

MESSAGE

In the past year, we have made steady progress towards our vision of nurturing a generation of young people who have creative thinking, good communication skills, a strong sense of commitment and a solid foundation for lifelong learning. We are beginning to see evidence of success among schools which are proactive in embracing the spirit of the education reform and experimenting with new ways of teaching and learning that are consistent with the education aims.



Many factors contribute to the success of these schools, but invariably enlightened leadership, a dedicated and professional teaching force and home-school co-operation feature prominently. A shared vision among stakeholders, clear performance targets, a focus on student learning, and zest for continuous improvement are critical success factors. Our goal is to turn all our schools into high-performing schools; and we pledge our support to assist schools in creating success.

Student learning lies at the heart of the education reform. We wish our students to enjoy learning and take responsibility for their own personal development. We value diversity and are committed to helping all students develop to the full their unique and personal potentials. These aspirations underlie our efforts in curriculum reform and teacher development. Our priorities are to enhance language proficiency, strengthen moral education, upgrade information technology skills and help students “learn how to learn”.

To accommodate and take advantage of diverse student needs and talents, we aim to develop an education system that provides choice and flexibility; a system that is abound with opportunities and hope; a system that encourages lifelong learning and self-actualisation. We shall expand senior and post-secondary education opportunities, diversify the curriculum, bridge the vocational-academic education gap, and develop a high quality private school sector.

In a knowledge society, the importance of higher education cannot be over-emphasised. We envision our tertiary institutions to be centres of excellence and an intellectually fertile ground for nurturing future leaders. We also expect our tertiary institutions to provide the knowledge base and impetus to guide the social and economic development of Hong Kong.

I welcome comments on the initiatives and suggestions on how we can better achieve our objectives. Everyone who has a stake in the future of Hong Kong will have an interest in education and I appeal to you to help us realise our vision.

A handwritten signature in black ink, appearing to read 'Fanny Law', written in a cursive style.

(Mrs Fanny Law)
Secretary for Education and Manpower

Quality Education

Policy Objective and Key Result Areas

QUALITY EDUCATION

Our Policy Objective is to ensure that young people in Hong Kong receive an all-round quality education for whole-person development to prepare them for life and work and to develop in them a commitment to lifelong learning.

Overall Targets

Our overall target for the coming year will be to implement the recommendations of the Education Commission (EC), which have been accepted by the Administration. Our priorities will be to provide more learning opportunities at the senior secondary and tertiary levels, encourage innovative practices in schools, improve the school curriculum and enhance the professional development of teachers at all levels.

Progress

We have achieved the following progress in our ten Key Result Areas (KRAs).

1 Support school-based management and innovative practices

We have completed the assessment of over 3 500 applications in the fourth call for the Quality Education Fund (QEF). Of the 2 744 projects approved in the first three calls, 1 538 have been completed and over 90% of those projects have fulfilled the stated goals. We have disseminated the good practices and experiences resulting from the funded projects across the school sector through newsletters, expositions, roving exhibitions and experience-sharing sessions for teachers. We have also established a cyber resource centre to facilitate teachers, students and other users to search for teaching and learning materials developed by the QEF projects.

The Advisory Committee on School-Based Management has, after an extensive consultation exercise, submitted its recommendations to the Director of Education on a more participatory and accountable school-based management framework. The Administration has accepted the recommendations and is preparing a bill to provide legal backing to the proposals.

New schools commencing operation in the 2000-2001 school year or after are required, under a Service Agreement with the Education Department, to form a school management committee comprising key stakeholders such as teachers and parents. All public sector schools have also started to submit their Annual School Plans and Annual Reports since the 1999-2000 school year.

2 Provide a quality learning environment

We have made sustained efforts on the implementation of whole-day primary schooling. Eighteen new schools commenced operation in the 2000-2001 school year, with another 15 in the 2001-2002 school year. We have also converted, through administrative measures, 28 uni-sessional/bi-sessional schools into 14 whole-day schools in September 2001.

The first batch of schools to adopt the year 2000 design started operation in September 2000. The School Building Design Committee established under the Education Department, which includes practising architects and representatives of the school sector as its members, is exploring innovations in school building design which will provide a quality learning environment and flexibility in the use of space to suit individual circumstances.

