

Exploring Hong Kong Nonprofit Education Programs

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Abstract

The nonprofit sector in Hong Kong has developed under unique historical circumstances, including the introduction of the nonintervention policy by the British colonialism and the political transition to the Chinese government in 1997. These historical developments obviously had an impact on the development and expansion of the nonprofit sector within Hong Kong and the requisite qualifications for nonprofit employees that have been in a continuous state of flux. For example, during the 1960s, social work education in Hong Kong was developed through the influence of the professionalization movement in human service organizations, which encouraged the development of nonprofit education in Hong Kong. This study was undertaken to identify NPO/NGO degree programs at the university level in Hong Kong along with their curricula, finding 20 NPO/NGO degree programs within seven universities in Hong Kong including a total of 163 listed courses. The results show that NPO/NGO education programs in Hong Kong were developed based on an interdisciplinary perspective, that the programs highlight service provision and advocacy, while the Greater

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China regional contents, such as cultural, historical aspects of the Greater China, are reflected in the programs.

Keywords: *Nonprofit sector; nonprofit education; degree program; Hong Kong*

Introduction

The nonprofit sector in Hong Kong originated during the period of British colonialism and continued to develop during the political transition to the Chinese government in 1997. Although the foundation of the Hong Kong nonprofit sector was based on British traditions (Lam & Perry, 2000), the nonintervention philosophy for public service provisions by the British colonial government induced distinctive aspects of Hong Kong nonprofits that still exist today. Further, the growth of the nonprofit sector in Hong Kong was accelerated when the government decreased the provision of public services until the late 1960s. As a result, nonprofit organizations in Hong Kong play a key role in providing essential public services, such as social services, health care, and education (Lee, 2005), services that are typically provided by governments..

Another unique aspect of nonprofits in the Hong Kong region is its historic role providing a space for many international nongovernmental organizations (NGOs) to establish their Asian offices, because it is an international financial hub, a free port, and a gateway to China (Ren, 1997). In 1996, at least 94 international NGOs established their Asian branches in Hong Kong, and more than 1,400 international NGO memberships were established in Hong Kong as well (Ren, 1997). As of 2020, at least 47 international NGOs maintain their offices in Hong Kong (U.S. Consulate General Hong Kong & Macau, n.d.), in addition to the 11,920 charitable organizations registered in the region (Hong Kong Inland Revenue Department, 2020).

While the nonprofit sector in Hong Kong has expanded, debates related to nonprofit employees' qualifications for service provision have continued (Hoi & Tong, 2009). The professionalization of human service provisions in Hong Kong stimulated the development of social work education during the 1960s (Hoi & Tong, 2009). Under the "welfare class review" in 1979 by the Hong Kong government, promotion in human service organizations may occur only through further study and the acquisition of professional qualifications at the undergraduate level (Hoi & Tong, 2009).

This focus on professionalism in nonprofit service provision has encouraged the development of NPO/NGO education in Hong Kong. In 2012, the University of Hong Kong (HKU) founded the first NPO degree program in the region. Since then, several higher education institutions in Hong Kong began operating independent degree programs for NPO/NGO studies. However, to date, there are no studies examining the size and dimensions of NPO/NGO education in Hong Kong. This study aims to fill this research gap in our understanding of the state of NPO/NGO education in Hong Kong by asking the following questions: (1) Which universities are offering nonprofit degree programs in Hong Kong?; (2) What courses are included in nonprofit degree programs in Hong Kong?; and (3) What disciplines embrace NPO/NGO education programs in Hong Kong?

This paper proceeds as follows. In the first section, we outline the growth of the Hong Kong nonprofit sector and review the development of higher education in Hong Kong. After discussing the methodology of this study, we report on our findings, including the identification of nonprofit degree and concentration programs in higher education in Hong Kong. We also analyze the curriculum structures of these programs based on the seven-category nonprofit education curriculum model developed by Mirabella and Wish (2001). In the final section, based on our findings, we discuss some initiatives of Hong Kong NPO/NGO education programs that have been highlighted by education professionals. By answering these questions, our study demonstrates the uniqueness of NPO/NGO education in Hong Kong as well as the potential future development of education programs for nonprofit professionals.

