

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Social Protection Arrangements
Course Code	: PPG6008
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Social protection has been a mounting challenge for many governments in Asia and the world. Population aging and frequent economic crises, along with rising income inequality and poverty, are posing unprecedented threats to governments as well as families. Globalization has a further impact on social, economic and political developments of societies in Asia, which generate substantial policy implications. The course will discuss the root causes of these problems and, more importantly, examine the different approaches to protecting the population from income insecurities. Adopting a comparative approach, this course will enable students to understand the design and implications of the major social protection programmes in the Asian region.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁* : Understand the different development experiences that societies have confronted in Asia.
- CILO₂* : Analyse the impacts of globalization on social, economic and political developments of societies in Asia.
- CILO₃* : Understand the different ways in which social protection needs can be met.
- CILO₄* : Compare and contrast policy the social protection strategies employed in Asia.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The Development Context in Asia: Economic Growth, Poverty, and Demographic Transition.	<i>CILO₁₋₂</i>	➤ Interactive Lecture
Globalization and Policy Choices.	<i>CILO₂</i>	➤ Interactive Lecture ➤ Case study
Alternative Social Protection Arrangements.	<i>CILO₃</i>	➤ Interactive Lecture ➤ Case study
Compare and contrast social protection arrangements in Asia.	<i>CILO₄</i>	➤ Interactive Lecture ➤ Case study

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Tutorial Presentation Students will select a topic for tutorial presentation through analysis of theory and research data and prepare questions for discussion, while encouraging active participation among other members of the tutorial group.	30%	<i>CILO₁₋₄</i>

(b) Short Essay Students are expected to submit a short essay (around 1,500 to 2,000 English words) to review relevant concepts and theory of social protection and arrangement in modern society.	20%	<i>CILO₁₋₄</i>
(c) Final Term Paper Students submit their final term paper individually of around 3,000 English words (with references and quotations) based on their tutorial presentation with further fine tuning after receiving questions and comments from group members and tutor.	50%	<i>CILO₁₋₄</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Appleby, P. H. 1947. "Toward Better Public Administration." Public Administration Review 7, no. 2: 93–99.

Asian Development Bank. (2022). The rise of the gig economy in Asia and the Pacific: Implications for social protection and labor markets. Asian Development Bank.

Berg, J., Furrer, M., Harmon, E., Rani, U., & Silberman, M. S. (2018). Digital labour platforms and the future of work: Towards decent work in the online world. International Labour Office.

Blessett, B., J. Dodge, B. Edmond, et al. 2019. "Social Equity in Public Administration: A Call to Action." Perspectives on Public Management and Governance 2, no. 4: 283–299.

De Stefano, V., & Aloisi, A. (2018). Fundamental labour rights, platform work and human rights protection of nonstandard workers. International Labour Review, 157(4), 653–683. <https://doi.org/10.1111/ilr.12134>

Department of Labor and Employment. (2023). Labor and employment plan 2023–2028. Department of Labor and Employment.

Gooden, S. T. 2015a. “From Equality to Social Equity.” In *Public Administration Evolving: From Foundations to the Future*, edited by M.E. Guy and M. M. Rubin, 209–229. Routledge.

Graham, M., Hjorth, I., & Lehdonvirta, V. (2020). Digital labour and development: Impacts of global digital labour platforms and the gig economy on workers. *Transfer: European Review of Labour and Research*, 26(2), 135–162. <https://doi.org/10.1177/1024258920918450>

International Labour Organization. (2021). *World employment and social outlook: The role of digital labour platforms in transforming the world of work*. International Labour Office.

The SAGE Handbook of the Chinese Economy. (n.d.). Google Books. https://books.google.com.hk/books?hl=en&lr=&id=izexEQAAQBAJ&oi=fnd&pg=PT303&dq=%22Social+Protection%22++Arrangements&ots=MCSWEoVe31&sig=RGExhTCS2gBdDkxXLulga2YWtVo&redir_esc=y#v=onepage&q=%22Social%20Protection%22%20%20Arrangements&f=false

8. Related Web Resources

Name of the Web Page	Web Link
China Development Brief	http://www.chinadevelopmentbrief.com/
Center for Civil Society and Local Governance, Beijing Normal University (北京師範大學, 公民社會與地方治理研究中心)	https://cslvc.bnu.edu.cn/english/
Center for Civil Society and Governance, The University of Hong Kong	https://ppa.hku.hk/centre-for-civil-society-and-governance/
Institute of Development Studies	https://www.ids.ac.uk/
International Labour Organization	http://www.ilo.org/global/lang-en/index.htm
Ministry of Civil Affairs, PRC	http://www.mca.gov.cn/
NGO Research Center, Tsinghua University (清華大學, 清華 NGO 研究所)	https://www.sppm.tsinghua.edu.cn/english/info/1052/2026.htm
One Country Two Systems Research Centre, Macao Polytechnic Institute	http://www.ipm.edu.mo/ceupds/2systems_content10_3.html
Social Welfare Department, HKSAR	http://www.swd.gov.hk/
United Nations Research Institute For Social Development	http://www.unrisd.org

9. Related Journals

Name of the Journal	Web Link
Journal of Social Policy	https://librarysearch.lse.ac.uk/discovery/fulldisplay?vid=44LSE_INST:44LSE_VU1&search_scope=MyInstitution&tab=Everything&docid=alma99148358552502021&lang=en&context=L
International Journal of Social Welfare	http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291468-2397
International Social Security Review	http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291468-246X
The Economist	http://www.economist.com
The New York Times	http://www.nyt.com/
The Wall Street Journal	http://interactive.wsj.com/home.html

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

Updated as of 31 March 2026