We have issued the first edition of performance indicators to kindergartens to encourage self-evaluation. Seminars and workshops were organised to acquaint kindergartens with the assessment tool for self-evaluation and continuous improvement.

3 Develop and maintain a dedicated and professional teaching force

We have continued with the efforts to develop and maintain a dedicated and professional teaching force. At present, about 92% of primary teachers and 87% of secondary teachers in public sector schools have received professional teacher training.

We are making good progress in upgrading progressively the sub-degree pre-service training programmes for primary and secondary school teachers to degree or above levels. All graduates of pre-service training for primary and secondary school teachers will be degree graduates starting from 2004-2005 as scheduled. Also, since the 1999-2000 school year, we have been providing in-service subject training courses to non-subject trained Music and Art & Craft teachers. To date, 400 Music and 800 Art & Craft teachers have received the relevant training.

We are on schedule in meeting the target of upgrading 35% of teaching posts in primary schools to graduate posts by the 2001-2002 school year, thus providing a total of 7 315 primary graduate posts.

The Advisory Committee on Teacher Education and Qualifications will continue to explore measures to improve the initial training and continuous professional development of teachers.

4 Maximise the benefits of IT in education to enhance the effectiveness of teaching and learning

We are making good progress on implementing initiatives in this area. Site preparation works have been completed for all schools and a local area network has been installed in each school connecting the school library, staff room and computer room. We have provided all schools with cash grants to purchase IT facilities and to connect to the Internet. All schools have installed the minimum required number of computers (at least 70% of the entitled provision) before the commencement of the 2001-2002 school year and are connected to the Internet with over 90% using broadband or leased lines. All serving teachers (41 500) have completed “Basic” IT training in the 2000-2001 school year. We will provide a further 43 500 training places at various levels of competencies. To enrich the teaching and learning resources for teachers and students, we launched a comprehensive education portal site, the HKeducationCITY.net, in August 2000. The site serves as a cyber centre for information, resources, interaction and services of education-related matters.

The Education Department has been conducting regular school visits to offer on-site help and advice on issues related to IT in education. We also organise seminars and workshops on a regular basis to disseminate good practices and to facilitate experience sharing.

5 Enable our students and workforce to be bi-literate and tri-lingual

Feedback from principals, teachers and students on the Native-speaking English Teacher (NET) Scheme which has been operating for three years has been generally favourable. With enhanced support from the Education Department and better deployment of duties for NETs, an environment that is more conducive to the learning of English is developing in our secondary schools. We will start introducing NETs or teaching assistants to primary schools in the 2002-2003 school year to enrich the English learning environment.

After three years of operation of the medium of instruction policy, it is observed that mother-tongue teaching has positive effects on students' learning. The current policy will continue until August 2004, and the long-term arrangement thereafter will be reviewed in 2003.

We have set the basic language proficiency level for English and Putonghua teachers, and arranged with training institutes to provide nine English training courses and 13 Putonghua training courses to enable serving teachers to attain or exceed the basic language proficiency level. Starting from 2001, the Language Proficiency Assessment for Teachers will be held annually for prospective teachers and serving teachers. The first Assessment was held in March 2001.

6 Improve the system of assessing students

We have made steady progress in the past year. Following our acceptance of the Education Commission's Report on "Reform Proposals for the Education System in Hong Kong" in 2000, the Hong Kong Examinations Authority has taken follow-up actions regarding examination reforms, including the extension of the "Teacher Assessment Scheme", abolition of fine grades and introduction of core-competence approach to Hong Kong Certificate of Education Examination subjects. These proposals will be implemented in stages.

The prototype of "Student Assessment Programme" of the Basic Competency Assessments will be implemented in June 2002 for Primary Three students. This assessment is a complementary tool to help teachers diagnose students' weaknesses and strengths so as to provide a basis for improving learning and teaching in Chinese, English and Mathematics.

The Curriculum Development Institute will encourage schools to develop an internal assessment policy and practices which help enhance the space and opportunities for learning, independent learning capabilities and cater for learners' differences.

