

Chapter 2 : Progress of the Education Reform

Summary

Since October 2000, the Government has progressively implemented various reform measures according to the timetable as promulgated in the Education Reform. In the *Progress Report on the Education Reform* issued in January 2002, June 2003 and December 2004, the EC has reported to the public the progress of reform in the first four years. The implementation of the relevant measures at each stage of education in the past two years is summarized in the following table.

Stage of education	Reform Measures	Progress made in the past two years
Early Childhood Education	<ul style="list-style-type: none">• To harmonize the monitoring structure and subsidy mode of kindergartens and child care centres.• Quality assurance in kindergartens.	<ul style="list-style-type: none">• Various measures on the harmonization of pre-primary services have taken effect from the 2005/06 school year.• Seminars and workshops have been 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	Reform Measures	Progress made in the past two years
Early Childhood Education		<ul style="list-style-type: none"> • A pilot exercise on quality review of self-evaluation results of institutions was launched in March 2004, with the participation of kindergartens and child care centres. The pilot exercise was completed in July 2005. The results will be used as reference in formulating new measures in future.
School Education	<ul style="list-style-type: none"> • "Through-train" mode. • To administer the Territory-wide System Assessment (TSA) under the Basic Competency Assessments. 	<ul style="list-style-type: none"> • To date, 25 groups of public sector schools have adopted the "through-train" mode. • The TSA has been introduced to the Primary (P) 3, P6 and Secondary (S) 3 levels for the first time in 2004, 2005 and 2006 respectively.

Stage of education	Reform Measures	Progress made in the past two years
School Education	<ul style="list-style-type: none"> • To review the Secondary School Places Allocation (SSPA) mechanism and the medium of instruction (MOI) arrangements for secondary schools. • To reform the academic structure for senior secondary education. 	<ul style="list-style-type: none"> • The EC has completed the review and their recommendations were accepted by the Education and Manpower Bureau (EMB) in December 2005. The revised SSPA mechanism is implemented with effect from the 2005/07 allocation cycle (i.e. applicable to students proceeding to S1 in September 2007 and thereafter) and the revised MOI arrangements for secondary schools will be implemented with effect from September 2010. • The EMB has announced in its report entitled <i>The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong</i>, published in May 2005, that the new academic structure for senior secondary education will be implemented in 2009. The four-year undergraduate programme will also be implemented in 2012.

Stage of education	Reform Measures	Progress made in the past two years
School Education	<ul style="list-style-type: none"> To extend School-based Assessment (SBA) to subjects of the Hong Kong Certificate of Education Examination (HKCEE) and Hong Kong Advanced Level Examination (HKALE). 	<ul style="list-style-type: none"> SBA has been implemented in HKCEE Chinese History and History in 2006. SBA will be implemented in HKCEE Chinese Language and English Language and HKALE Computer Studies in 2007.
Higher Education	<ul style="list-style-type: none"> To broaden the admission criteria. To increase the opportunity for post-secondary education. 	<ul style="list-style-type: none"> The eight tertiary institutions funded by the University Grants Committee (UGC) are continuing their efforts in broadening their admission criteria gradually. The eight UGC-funded institutions announced on 5 July 2006 the general entrance requirements and programme specific requirements for admission to undergraduate programmes starting from the 2012/13 school year under the new senior secondary (NSS) and higher education academic structure. Assistance has been provided to students and education institutions to promote the development of self-financed post-secondary sector.

Stage of education	Reform Measures	Progress made in the past two years
Higher Education		<ul style="list-style-type: none"> • Post-secondary education opportunities are available to 66% of the relevant age cohort in the 2005/06 school year.
Continuing Education	<ul style="list-style-type: none"> • To implement the Qualifications Framework (QF) and its associated quality assurance mechanism¹ progressively to promote the development of continuing education. 	<ul style="list-style-type: none"> • Industry Training Advisory Committees (ITACs) have been established for 12 industries. Their responsibilities include formulating the Specifications of Competency Standards which can be used as a basis for the development of relevant training programmes. • The <i>Accreditation of Academic and Vocational Qualifications Bill</i>, which provides for the establishment of a credible quality assurance mechanism under the QF, was introduced into Legislative Council (LegCo) in July 2005. The Bill is being scrutinized by a Bills Committee formed by LegCo.

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.