

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)" issued in January 2002, the EC reported to the public the first year's reform progress. The progress made in the various areas in the past one and a half year is summarised in the following table.

| Stage of education | Measures planned to be implemented from the 2001/02 school year onwards | Progress |
|---------------------------|---|---|
| Early Childhood Education | <p>2001/02 school year</p> <ul style="list-style-type: none">To recommend the monitoring structure, subsidy mode and teacher training of Kindergartens (KGs) and Child Care Centres (CCC)s. | <ul style="list-style-type: none">Recommendations on the harmonisation of pre-primary services have been finalised. These include:<ol style="list-style-type: none">Monitoring Structure - the Education and Manpower Bureau (EMB) and Social Welfare Department will set up a Joint Office to monitor KG-cum-CCCs.Subsidy Mode - the Kindergarten Fee Remission Scheme and the Kindergarten Subsidy Scheme will be expanded to cover CCCs.Teacher Training - to attain the target of a fully-trained pre-primary workforce by the 2004/05 school year. |

| Stage of education | Measures planned to be implemented from the 2001/02 school year onwards | Progress |
|---------------------------|--|--|
| Early Childhood Education | <ul style="list-style-type: none"> To implement the quality assurance mechanism in Kindergartens. | <ul style="list-style-type: none"> Quality assurance inspections allow a thorough and holistic review of kindergartens in the aspects of management and organisation, learning and teaching, support to children and school culture. To enhance transparency, quality assurance reports are uploaded onto the EMB homepage for public information. A web-based data bank has been set up to promote the good practices on "learning and teaching" as well as the experiences of "school self-evaluation". |
| | <p>2002/03 school year</p> <ul style="list-style-type: none"> To require all new kindergarten principals to have completed the Certificate in Early Childhood Education Course. | <ul style="list-style-type: none"> Implemented as scheduled. |

| Stage of education | Measures planned to be implemented from the 2001/02 school year onwards | Progress |
|---------------------------|--|--|
| Early Childhood Education | <ul style="list-style-type: none"> • To promote school self-evaluation through external evaluation. • From 2003/04 school year onwards, to have all new kindergartens teachers completed one-year pre-service qualified kindergarten teacher (QKT) training. (Degree holders may be exempted on condition that they must complete QKT training within the first two years of their service.) • To produce performance indicators for "Child Development" to facilitate pre-primary institutions to conduct a thorough school self-evaluation. | <ul style="list-style-type: none"> • Focus inspections were conducted on 90 kindergartens. The aim of the inspections is to urge more kindergartens to be actively involved in self-improvement and conduct self-evaluation systematically. • A total of 730 one-year full-time pre-service early childhood education training places have been provided from the 2000/01 to 2002/03 school year. • The professional training requirement for new kindergarten teachers will be enforced with effect from 1 September 2003. • Expected to be issued in 2003. |

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|--------------------|--|--|
| School Education | <p>From 2001/02 school year</p> <ul style="list-style-type: none"> • Primary and secondary schools to decide whether they will adopt the "through-train" mode. | <ul style="list-style-type: none"> • Detailed arrangements for implementing the "through-train" mode were announced in the 2001/02 school year. • To date, there are six pairs of primary and secondary schools adopting the "through-train" mode. • In the 2003/04 school year, five additional pairs of subsidised schools will adopt the "through-train" mode. |
| Higher Education | <p>From 2001/02 school year onwards</p> <ul style="list-style-type: none"> • To reform the admission criteria progressively to encourage all-round development of students. • To reform the curriculum progressively to cater for the needs of society and to enhance students' quality. | <ul style="list-style-type: none"> • The universities have gradually adopted more diversified admission criteria to enable a more comprehensive assessment of students' performance. • Being implemented by the universities. |

| Stage of education | Measures planned to be implemented from the 2001/02 school year onwards | Progress |
|----------------------|--|---|
| Higher Education | <ul style="list-style-type: none"> To promote the development of community colleges and to increase the participation rate of post-secondary education. | <ul style="list-style-type: none"> To provide assistance to students and providers to promote the development of full-time accredited self-financing post-secondary courses. The relevant age cohort receiving post-secondary education has increased to 42%. |
| Continuing Education | <p>From 2002/03 school year onwards</p> <ul style="list-style-type: none"> To implement the qualifications framework and its associated quality assurance mechanism progressively to promote the development of continuing education. | <ul style="list-style-type: none"> Have consulted the public on the establishment of a qualifications framework and quality assurance mechanism. The EMB, the Manpower Development Committee and the community would study the implementation details. |