7 Develop Hong Kong into a regional centre of excellence for higher education

The three projects in the first round of the "Areas of Excellence" Scheme funded by the University Grants Committee (UGC) are progressing well. The call for applications for the second round of the Scheme was launched in early 2000. There was a total of 55 proposals. Following a rigorous evaluation exercise, the UGC decided in August 2001 to fund three projects with a total funding commitment of \$99.8 million for a period of five years.

The programmes run by our universities continue to achieve high academic standing and they are well recognised by the international community. For example, of the 1 500 Master of Business Administration programmes available around the world, the Hong Kong University of Science and Technology School of Business and Management is the only university in Asia ranked by the *Financial Times* in January 2001 as one of the world's top 50 business schools.

The pilot scheme to recruit outstanding Mainland students has continued to receive positive feedback. The UGC-funded institutions have admitted 161 outstanding Mainland students to pursue undergraduate programmes in Hong Kong in 2001-2002. In view of the success of the pilot scheme, we have relaxed the immigration policy on the entry of Mainland students to Hong Kong to attract more outstanding Mainland students to pursue higher education in Hong Kong.

8 Ensure students are not deprived of education for lack of financial means

In the 2000-2001 academic year, the Student Financial Assistance Agency assisted 478 193 students in meeting their education related expenses, or 27% of the target student population. The Agency provided a total of \$3,327 million in grants, loans, fee remissions and travel subsidies, comprising \$1,849 million for tertiary/post-secondary

students, \$895 million for secondary school students, \$210 million for primary school students, and \$373 million for kindergarten pupils.

We relaxed the means test for the Kindergarten Fee Remission Scheme to help more needy families obtain full assistance or qualify for partial assistance in meeting the kindergarten fees of their children. To better meet the requirements of needy primary and secondary students, we also increased the rates of grants for textbooks and stationery items and the subsidies for travel expenses. At the tertiary level, the Local Student Finance Scheme was extended in the 2000-2001 academic year to cover full-time students of the Hong Kong Institute of Vocational Education of the Vocational Training Council who pursue the two-year Diploma or Common First Year programmes. In addition, the scope of the Non-means Tested Loan Scheme was extended to cover students pursuing continuing and professional education courses provided in Hong Kong by registered schools, non-local universities and professional and recognised training bodies. We have also examined the findings of the consultancy study regarding the feasibility of transferring the administration of the Non-means Tested Loan Scheme to the private sector. We will assess how the Scheme can be more efficiently and cost-effectively administered through private sector participation with a view to benefiting more loan borrowers.

9 Ensure continuous improvement to the education system

We have made good progress in the reform of the Education Department. Various items of work on the reform agenda have either been accomplished or are on track.

Following the acceptance by the Government of the Education Commission (EC)'s recommendations outlined in the Report "Reform Proposals for the Education System in Hong Kong" last year, we have publicised a timetable for implementing the education reform and made good progress in putting in place various reform measures. We have implemented the interim Secondary School Places Allocation system, and completed public consultation on the detailed arrangements for the through-train mechanism. In parallel, the EC is conducting a review on the academic structure for senior secondary education and its interface with higher education and will submit its recommendations to the Government in 2002.

We are progressing well with measures to increase the diversity of the school sector. Over the past three years, we have allocated 20 government-built school premises (including six senior secondary schools) to school sponsors as Direct Subsidy Scheme (DSS) schools. We have also allocated four sites for school operators to build DSS schools and another seven sites for non-profit making private independent schools. So far, two aided primary schools successfully joined the DSS. The terms of DSS have been further improved starting from the 2001-2002 school year to facilitate the development of a vibrant private school sector. We envisage that by the 2005-2006 school year, there will be some 60 DSS schools and private independent schools in operation.

10 Provide a curriculum which develops students' potential to the full and meets the needs of the community

In the context of the education reform and in line with the aims of education for the 21st century, a holistic review of the curriculum across all levels of schooling has been conducted. A final report on "Learning to Learn: The Way Forward in Curriculum Development" was issued in July 2001. It outlines the direction for the curriculum development in the next ten years and sets out the priority implementation tasks. We have started to put in place a series of support measures to help schools implement the curriculum reform.

