung-fu health and fitness class, etc.
Buddhist Yip Kei Nam Memorial College Elder Academy	"Magical Illusion", balloon twisting class, new year decoration crafting class, etc.
Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy	Kung-fu class (square form), cooking class for all ages, health angels training class, etc.
YLCSS Caritas Elder Academy	Arts: folk art, music, dance and photography class; language: Mandarin, English speaking, sign language class, etc.
YCH Lim Por Yen Secondary School Elder Academy	Latin dance class, fun English class, handicraft class, etc.
Pak Kau Caritas Elder Academy	New year decoration crafting class, South Asian culture and folklore class, scarf knitting class, "Living a happy life", etc.
Pui Shing Elder Academy	"Eight Brocades" health and fitness class, guitar class, ping pong class, acupuncture health and fitness class, western delicacies class, etc.
Queen Elizabeth Old Students' Association Education Centre Elder Academy	Chinese medicine health and fitness class, Dim-sum class, handicraft class, calligraphy class, etc.
Tai O Elder Academy	Chinese characters class, English conversation course, sports class - Rouliqiu, etc.

C. Partnership and Co-ordination Among Elder Academies

Partnerships among elder academies consist of different parts, namely the partnership between schools and organizations, that among different elder academies, and that between academies and the elderly.

I. Schools and Organizations

Elder academies involve cross-sectoral and cross-disciplinary partnership. Regular meetings are held between schools and organizations, to discuss about the roles and development of the elder academies. The schools' efforts mostly go to recruiting students to participate in elder academy activities, arranging suitable training, and planning activities with the organizations, while also providing academic support for the learning of the elderly and the students. The organizations in turn search for suitable teachers for the elderly, promote the activities to boost enrolment, and co-organize the activities with the schools.

Using Lingnan English Restaurant, a course provided by the Lingnan Primary Elder Academy, as an example, the school discusses with the organization on details such as time, human resources and teaching contents. The teachers then teach the students the relevant vocabulary and do exercises with them. At the same time, the organization invites the elderly to participate, and comment on the difficulty levels of the teaching materials, ultimately offering a class of high quality.

II. Partnership among Academies

One of the ways academies in the network partner is through discussion and work coordination at joint-school meetings. Since each academy has their own unique features and advantages, their experience sharing and exchanges definitely enhance the overall development of the Elder Academy. Academies can also partner with other academies to conduct activities on a large scale, pooling their wisdom and resources and benefiting more elderly and students. NT West Elder Academies Cluster, for example, regularly holds meetings to strengthen communication, share work experiences, understand common challenges and issues faced and work together in finding solutions.

Furthermore, the "Joint Academy Graduation Ceremony cum Intergenerational Summer Camp at Lingnan University" is also a good example, where the LingnanU Elder Academy provides the venue and support, while other academies invite the elderly's and the students' participation in activities, so that more can share the achievements of the elderly. The camp is livened up and becomes more representative.

Collaboration between Academies (co-operations)

III. Academies and the Elderly

After several years of development, the academies now have a multitude of enthusiastic elderly participants who are familiar with the operations of the academies. They form committees, and take part in the management work of the academies. The schools provide venues for use in the educational activities for the elderly, as well as professional advice, and take up certain administrative tasks. For the elderly committee, they draw up plans for courses and activities most suitable for the elderly from their point of view, while also assisting in the administrative work. This partnership enables the elderly to make use of their talents, achieve a sense of accomplishment, gain confidence, as well as sense of belonging to the academy. The academy can assist and train the elderly committee members, echoing their school motto, training students with valuable talents, which cater to the needs of society.

The LingnanU Elder Academy is a good example, whose council members plan their own activities, such as the tour guide training program. In the program, the experienced and professional elderly teachers take other senior citizens on excursions, and train those who are interested in becoming tour guides. The role of Lingnan University in this program is to supervise the activity to ensure its safety and that it adheres to laws and regulations, and also gives advice on the training, raising the academic value of the activity.



Part 8 Frequently Asked Questions (FAQ)

Frequently Asked Questions (FAQ)

A. How do we balance different needs and expectations of the young and old?

While harmony is important in intergenerational activities, as participants consist of both the old and young, who are from various backgrounds, they inevitably have different interests, learning needs and abilities. It is important that the needs and interests of both groups are catered to with a fine balance. We also tried to achieve this through delicate adjustments and careful considerations in the planning of activities.

In the case of Lingnan Primary Elder Academy, the elderly and students are on even footing, interacting with and learning from each other. The schools design different activities, taking into account their different interests, so that all participants can act as both tutors and students, sharing and learning in the process.

In the academies, the elderly are not only there to reap the benefits, but they also have to take an active role and contribute. What they contribute is their knowledge, experience, traditions and skills, so that the participating students can enjoy the process with the elderly, where both groups learn from each other with mutual respect and harmony. Activities include Wanchai Anecdotes, Intergenerational Summer Camp at Lingnan University, Quiz Competition and voluntary work, allowing the students to see the positive side of senior lifestyle.

