

Chapter 2: Progress of the Education Reform

Since October 2000, the Government has progressively implemented various reform measures according to the timetable as promulgated in the Education Reform. In its *Progress Report on the Education Reform (1)* and *Progress Report on the Education Reform (2)* issued in January 2002 and June 2003 respectively, the EC reported to the public the reform progress in the first two and a half years. The progress made in the various areas in the past one year or so is summarized in the following table.

Stage of education	Measures planned to be implemented from the 2003/04 school year onwards	Progress
Early Childhood Education	<ul style="list-style-type: none">• To harmonize the monitoring structure, subsidy mode and teacher training of kindergartens and child care centres.• Quality assurance in kindergartens.	<ul style="list-style-type: none">• Recommendations on the harmonization of pre-primary services have been finalized after consultation with sector representatives. The recommendations will take effect from the 2005/06 school year.• A complete set of performance indicators has been produced in early 2004 and it serves as a common tool used in self-evaluation by schools as well as external evaluation.• Seminars and workshops were organized to enhance the self-evaluation skills of pre-primary practitioners. Focus inspections have prompted kindergartens to further develop their self-evaluation mechanism.

Stage of education	Measures planned to be implemented from the 2003/04 school year onwards	Progress
Early Childhood Education	<ul style="list-style-type: none"> To enhance the qualification of new kindergarten teachers. 	<ul style="list-style-type: none"> A pilot exercise on quality review of self-evaluation results of schools has been launched since March 2004, with the participation of kindergartens and child care centres. With effect from the 2003/04 school year as scheduled, all new kindergarten teachers must have completed the pre-service Qualified Kindergarten Teacher (QKT) training (degree holders may be exempted on the condition that they complete QKT training within the first two years of their service).
School Education	<ul style="list-style-type: none"> “Through-train” mode. To continue with the Primary One Admission (POA) mechanism. 	<ul style="list-style-type: none"> To date, there are 16 pairs of aided primary and secondary schools adopting the “through-train” mode. After consultation with the EC and key stakeholders, the Government has decided to continue to adopt the current POA mechanism in order to maintain stability.

Stage of education	Measures planned to be implemented from the 2003/04 school year onwards	Progress
School Education	<ul style="list-style-type: none"> • To administer the Territory-wide System Assessment under the Basic Competency Assessments at Primary 3. • To review the Secondary School Places Allocation (SSPA) mechanism and the Medium of Instruction (MOI) for secondary schools. • To reform the academic structure for senior secondary education. 	<ul style="list-style-type: none"> • Implemented in mid-2004. • The review, started in July 2003, has largely been completed. A public consultation will be launched in early 2005. • The Government has set the direction for the new academic structure for senior secondary and higher education, it has launched a 3-month public consultation since October 2004 on the design blueprint, timing of implementation and financial arrangement for the reform.

Stage of education	Measures planned to be implemented from the 2003/04 school year onwards	Progress
Higher Education	<ul style="list-style-type: none"> • To continue to implement School-based Assessment (SBA) in the Hong Kong Certificate of Education Examination (HKCEE) and Hong Kong Advanced Level Examination (HKALE). • To broaden the admission criteria. • To increase the opportunity for post-secondary education. 	<ul style="list-style-type: none"> • SBA has been implemented in 13 HKALE subjects and 11 HKCEE subjects in the 2004/05 school year. • As the academic structure of the senior secondary and higher education will undergo a reform, the Education and Manpower Bureau (EMB), the University Grants Committee (UGC) and the eight tertiary institutions have set up a working group to study the issues relating to the broadening of admission criteria. • Assistance has been provided to students and education institutions in order to promote the development of self-financed post-secondary courses. • Post-secondary education is available to 53% of the relevant age cohort in the 2004/05 school year.

Stage of education	Measures planned to be implemented from the 2003/04 school year onwards	Progress
Continuing Education	<ul style="list-style-type: none"> To implement the qualifications framework (QF) and its associated quality assurance mechanism progressively to promote the development of continuing education. 	<ul style="list-style-type: none"> The establishment of a seven-level cross-sectoral QF and its associated quality assurance mechanism¹ has been endorsed by the Executive Council in February 2004.

¹ The QF is a hierarchy of qualifications, of which the standards are clearly set out to order and support the qualifications. It provides clear information on the progression pathways. Qualifications must be quality assured in order to be registered under the QF. The Hong Kong Council for Academic Accreditation is tasked with the responsibility of assuring the quality of qualifications, other than those granted by the self-accrediting universities and their continuing education arms.