Progress on each of the previously announced initiatives under the above KRAs is set out in the "Detailed Progress" section of this report.

Looking Forward

To achieve our overall targets this year, we will undertake the following initiatives and targets under each of the KRAs for the coming year.

We will continue to promote school-based management. Schools will be given more flexibility in the use of resources and curriculum practices. To assist schools to self manage effectively, we have issued a School Administration Guide in the 2000-2001 school year. We will publish, in October 2001, a booklet on the Responsibilities of School Managers to help school managers better understand their roles.

To optimise the impact of the Quality Education Fund (QEF) in support of the education reform, we will review and consolidate the experiences of the projects financed by the Fund with a view to further disseminating and promoting good practices in school education.

We will assess our performance in respect of this KRA against the following indicators –

- Effectiveness of on-going QEF projects. Our target is that at least 85% of the completed QEF projects can fulfil the goals set by the applicant organisations.
- Promotion of good practices in QEF projects. Our target is to enhance efforts in selecting and crystallising good practices in completed QEF projects as well as to disseminate and promote such good practices widely among schools.
- Number and percentage of schools with participatory school management and a staff appraisal system. Our target is that aided primary and secondary schools will have a staff appraisal system in place by the end of the 2001-2002 school year and will start to implement participatory school management by the 2002-2003 school year.

We will pursue the following initiative and target to deliver results in this area –

Initiative *	Target
To enhance the Capacity Enhancement Grant to secondary schools to reduce teachers' workload so that they can improve student learning <i>(Education Department)</i>	To allow secondary schools to hire additional services/personnel starting from the 2002-2003 school year

* the bracketed information denotes the agency with lead responsibility for the initiative

2

Provide a quality learning environment

We are committed to providing a quality learning and teaching environment in which our young people can develop their full potential.

To enable 60% of our primary school students to study in whole-day schools by September 2002, we will continue to build an additional 24 schools and convert a further 56 uni-sessional/bi-sessional schools to whole-day operation. We are planning to build more new primary schools beyond 2002 to enable virtually all students to study in whole-day schools by September 2007. We will also continue to convert, through administrative measures, existing uni-sessional/bi-sessional schools into whole-day operation.

Following extensive consultations, we have revised the designs for secondary and primary schools to provide improved facilities, e.g. for the use of information technology and the enhancement of language training. We will upgrade the facilities of existing schools to bring them into line with the new designs as far as practicable. We shall involve the private sector more in the Government's school building programme, in respect of both new schools and schools under the School Improvement Programme, with a view to speeding up the school building programme and encouraging more variety and flexibility in the school design.

We will assess our performance in respect of this KRA against the following indicators –

- Number of schools which have substantially improved their facilities in comparison with current standards. Our target is to continue to carry out improvement works so as to cover all public sector schools, where feasible, by the 2004-2005 school year.
- Proportion of whole-day primary school places in public sector schools. Our target is 60% by September 2002.

We will pursue the following initiatives and targets to deliver results in this area –

Initiative	Target
<p>To enhance student guidance service for primary schools (<i>Education Department (ED)</i>)</p>	<p>To provide a cash grant to schools starting from the 2002-2003 school year to enable the procurement of guidance services for school children</p>
<p>To enhance school-based educational psychology services to cater for students' diversities (<i>ED</i>)</p>	<p>To provide enhanced educational psychology services to primary schools, through phased extension of school-based services to 200 primary schools by 2007-2008</p>
<p>To extend the Understanding the Adolescent Project for secondary school students to senior primary school students (<i>ED</i>)</p>	<ul style="list-style-type: none"> ● To launch a 3-year pilot project in 2001-2002 to cover 54 primary schools for the study of the screening tool and 18 schools for the study of the preventive programme ● To fully implement the project in 300 primary schools in 2004-2005 and 400 primary schools in 2005-2006
<p>To enhance the discipline and resilience of secondary school students (<i>ED</i>)</p>	<p>To extend the Smart Teen Challenge Project, targeting at 4 600 Secondary One to Secondary Four students each year starting from the 2002-2003 school year</p>

Initiative	Target
<p>To set up and operate a model kindergarten which provides, on a self-sufficient basis, experimental learning for child care students, and to become a centre for the improvement and development of child care teaching and learning and child care pedagogy, in general</p> <p><i>(Vocational Training Council)</i></p>	<p>To set up the model kindergarten in 2002-2003 accommodating 200 children</p>

3

Develop and maintain a dedicated and professional teaching force

The quality of the teaching profession has a direct bearing on the quality of education. We must ensure that our principals and teachers have a strong sense of mission and suitable academic and professional qualifications. We should also encourage and support continuous professional development among teachers.