Take the festival activities as an example: the elderly can explain to the students the characteristics and meanings of traditional festivals. When organizing the activities, the elderly and the students have their own responsibilities; some are teachers and some are participants. In the Mid-autumn festival activities, the elderly choose fruits and cuisine suitable for the occasion, while the students design entertaining games. In this process both groups have to keep the needs of each other in mind; the elderly need to take into account the tastes of the young, while the students have to consider the abilities of the elderly and the generations they are from. In this way, the elderly can discover what they have in common with the young, while the students get to learn outside classroom. The role of the staff of the elderly centre is very important in the process, as they have to keep in close contact with both groups in order to understand their needs, and encourage the groups to think from different angles and be sensitive to each other's needs.

B. How do the courses and activities suit elderly of different learning levels?

There are no restrictions in participating in the elder academies except the minimum age requirement. Since the elderly come from different walks of life with different experiences and education backgrounds, elderly students of different abilities might be in the same classes, leading to difficulties in both the teaching and learning.

Again, the Lingnan Primary Elder Academy can act as an example: the academy aims to offer different courses in different areas of learning, in order to cater to the needs of senior citizens from different backgrounds, with different interests and of different capabilities, and providing more opportunities for them to socialize at the same time. There are different ways of doing this. Firstly, different activities, including academic, science, technology and arts, are provided for the elderly to choose from. Also, since the academy has cooperated with two elderly centres, and many of the elderly are referred to the academy by the centres, courses can thus be designed by the centre staff, according to the interests and abilities of the elderly from their centres. Each elderly person can enjoy the opportunity to learn and participate in activities they are interested in and can afford in terms of ability. Regarding course design, those that allow the elderly to apply what they have learned in their everyday life are usually preferred; these include courses on diets, Chinese medicine, health care, self-help acupuncture massage and so on. Elderly of different abilities can thus live a vibrant senior life through learning at the academy.

Moreover, using the computer classes as an example, different academies have young students acting as young tutors, assisting the elderly in their learning one-on-one or at a one-tutor-to-two-senior-citizens ratio. This helps bridge the gaps in the learning ability of the elderly. Classes of different levels can be designed so that the elderly can choose the ones that match their learning goals and abilities. They can take the same class more than once, so that they can learn through repeated participation.

C. How do the elder academies gain support from school principals, teaching staff, students, parents/ Parent-Teacher Association (PTA) and social welfare organizations?

The operation of elder academies indeed requires the support of various stakeholders, such as school principals, teaching staff, students, parents, PTA and social welfare organizations. For schools, teachers already have enough on their plates in terms of curricula; for the students, their schedules are already packed with extra-curricular activities arranged by their parents in hopes of increasing the children's competitiveness; for the social welfare organizations, they always arrange activities for the elderly, and working with schools is actually new to them.

Frequently Asked Questions (FAQ)

Students may be reluctant to be involved in elder academy activities due to the lack of understanding, misconceptions about the elderly or burdensome homework. In the case of Lingnan Dr. Chung Wing Kwong Memorial Secondary School, in order to encourage students to participate in elder academy activities, the school requires that students in their three years of senior secondary education must attain a certain level or goal in social services, and services for the elderly must be included. Of course the school wishes that every student could take part in social services, learning the true meaning and important values of life. However, it is difficult and stressful to arrange opportunities for all students to serve the elderly. Schools therefore should not set their hopes too high, but should instead try out the arrangements for a period of time and then work out the best mode and way after assessing the situation and adjusting accordingly. Experience tells us that there are many students out there who truly want to serve the elderly, regardless of whether the efforts count towards their study hours.

The principal and teachers of Lingnan Primary School all agree with the principles of the elder academies. They are eager to nurture a culture of respecting the old within the school, enriching the students' life experiences, cultivating in them honour for and gratitude towards the elderly, enhancing their recognition towards the contribution the elderly have made to society, and inspiring them to express care for the old. During the Shanghai World Expo, for example, the students had the opportunity to act as Mandarin teachers, teaching the elderly Mandarin phrases commonly used when traveling. Students also explained the transportation and currencies in Shanghai, so that the elderly had a better understanding of the World Expo. The activity nurtured the students' spirit to serve, as well as helped the elderly to move with the times, while at the same time improving intergenerational communication.

The support of parents is also very important in the development of elder academies. The parents think that elder academy activities can instill good morals in their children, help them learn to interact with and respect the old, and cultivate their passion for serving the elderly. The parents also act as role models, attending the flag-selling activity and other charity functions together with their children and serving society together.