Growth of the Nonprofit Sector in Hong Kong

As mentioned above, Hong Kong experienced British colonization from 1842 to 1997, and the colonial government employed its governance of civil society based on a nonintervention philosophy (Lee, 2005). Noninterventionism in Hong Kong implies that the British government had been both explicitly restrained and selectively involved in civic engagement (Lam & Perry, 2000). The nonintervention principles delegated many essential public services to civil society organizations during the early colonial state in Hong Kong (Lee & Haque, 2008). For instance, churches were selected as the main partners in the provision of education by the colonial state in the early 1870s through a grants-in-aid system and a land-grant program for schools (Lee & Haque, 2008). The colonial authority also limited government engagement in the cultural initiatives of the native population in Hong Kong (Lee, 2005).

Although the colonial government retained a policy of nonintervention in civil society and public services provision until the late 1960s, the British colonists enforced restrictions on the freedom of association and assembly for civic actions (Lee, 2005; Lee & Haque, 2008). For instance, the colonial authority enacted several civil laws to excessively curtail the freedom of expression and civic activities. Oppressive laws such as the Education Ordinance of 1913, the Societies Ordinance of 1949, and the Public Order Ordinance of 1967 were the primary apparatus to restrict the freedom of association and assembly in Hong Kong (Lam & Perry, 2000; Lee, 2005; Lee & Haque, 2008). The Education Ordinance was enacted in 1913 to empower the Director of Education to approve, refuse, and remove the registration of educational institutions in Hong Kong (Lee, 2005). The colonial government passed the Societies Ordinance in 1949 to enforce the registration of all local civic organizations. Under the Societies Ordinance, the registrar appointed by the governor was empowered to deny or cancel the registration of civil society organizations (Lam & Perry, 2000). The Public Order Ordinance, enacted in 1967, introduced a licensing system requiring any public assembly to obtain a license from the Commissioner of Police (Hong Kong Watch, 2019; Lam & Perry, 2000).

Notwithstanding the mix of symbiotic relationships and conflicts between the colonial governments and civil society in Hong Kong, the nonprofit sector has grown steadily during the last several decades. The number of registered nonprofits in Hong Kong was 494 in 1948, became 1,200 in 1958, reaching its peak of more than 2,119 registered nonprofits in 1969 (Lim & Perry, 2000). Although the number of registered

major nonprofits in Hong Kong fluctuated between 1,460 and 1,770 until the early 1990s, the number of nonprofits in Hong Kong continued to increase with the most recent data indicating the number of registered nonprofits in Hong Kong had reached a high of 11,920 in 2019 (Hong Kong Inland Revenue Department, 2020).

The chief cause of the growth in the nonprofit sector can be traced to the social riots that unfolded in Hong Kong in 1966 and 1967. Rapid industrialization and urbanization caused increased social anxiety during the late 1960s in Hong Kong (Lam & Perry, 2000), which was accompanied by the government's unwillingness or lack of capability to cope with social needs led to the 1966-67 riots (Lee, 2005; Peruzzi, 2018). The social riots prompted the colonial government to make major adjustments to social policy. The Hong Kong government aggressively expanded public services for health care, public housing, education, and social services after the 1966-67 social riots (Lee, 2005). These adjustments made the state a primary funder of public service provision (Wang, 2020), and nonprofits were major partners in this provision (Lam & Perry, 2000). Religious bodies and ethnic and other civic organizations were heavily involved in the partnership in the provision of public services (Lee & Haque, 2008). The organizations, called voluntary welfare organizations (VWO), were absorbed into the state's welfare regime and operated under the supervision of the National Council of Social Service (NCSS) (Lee, 2005; Lee & Haque, 2008).

After the riots, the nonprofit sector have engaged in influencing government policy, although the Hong Kong nonprofit sector had traditionally focused on collective problem-solving rather than on governance (Lam & Perry, 2000). Indeed, advocacy groups have grown in number, and pressure groups have continued to engage in social activism as a way to achieve societal reform in Hong Kong (Lee, 2005).

Simultaneously, the Hong Kong nonprofit sector demonstrates a unique statist corporatist regime because most social service organizations depend substantially on government funding and receive nearly 70% of their funding from the government (Lee, 2005). There is also a long-term cooperative relationship between the state and nonprofits in Hong Kong. For instance, the Hong Kong Council of Social Service serves as an intermediate organization that oversees the majority of social service organizations and provides a platform for policy conversations (Lee, 2005). Lee and Liu (2012) show that funding schemes and sources affect the formation of relationships among social service organizations after political transitions.