Government funds have been provided for the District Teacher Network (DTN) Scheme to support 20 projects annually on disseminating quality teaching experience. Promotional activities in connection with the projects include seminars, workshops, experience-sharing sessions and school visits. For some projects, VCDs, CD-ROMs and publications on teaching practices are also produced for distribution to schools for teachers' reference. These reference materials are also uploaded onto the DTN Scheme website.

We will assess our performance in respect of this KRA against the following indicator –

- Percentage of teachers who are professionally trained and/or degree holders. Our targets are –
 - (a) to require all new teachers to be professionally trained and degree holders in the longer term; and
 - (b) with the phased upgrading of the Certificate in Education Programme, all graduates of pre-service training programmes for primary and secondary school teachers will, as from the 2004-2005 school year, also be degree holders.

We will pursue the following initiatives and targets to deliver results in this area –

Initiative	Target
To set up, implement and evaluate the accreditation mechanism for new principalship and to discharge the administration of continuing professional development courses <i>(Education Department (ED))</i>	To set up a unit in the Education Department in 2002-2003, pending further examination of the institutional arrangements
To require all kindergartens to employ 100% qualified kindergarten teachers <i>(ED)</i>	To implement the requirement by the 2004-2005 school year

The whole world is undergoing rapid transformation brought about by the advancement in IT. We must ensure that we provide the necessary education to our students so that they can grow up with the vision and the capability to rise to new challenges in the global competitive arena. Under the five-year (1998-1999 to 2002-2003) IT in education strategy, the Government assumes a leadership and co-ordination role in promoting IT in education, and schools are given the flexibility to devise their own IT plans and to set the pace for incorporating IT in education. To increase connectivity, we set up in August 2000 a platform on the Internet, the HKeducationCITY.net, which serves as a cyber centre for information, resources, interaction and services of education-related matters for all teachers, students, parents and members of the public.

We will assess our performance in respect of this KRA against the following indicators –

- Percentage of school curriculum delivered with the assistance of IT. Our target is 25% by the 2002-2003 school year.
- Percentage of teachers achieving competence at various levels. Our target is to have 75%, 25% and 6% of teachers reaching the intermediate, upper intermediate and advanced levels respectively by the 2002-2003 school year.
- Number of computers in schools. Our target is to provide each primary and secondary school with, on average, 40 and 82 computers respectively.

5

Enable our students and workforce to be bi-literate and tri-lingual

Hong Kong's competitiveness largely depends on a workforce that has effective communication skills in both Chinese and English.

We will continue to enhance English standards in the workplace through the Funding Scheme for Workplace English training. We will provide incentive grants for in-service teachers to receive more advanced training in the teaching of English. We will also provide more resources to primary schools to enhance curriculum leadership in the teaching of English.

To enhance English language learning in primary schools, we will, from September 2002, start providing Native-speaking English Teacher or English Language Teaching Assistants to primary schools to enrich the language learning environment.

We have set language proficiency requirements for English and Putonghua teachers and started providing the necessary training to enable serving teachers to attain standards equivalent to or above these requirements.

We will assess our performance in respect of this KRA against the following indicator –

- Percentage of English and Putonghua teachers who meet the basic language proficiency requirements. Our target is that all serving English and Putonghua teachers should demonstrate their proficiency by the 2005-2006 school year.