In terms of human resources, the Lingnan Dr. Chung Wing Kwong Memorial Secondary School believes that the responsibility of organizing elder academy activities cannot be shouldered by only one or two teachers. Not only would this affect the effectiveness but the sacred task of running the elder academies would become something tedious. The school's basic strategy is to assign one teaching assistant to help several teachers responsible with the administrative work and co-coordinating with organizations involved in elder academy, in order to alleviate the stress borne. Furthermore, since the activities are held during times assigned for OLEs, teachers who are in charge are also there to help supervise the students and conduct the activities, sharing the responsibilities and achieving good results.

Social welfare organizations have always organized activities for the elderly, but the elderly mainly play the role of participants. As both the organizations and the elderly themselves have expressed the view that while the elderly enjoy the company of and talking to those of similar ages and who share a common language, they would also like to hang out with energetic young people. Moreover, activities run by organizations tend to duplicate themselves and the elderly have few options to choose from. Partnering with schools in elder academies bring about fresh insights that are lacking in their regular activities. Through this platform, the elderly can get to know young people and be influenced by their energy. Also, because schools have different focuses every year, synergy can be created in their collaboration with the organizations, so that there would be new activities and ideas, and that the quality of the services can be improved, attracting more elderly to participate and to get to know more about the organizations. This is indeed creating a win-win situation.

D. How are the courses balanced and adjusted to cater to elderly living in different districts or who have different abilities?

Each community has different population make-ups, age distributions, and of course people who have different learning goals and abilities. As the Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy points out, because in every community there are elderly from different backgrounds, of different social and economic standings, their interests and abilities can indeed be quite different. Whether the courses meet the needs of the elderly depend on how well the organizers understand the characteristics of the elderly living in the school's local community. Success largely depends on support from and communication with the partnering organizations.

Our experience suggests that the learning pace and abilities of the elderly are different from regular students. Therefore, when inviting professionals or students from the schools to act as teachers or tutors, we must pay attention to whether they have enough experience of teaching the elderly, and whether they are able to assess the elders' abilities and understand their personalities, or else the learning progress and effectiveness of the elders' learning would be negatively affected. As for the problem caused by differences in the abilities of the elderly within the same class, the best solution is timely assistance provided by young tutors.

Frequently Asked Questions (FAQ)

E. How are activities arranged given the differences between the schools' timetables and that of elderly centres?

Elder academies are formed by schools and social welfare organizations. For the schools, they operate following school years, starting from September each year and ending in August of the following year, with July to August being the summer holidays, when there are no students or school activities. Social welfare organizations, however, are run following fiscal years, starting from April and ending in March the following year. Since they operate on different yearly plans it can be difficult to co-ordinate activities between the two. It becomes increasingly difficult if a school partners with more than one organization, all working with different schedules and objectives.

The Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy is formed by one secondary school and two social welfare organizations. Due to the many differences between the operations of schools and that of the collaborating organizations, it is ideal that the school maintains close contact with the partnering organizations so as to avoid needless misunderstandings, especially during the initial stages of the partnership. Moreover, the promotional work of the two collaborating organizations is conducted during different parts of a month, one of them at the start of the month, the other at the end. Therefore, all planning for activities must be completed two months prior to their commencement. With all details sorted out beforehand, it is possible for the two organizations to promote events effectively and invite the elderly to participate. When planning activities, they also have to follow the school's schedule, such as arrangements for OLE activities, other schools' activities, examination timetables and so on. All in all, the time in a year when elder academy activities can be carried out is indeed short. To solve this problem, all participating parties must leave plenty of time for preparation during which they can discuss and communicate in order to work out an arrangement that is the best for everyone involved.



Part 9 Misconceptions

Misconceptions

A. The elderly who participate in elder academies are only there to kill time.

As the Lingnan Dr. Chung Wing Kwong Memorial Secondary School Elder Academy points out, every community has elderly from different backgrounds, of different social and economic standings, and who have different interests and abilities. Some retirees wish to resume their interests from when they were young, which they had to put aside because of work; some want to live life to the fullest by learning different things; some wish to interact with others in the activities to combat loneliness. Therefore, it is obvious that the elderly come to elder academies with different desires in mind.

The Lingnan Primary Elder Academy wishes the elderly to use their time meaningfully and fully develop their potentials through participating in activities organized by the elder academy. The elderly can, for example, gain useful knowledge such as Chinese medicine and diet, and acupuncture massage through active ageing seminars; they may also learn how to use a computer to manage, store and print digital photos, or go online, through the various computer classes. All the elderly can put to use what they have learnt in the classes, or even share what they have learnt with their families, thereby achieving intergenerational harmony both inside the academies and in their own homes.