Hong Kong also has a diverse set of nonprofit organizations established for various purposes due to its colonial influence, political transition, and internationalization. One of the consequences of the transition from British to Chinese rule in Hong Kong was the development of parallel social service delivery systems (Liu, 2019). Parallel systems include a welfare bureaucracy and a political machine system (Liu, 2019). The welfare bureaucracy includes the government and nonprofit organizations that were shaped by contractual relationships associated with new public management during the colonial period. A political machine system has been developed that includes locally elected representatives, community-based organizations (CBOs) and local residents, which reflects traits of Chinese communism. Before turning to a discussion of nonprofit and nongovernmental education programs in Hong Kong, we first discuss the methodology for the study.

Methods and Data Collection

This study mainly employed descriptive analysis with complementary use of the case analysis of a selected university/program. First, the descriptive analysis and data collection focused on the number of NPO/NGO-related higher education programs and courses. We collected data on ongoing nonprofit-related educational degree/certification programs in higher education in Hong Kong. According to the Education Bureau (2019), Hong Kong has 22 degree-awarding higher education institutions. Among the 22 identified higher educations, we collected university-level nonprofit education programs at both the undergraduate and graduate levels. As shown in Table 1, 31.8% (7 out of 22 registered universities in Hong Kong) of higher education institutions in Hong Kong provided NPO/NGO and related education programs in 2020. In total, 20 nonprofit degree programs are offered from seven universities. Among the listed degree programs, eight programs are at the master's level and twelve programs are at the undergraduate level.

Table 1

NPO/NGO Degree Programs in Hong Kong

| | Total number |
|--|---------------------|
| Total number of universities with NPO/NGO education programs | 7 |
| Total number of NPO/NGO education programs | 20 |
| Master's-level NPO/NGO education programs | 8 |
| Undergraduate-level NPO/NGO education programs | 12 |
| Total number of NPO/NGO courses | 163 |

For the listed degree programs, we collected the course curriculum, including course descriptions and syllabi, via the programs' website search. If the information was not available on the website, we contacted the program leader or the administrative office to request information on the course curriculum. Finally, we collected the required and elective courses for the programs. This data collection procedure identified a total of 163 courses from the 20 degree programs in Hong Kong.

We adopted the seven-category nonprofit education curriculum model developed by Mirabella and Wish (2001) to analyze the main characteristics of the curriculum. The seven categories include 1) philanthropy and the third sector; 2) advocacy, public policy, and community organizing; 3) fund-raising, marketing, and public relations; 4) nonprofit management skills; 5) financial management, finance, and accounting; 6) human resource management; and 7) boundary-spanning courses. In addition, we used the "other" category for courses that are required by the programs but do not belong to the existing seven categories.

In addition to categorizing courses into the curriculum model, we applied the three-function approach (inside, outside, and boundary-spanning functions) suggest-

ed by Mirabella (2015) to further reveal the nature of the course curricula of the degree programs. The inside function includes courses for internal management skills, financial management, and human service management skills and knowledge. The outside function comprises courses for philanthropy and the third sector: advocacy, public policy, and community organizing, fund-raising, and marketing and public relations. The boundary-spanning function involves legal issues and strategic planning.

Following this analysis, we present case studies of two universities, including the history, curriculum, and characteristics, to further explore and understand the role of these programs in the development of NPO/NGO education in Hong Kong. For these case studies, we selected the University of Hong Kong (HKU), the first university-level nonprofit education program in Hong Kong, which provides the most nonprofit degree programs, and the City University of Hong Kong (CityU) which offered the first social entrepreneurship degree program in Hong Kong. Employing the case study method, we examined the background of curriculum development and changes in the curriculum structure as well as the program goals based on interviews with faculty, staff, and stakeholders related to the NPO/NGO degree programs of the University of Hong Kong. We collected information regarding the two programs from two of the authors in this study familiar with the Hong Kong education system who have worked in universities in Hong Kong, including the HKU and the CityU. One of the co-authors actually participated in the establishment of the dual degree program in the Master of Social Sciences in Nonprofit Management at HKU.

NPO/NGO Education Program in Hong Kong

The Hong Kong higher education system was established during the colonial period under the governor of Hong Kong, Frederick Lugard (service term: 1907-1912). Governor Lugard began a fund-raising campaign in an award ceremony at St. Stephen College in 1908 for the funding of the first university in Hong Kong. In the speech, Governor Lugard stated that the mission of the university was to train local engineers, medical doctors, business elites, and social scientists for the development of China. Additionally, the governor believed the choice of teaching in both English and Chinese in a higher education setting would give Hong Kong an edge as a bridge between the East and West. While the practice and operation of the university should be self-governed, interestingly, the governor of Hong Kong was appointed as a chancellor at a university in Hong Kong. The construction of the University of Hong Kong was initiated with funds of HKD 1.3 million. By March 30, 1911, the University of Hong Kong was formally established by law, and the semester started in September of the same year. After the Second World War, the slogan of service became a cradle for cultivating Hong Kong's political officials and business elites, which contributed significantly to the economy and social and political development in Hong Kong. With this as background, we not turn to a discussion of higher education in nonprofit studies in the region.

As presented in Table 2, 22 higher education institutions in Hong Kong had been approved to offer local bachelor's degrees or higher in nonprofit studies as of September 2019 (Education Bureau, 2019).

Table 2*List of Higher Education Institutions in Hong Kong*

| University* | Undergraduate Degrees | Post-Graduate Degrees |
|---|-----------------------|-----------------------|
| Caritas Institute of Higher Education | 14 | N/A |
| Centennial College | 3 | N/A |
| Chu Hai College of Higher Education | 14 | 14 |
| City University of Hong Kong* | 48 | 60 |
| Gratia Christian College | 6 | 5 |
| HKCT Institute of Higher Education | 11 | 2 |
| Hong Kong Academy for Performing Arts | 5 | 5 |
| Hong Kong Baptist University* | 10 | 50 |
| Hong Kong Nang Yan College of Higher Education | 3 | N/A |
| Hong Kong Shue Yan University | 16 | 21 |
| Lingnan University* | 15 | 31 |
| Technological and Higher Education Institute of Hong Kong | 23 | 5 |
| The Chinese University of Hong Kong* | 77 | 26 |
| The Education University of Hong Kong* | 17 | 32 |
| The Hang Seng University of Hong Kong | 24 | 6 |
| The Hong Kong Polytechnic University* | 55 | 92 |
| The Hong Kong University of Science and Technology* | 64 | 7 |
| The Open University of Hong Kong | 50 | 36 |
| The University of Hong Kong* | 51 | 99 |
| Tung Wah College | 10 | N/A |
| UOW College Hong Kong | 9 | N/A |
| Yew Chung College of Early Childhood Education | 1 | N/A |

*University Grants Committee-funded universities

Source: Education Bureau: The Government of the Hong Kong Special Administrative Region, <https://www.edb.gov.hk/en/edu-system/postsecondary/local-higher-edu/institutions/index.html>

A total of eight institutions are publicly subsidized through three-year recurrent grants by the University Grants Committee (UGC), including City University of Hong Kong, Hong Kong Baptist University, Lingnan University, the Chinese University of Hong Kong, the Education University of Hong Kong, the Hong Kong Polytechnic University, the Hong Kong University of Science and Technology, and the University of Hong Kong. One of the major higher education reforms occurred in 2012 when the Hong Kong university system changed from three years to four years. This reform allowed universities in Hong Kong to create new curricula, such as nonprofit, social entrepreneurship, social innovation, and service leadership programs (Wong & Chandra, 2015).

As shown in Table 3, seven universities in Hong Kong offered university-level NPO/NGO education programs as of 2020. Approximately 31.8% (7 out of 22) of universities in Hong Kong operate NPO/NGO-related degree programs at both the undergraduate and graduate levels. The first NPO/NGO degree program was founded in 2012 at the University of Hong Kong in the Department of Social Work and Social Administration.