B. Intergenerational harmony is only good for the young as far as developing moral values is concerned.

It is well illustrated in the examples above that intergenerational harmony benefits both the old and the young. Lingnan Primary Elder Academy once shared, “the courses and activities held by the elder academy provide many opportunities for the elderly and the students to learn interactively, and these are not limited to learning moral values. The elderly from the centres act as teachers every year, teaching subjects such as Tai-chi, folk dances, bead crafts, calligraphy, and New Year decorations, so the younger generation benefits in terms of knowledge. On top of that, through the interactive learning process, different age groups communicate and get to know each other better, expanding their social networks, increasing chances for the partnership between schools and partnering organizations, eliminating generation gaps, and achieving intergenerational harmony.”

C. The elderly tend to be the ones who are served, whether in taught classes or activities.

In the LingnanU Elder Academy, the elderly themselves form a management council, with the aim of “education for the elderly and by the elderly”. They receive training and organize activities for other senior citizens during committee meetings. They also participate in the “Elder Learning Research Project” in which they examine social issues, analyze them and give sound suggestions. By doing so, they continue to contribute to the development of society.

As mentioned above, each year the elderly act as teachers in the interest classes of Lingnan Primary Elder Academy, teaching the students different skills. Their roles are therefore not restricted to being the ones who are served. In the “Christmas Party” held at the Lingnan Primary School every year, the elderly do not only watch student performances, but they are also invited to perform. They work hard in preparing for the performances, in which they learn from and compete with their young counterparts. All in all, over the range of intergenerational activities, the elderly and the students are on even footing, and no one tends to be served more.

The Lingnan Hang Yee Memorial Secondary School Elder Academy believes that the establishment of elder academies provides more easily accessible learning opportunities for the students. For example, for the school year 2009-10, more than 700 students participated in elder academy services with more than 5,300 service hours. The elderly have very high attendance rates in classes and activities in which they deepen their relationships with the young people. Through long-term and close relationships, students are not only on the receiving end, getting love from their elders, parents and teachers, but instead, they are able to concretely express love to others, take up responsibilities, and spread the message of compassion and care. The students can also learn from the elderly and reflect upon themselves, so they can make more meaningful plans for brighter futures.

Lifelong learning has now become a part of our lives, and an important element in achieving active ageing. After several years of hard work, lifelong learning as practised within the scope of elder academies has shown substantial results in empowering the elderly and promoting inter-generational harmony. The Elder Academy programme is closely connected with Moral and Civic Education in primary and secondary schools, as well as the service-learning aspect of the Other Learning Experiences in the New Senior Secondary curriculum. It is also becoming a trend in universities - service-learning is already being promoted in various tertiary institutions, laying a firm foundation for whole-person development, teaching young people to be responsible and caring citizens who contribute to society.

111 elder academies have been established all over Hong Kong, and their contribution to empowering the elderly and inter-generational harmony is unquestionable. As the development of elder academies is maturing, and because there is power in numbers, “Elder Academy at Lingnan” and “NT West Elder Academies Cluster”, two cross-sectoral collaborations, have enabled the elderly to go back to school, and their through-train education allows the elderly to progress through their studies alongside young people, learning new knowledge and skills. The academy networks enable communication among academies, where opinions can be shared, allowing mutual support as well as the sharing of information and resources. Not only does the network work as a platform for communication among member academies, but it is also a platform through which teachers, representatives and elderly of different academies can work together and organize joint-academy activities.

Through academy activities, students become more aware of the issue of ageing, strengthening their compassion towards society and their respect for the elderly. They are also educated to be responsible citizens. At the same time, the elderly can communicate with the students and share with them their invaluable experiences, and become their role models in studies and in life. On top of that, we believe that “education for the elderly, by the elderly” is the best and most meaningful way to run the academies. The elderly understand what their educational needs are best, so organizing activities from their perspective is most effective. This not only enhances the notion that old people can contribute to society, but also corrects the prejudice that the elderly can only be beneficiaries. The standing committee of the LingnanU Elder Academy is a good example of success.



Part 10 Conclusion

Conclusion

With different cross-sectoral collaborations, elder academies are now very effective platforms, benefiting all parties involved. “A Handbook for Using Elder Academy as a Platform of Other Learning Experiences” was published in 2010, becoming a reference for secondary schools intending to incorporate elder academy programs into their other learning experiences. “Elder Academy: Curriculum Design and Operation Model” illustrates the networking of the elder academies operated by the primary and secondary schools of Lingnan, as well as Lingnan University. The way they network, the modes they adopt, and the advantages and results should encourage other academies to adopt the through-train mode, satisfying the educational needs of the elderly. In the long run, Hong Kong needs more research and information sharing regarding elderly education, and to that end there needs to be more regular reviews, discussions and adjustments in terms of directions for development of the elder academies. We hope that more academies would work together and form networks, and help and guide the elderly to form organizing committees, so that more elderly can participate and develop their potentials, living vibrant lives, and at the same time setting the milestone for the development of elderly education in Hong Kong, which is indeed the first gleam in this ageing society!



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