Table 3

NPO/NGO Degree/Concentration Programs in Universities in Hong Kong

| | Name of the University | Degree program | Level of Degree | Institutional location |
|--------------------------------|--------------------------------------|---|------------------------|---|
| 1 | City University of Hong Kong | Minor in Social Entrepreneurship | Bachelor | Department of Public Policy |
| 2 | UOW College Hong Kong | NGO major | Bachelor | Department of Social Sciences |
| | | Social Innovation major | | |
| 3 | Tung Wah College | NGO major | Bachelor | School of Management |
| | | Social and Business Sustainability major | | |
| 4 | The Chinese University of Hong Kong | NGO concentration | Master | Department of Social Work |
| | | Social Service Management major | | |
| 5 | Lingnan University | NGO concentration | Bachelor | Department of Social Sciences |
| | | Health and Social Services Management major | | |
| | | NGO concentration | Master | |
| | | Health and Social Services Management major | | |
| 6 | The Hong Kong Polytechnic University | NGO major | Bachelor | Department of Applied Social Sciences |
| | | NGO concentration | | |
| | | Social Entrepreneurship major | | |
| | | Social Policy and Administration major | | |
| | | NGO concentration | PhD/Mphil | |
| Human Service Management major | | | | |
| 7 | The University of Hong Kong | Social Administration major | Bachelor | Department of Social Work and Social Administration |
| | | Nonprofit Management major | Master | |
| | | Social Service Management major | | |

A total of 20 degree programs are currently offered with a focus on NPO/NGO education. Three universities provide only undergraduate-level degree programs in NPO/NGO education, including the City University of Hong Kong, UOW College Hong Kong, and Tung Wah College. UOW College Hong Kong offers two different majors at the bachelor's level, including NGO study and social innovation level. Tung Wah College runs two major programs related to NPO/NGO education, including NGO study and a social business sustainability major, both at the bachelor's level. One university, The Chinese University of Hong Kong, offers only a master's level in the Department of Social Work as a major in social service management and the NGO concentration.

The other identified universities offer both undergraduate and graduate-level degree programs in NPO/NGO education. Lingnan University offers two bachelor's-level programs: an NGO concentration within a major in social science and a major in health and social services management. The university provides the same format of education programs at the master's level. All of the degree programs operate in the Department of Social Sciences at Lingnan University. Hong Kong Polytechnic University offers seven different degree programs in NPO/NGO-related education from the Department of Applied Social Sciences (DASS). Four degree programs are offered at the bachelor's level: 1) an NGO concentration within a major of applied social science, 2) an NGO major at DASS, 3) a major in social entrepreneurship at DASS, and 4) a major in social policy and administration at DASS. The two programs at the master's level (Mphil stands for the master's of philosophy) include an NGO concentration at DASS and a major in human service management at DASS. The University of Hong Kong offers a bachelor's-level program and two master's-level programs, including a major in social administration at the undergraduate level and a major in nonprofit management and social service administration at the graduate level. The Department of Social Work and Social Administration at the University of Hong Kong offers all three degree programs.

In addition, Table 2 includes the institutional location information of the programs. None of the identified programs is a stand-alone program. Most programs (85% of the identified programs) are located in the Department of Social Science/Social Work or social science studies. Only one program is located in the public affair school and one program is offered by school of management. However, the HKU nonprofit management degree program is offered by the Department of Social Work and Social Administration; if a student is in the major, the student is able to obtain a second degree in the MPA from the School of Public and Environment Affairs (SPEA) at Indiana University in Bloomington, Indiana, in the United States.

In this study, we categorized the curriculum of the courses through these 20 degree programs using Mirabella and Wish's (2001) model. As shown in Table 4, we collected a total of 163 courses from the 20 programs. Among the 163 courses from Hong Kong NPO/NGO education programs, the most highlighted areas were courses associated with the internal functions of the nonprofit sector (41.7%, 68 courses). In particular, 35.6% (58 courses) of the courses were associated with management skills and knowledge, followed by 4.3% (7 courses) in financial management and 1.8% (3 courses) in human resource management. Approximately 27.6% of the courses (45 courses) were related to the external functions of the nonprofit sector. With regard to the outside function, 19% of the total courses (31 courses) were associated with advocacy, public policy, and community organizations, followed by 3.1% (5 courses) in philanthropy and the third sector, and 4.9% (8 courses) in marketing and public relations. Only 0.6% (1 course) focused on fund-raising topics, which is clear given that most of the funds for the nonprofits in Hong Kong are provided by the government.

Table 4*NPO/NGO Course Distributions by the Seven Categories Model*

| | % (n) |
|---|-----------|
| Outside function | 27.6%(45) |
| Advocacy, public policy, and community organization | 19%(31) |
| Philanthropy and the third sector | 3.1%(5) |
| Fund-raising | 0.6%(1) |
| Marketing and public relations | 4.9%(8) |
| Inside function | 41.7%(68) |
| Internal management skills | 35.6%(58) |
| Financial management | 4.3%(7) |
| Human resource management | 1.8%(3) |
| Boundary-spanning | 9.8%(16) |
| Legal issues | 2.5%(4) |
| Social economy/enterprise | 5.5%(9) |
| Corporate social responsibilities | 1.8%(3) |
| Others | 20.9%(34) |
| Total (n) | 100%(163) |

In this study, boundary spanning includes courses addressing legal issues for non-profits, social economy and social entrepreneurship, and corporate social responsibility. Among the 163 courses, 9.8% (16 courses) were related to boundary-spanning topics. In particular, 5.5% (9 courses) were associated with the social economy and social enterprise, with 2.5% (4 courses) on legal issues in the nonprofit sector and 1.8% (3 courses) on corporate social responsibility.

Finally, we classified courses that did not belong in any of the seven categories as “Other,” including 34 courses (20.9%). It should be noted that Mirabella and Wish’s categorization was developed for courses solely focused on nonprofit, therefore these courses were not included in the categorization in Mirabella and Wish’s model, which mean the courses that were not related to nonprofit were excluded in the Mirabella’s studies. As shown in Table 5, 38.2% (13 courses) of the courses in the “Other” category were clustered as understanding society and culture in Hong Kong. Courses included in this subcategory are “Contemporary Social Issues in Hong Kong,” “Self, Culture and Society,” and “Media and Society in Hong Kong.” The second subcategory was associated with topics in health and social service. In total, 26.5% (9 courses) of the courses were classified in this subcategory, such as “Health and Social Service Project,” “Chinese Medicine in Health and Social Services,” and “Global Health.” Of the courses, 14.7% (5 courses) engaged in topics in economics and social issues, such as “Behavioral Economics for Social Change” and “Economics and Social Problems,” and 11.8% (4 courses) were classified as critical thinking and impact, such as “Critical Thinking” and “Capstone Project.” Finally, 8.8% (3 courses) addressed topics in social innovation and its impact, such as “Technology and Innovation” and “Innovation for Social Impact.”

Table 5*Subgroups of the Courses in the Other Category*

| Subgroups | % (n) |
|--|--------------|
| Understanding society and culture in Hong Kong | 38.2%(13) |
| Health and social services | 26.5%(9) |
| Economics and social issues | 14.7%(5) |
| Critical thinking and impact | 11.8%(4) |
| Social innovation and impact | 8.8%(3) |
| Total (n) | 100%(34) |

Case Study: NPO/NGO Education Program in Hong Kong***Case Study 1: NPO/NGO Degree Programs at the University of Hong Kong***

The University of Hong Kong (HKU) offered the first nonprofit degree program in Hong Kong in 2012. A unique aspect of the development of the Nonprofit Management degree program at HKU is the financial resource for the program. As previously stated, most nonprofits in Hong Kong, including higher education, have heavily relied on financial resources from government funding. However, the financial support for the establishment of the program at HKU mainly came from the philanthropic sector. The essential funding to develop the Nonprofit Management program at HKU was subsidized from a matching grant awarded from the Hong Kong Jockey Club, which has played a key role in the philanthropic sector in Hong Kong with the Hong Kong Jockey Club Charities Trust since 1959. The Hong Kong Jockey Club grant was one of the major gifts to build the HKU Centennial Campus. Part of the matching grant required HKU to commit to the development of the capacity of the nonprofit sector in Hong Kong. Based on the donor's strong initiative, the Nonprofit Management degree program at HKU was founded in 2012.

The Faculty of Social Science at HKU established a platform named ExCEL3 (Excellence in Capacity-building on Entrepreneurship and Leadership for the Third Sector). Under the initiative of ExCEL3, the HKU established the first Master of Social Sciences in Nonprofit Management degree with the intention of cultivating leaders in the philanthropic sector in Asia, Greater China, and Hong Kong. As mentioned above, the program has a unique dual degree feature. Students in the Nonprofit Management degree program at HKU obtain a second degree in MPA from SPEA at Indiana University in Bloomington, Indiana, in the United States. The program usually admits approximately 30 students from local Hong Kong, Mainland, Southeast Asia, Macau, Taiwan, and other international regions per year. Most students who are seeking career advancement or transition into the philanthropic sector have 3-5 years of working experience in the private, nonprofit, or public sector. These students often have professional management or service backgrounds before joining the program.

Three important questions were considered by scholars developing the nonprofit management degree program at HKU: (1) What types of knowledge do leaders need in the regional philanthropic sector?, (2) What kind of educational experiences

can this program provide to cultivate leadership in response to the regional philanthropic sector's need? and (3) What is the unique niche of this program compared with other nonprofit management programs that already exist in the region, such as those in Taiwan, South Korea, or Mainland China? Given that most mid- or top-level nonprofit managers in Hong Kong already have decent educational backgrounds and professional training in management, the program was designed with an interdisciplinary perspective and with the intention of broadening the students' managerial understanding to include the societal and regional context as well as policy-level thinking. Therefore, curriculum development involved two stages. First, the curriculum development committee invited international scholars to review the curriculum and course plans to establish a dual degree. All courses and content were required to meet the international standards and requirements of partnered schools. This makes the content of the core courses, such as Foundations of the Nonprofit Sector, Managing Nonprofit Organizations, Performance Measurement, and the Capstone in Nonprofit Management, consistent with the international content. Second, an interdisciplinary team, including faculty from social work, political science, public policy, psychology, and sociology, under the faculty of social science was formed to select relevant courses from each discipline as elective courses in the curriculum. This makes the program unique compared with those in the U.S. that are developed within the same discipline, such as public administration, business, or social work. The Master of Social Sciences in Nonprofit Management degree at HKU was designed to meet the needs in the regional philanthropic sector and has influenced other educational institutions that have adopted similar interdisciplinary approaches. This program has a strong reputation in the nonprofit field and has continue to attract experienced nonprofit professionals, especially from the greater China region.

Case Study 2: "Project Flame" at the City University of Hong Kong

The City University of Hong Kong (CityU) is one of eight government subsidized universities. In this study, we explored the funding background of the social entrepreneurship minor program at the CityU. Financially, the CityU is associated with the service leadership education initiative founded by the Hong Kong Institute of Service Leadership and Management and the Victor and William Fung Foundation, with the aim of broadening students' perspectives by understanding the interactions across the private and public sectors and society (Wong & Chandra, 2015). With this grant and more than 30 members from 18 academic and administrative support units, the social entrepreneurship group was established and conducted talks and activities to address new initiatives that brought the CityU community together in the spirit of serving society (Lee, 2012). As a result of the initiatives, the CityU developed a new campus-wide interdisciplinary project for students, faculty, and staff called Project Flame: Social Innovation and Entrepreneurship@CityU (Project Flame) at the beginning of 2012 (Richard, 2016).

Project Flame uniquely integrates service leadership and social entrepreneurship (Wong & Chandra, 2015). The director of the program designed it to extend student learning and leadership and to provide well-rounded education development (Wong & Chandra, 2015). More importantly, the program was founded to "embrace common values in the belief in the self, self-motivation, ethics, and care for others" (Wong & Chandra, 2015, p. 54). Furthermore, Project Flame aims to provide opportunities for

students to develop a positive mindset and skills in social innovation, creativity, entrepreneurship and solution-seeking across disciplinary boundaries (Lee, 2012). To fulfill its vision and mission, Project Flame highlights four main areas of focus: academic and professional education, research and knowledge transfer, social innovation incubation, and student service leadership development. Specifically, the CityU is dedicated to developing an interdisciplinary minor program in social entrepreneurship.

Finally, the CityU offered a social entrepreneurship minor program from semester B during the 2014-2015 academic year. The minor program was the first social entrepreneurship education program in higher education in Hong Kong (Richard, 2016). The social entrepreneurship minor program aims to i) introduce students to the fundamentals of social innovation and social entrepreneurship; ii) strengthen students' capacity for critical thinking, innovative action, and social empathy to resolve social problems; and iii) equip students with practical knowledge and management skills from multiple disciplines. This minor is a joint contribution of the Departments of Public Policy, Applied Social Sciences, Management, and Marketing. This minor requires one core course (Social Innovation and Public Policy) and four elective courses from different disciplines, including public policy, social welfare, business management, and marketing and finance (Hayllar, 2016).

Conclusion

This research project has provided a historical review and empirical analysis of nonprofit higher education in Hong Kong. Hong Kong's nonprofit sector reflects colonial influence, political transition, and internationalization, as does its higher education curriculum. The Hong Kong nonprofit sector has grown through the coexistence of symbiotic relationships and conflicts between colonial governments and civil society. With the consolidation of the nonprofit sector into the state's welfare regime, the sector has witnessed a remarkable leap in the number of registered nonprofits. While a long-term cooperative relationship between the state and nonprofits has been cultivated in social service provision, nonprofits' engagement in social activism has continued for societal reform in Hong Kong. Hong Kong's geographical location also helped to incorporate international features by providing an edge to host headquarters of international nonprofits.

As part of the empirical analysis, this study identified all of the university-level nonprofit degree programs in Hong Kong and examined the curriculum content based on the identified nonprofit degree programs. This study is the first to do so by using all of the ongoing nonprofit education programs in Hong Kong and analyzing the curriculum structures based on the seven-category model in nonprofit education. In total, we identified 20 NPO/NGO degree programs from seven universities with 163 courses in Hong Kong. Approximately 31.8% of the registered universities in Hong Kong provide NPO/NGO degree programs. Among the 28 programs, 40% are graduate level and 60% are undergraduate level. The findings of this study underscore two aspects of NPO/NGO degree programs in Hong Kong. In terms of the institutional location, most programs are located in departments of social science/social work or social work-related studies rather than being offered as a stand-alone program. When broken down to the seven categories of Mirabella and Wish's framework, the inside function (41.7%) is more prevalent than the outside function (27.6%).

NPO/NGO higher education in Hong Kong may be characterized in the following three folds. First, NPO/NGO education in Hong Kong suggests a unique interdisciplinary aspect. For instance, more than 20% of the courses are in the “Other” category and are offered by various departments within one program, including Understanding Society and Culture in Hong Kong, Health and Social Services, Economics and Social Issues, Critical Thinking and Impact, and Social Innovation and Impact. In addition, as discussed in the HKU case, the development of nonprofit management programs has a strong interdisciplinary component in the design process and curriculum requirements. As shown in HKU case study, the efforts to integrate interdisciplinary perspectives in the NPO/NGO programs has engaged not only within disciplines but also within international programs such as dual degree program between NMO degree in HKU and MPA degree in IU.

Furthermore, compared to the U.S., the hosting departments are more diverse and heterogeneous and include social work, business management, political science, public policy, and the faculty of social science. The interdisciplinary approach blends the initial focus on social administration in Hong Kong nonprofit management education with various elements, such as professional service management from social work, social innovation from business, and the societal context from sociology, as exemplified by the programs of HKU and CityU.

Second, the NPO/NGO education curriculum integrates the two pillars of nonprofit and civil society education: service provision and advocacy. While internal management skills (as part of the inside function) account for the largest portion (35.6%), advocacy, public policy, and community organization elements (as part of the outside function) constitute nearly 20% (precisely 19%) of the curricula. This implies that nonprofits have been mainly recognized for their social service provision roles. It is noteworthy that one out of five courses is associated with advocacy, public policy, and community organization, indicating that two major focuses of nonprofit studies, service and advocacy, are running the sector. While this paper did not investigate the interaction between the curriculums and current political circumstances in Hong Kong in terms of its democracy and societal regime, this uncovered element may call for future research with focus on the content of advocacy and public policy given that advocacy is defined within a wide spectrum in diverse sociopolitical contexts.

Third, Hong Kong nonprofit education is characterized by its Greater China regional focus. With a high demand for professional managers and top-level leaders in the philanthropic sector in the region, nonprofit education in Hong Kong has grown rapidly during the past decade. Several programs have created experiential learning courses through capstone or internship courses as well as experiential learning field trips. For instance, at HKU, students have the option to participate in a one-week field trip to one of the Asian countries to visit local nonprofits. Additionally, undergraduate programs have cultivated partnerships with local nonprofits as part of capstone and internship courses to provide students with practical experiences and knowledge/skill application. By working closely with local nonprofit organizations that provide services to local Hong Kong, mainland, or regional countries, nonprofit management education in Hong Kong provides a specialized model for the region and Greater China.

For the future development of nonprofit education in Hong Kong, program developers could consider increasing boundary-spanning courses and knowledge (such

as legal issues, social enterprises, and corporate social responsibilities) as well as fundraising and marketing/public relations courses. There is also room for the development of master's-level or doctoral-level programs in nonprofit management, especially in the public administration field. Program developers could focus on policy-making, program evaluations, cost-and-benefit analysis, and policy experiments. Furthermore, given that most of the programs in Hong Kong are taught in English and therefore can attract international students, it is important for these nonprofit education programs to reflect on the cultural context to fill a niche in the international education field.

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