We will pursue the following initiative and target to deliver results in this area –

Initiative	Target
To enhance English language learning and teaching in primary schools <i>(Education Department)</i>	To start providing native-speaking English teachers or teaching assistants for primary schools from the 2002-2003 school year

As an integral part of the school curriculum, the assessment mechanism plays an important function of providing useful feedback to schools, teachers and students to facilitate improvement. It is one of the key areas examined by the Education Commission in undertaking the review of the education system. In this context, we have abolished the Academic Aptitude Test to provide students with more room to participate in learning activities that are conducive to all-round development. Schools and teachers have more space to focus on genuine teaching and learning. We have started work on designing Basic Competency Assessments in Chinese, English and Mathematics for students at Primary One to Secondary Three levels as a means of facilitating the teaching and learning of individual students and monitoring the students' standards in Chinese, English and Mathematics at the territory-wide level.

We will assess our performance in respect of this KRA against the following indicator –

- To put in place a mechanism to objectively measure students' standards and to serve as a source of feedback for more effective teaching and learning. Our initial target is to produce a prototype of Student Assessment programme of the Basic Competency Assessments at Primary Three level in the 2001-2002 school year.

Hong Kong competes on the strength of its people. The tertiary education system plays a pivotal role in ensuring that our graduates possess the necessary skills, knowledge and creativity that would promote Hong Kong's competitiveness in the globalised economy. We will therefore continue to invest heavily in our tertiary institutions for them to strive for excellence in both research as well as teaching and learning.

In addition, to ensure that Hong Kong stays at the forefront of knowledge-based, high value-added economies, we must continue to enhance the age participation rate of our population in higher education. We will therefore facilitate and support the increase in access to post-secondary education. We have promulgated a set of common descriptors for local Associate Degree programmes and the Government has taken the lead to recognise the qualification of accredited local Associate Degree programmes for civil service appointments while putting in place adequate quality assurance mechanism. We have announced new measures to provide financial assistance to students pursuing full-time, self-financing accredited post-secondary courses. Plans are in hand to help education institutions gear up for the new opportunity. They include, among other things, interest-free start-up loans and accreditation grants.

We will assess our performance in respect of this KRA against the following indicators –

- “Areas of Excellence” (AoE) projects supported by the University Grants Committee. Taking into account the experience of the first two rounds of the AoE Scheme, we consider that institutions should be allowed sufficient time to develop proposals which have clear potential to attain world-class excellence. Our target is to launch the third call for applications in 2002-2003.
- The overall performance of local first-degree graduates in the workplace as assessed by employers. Our target is to carry out the next survey on the opinions of employers in early 2002 to keep track of the performance of first-degree graduates.

- The number of post-secondary education places. We will maintain and update a database of full-time, accredited programmes leading to qualifications at or above the level of higher diploma, associate degree and professional diploma.

We will pursue the following initiatives and targets to deliver results in this area –

Initiative	Target
To broaden the horizon and foster a global vision among our university students <i>(Education and Manpower Bureau (EMB))</i>	To formulate and implement plans in 2001-2002 to reinforce the student exchange programmes of University Grants Committee funded institutions over the next three years
To review the legislative framework for the provision of post-secondary education programmes in Hong Kong <i>(EMB)</i>	To complete the review in 2002

We will ensure that no students will be deprived of education for lack of financial means. We provide direct subsidies to kindergartens, free and universal education at primary and junior secondary levels, and heavily-subsidised senior secondary and tertiary education. The Student Financial Assistance Agency provides financial assistance to needy students at all levels. Assistance for primary and secondary school students takes the form of remission of school fees, grants for the purchase of textbooks and/or subsidies for travel expenses. Eligible tertiary students are provided with grants and loans for their tuition fees, academic expenses and/or living expenses during the academic year.

With effect from the 2001-2002 academic year, we will administer a new means-tested financial assistance scheme, namely the Financial Assistance Scheme for Post-secondary Students, to provide means-tested financial assistance to eligible full-time students aged 25 or below pursuing accredited self-financing post-secondary education programmes. Besides, we will introduce a new Non-means Tested Loan Scheme for Post-secondary Students for the above students to top up the means-tested assistance (if any) to meet their tuition fees and living expenses.

In the 2001-2002 academic year, we will also relax the eligibility criteria to allow kindergarten pupils aged two years and eight months to apply for kindergarten fee remission to tie in with the Education Department's initiative to lower the minimum admission age for kindergartens to two years and eight months as at 31 August of the school year.

We will assess our performance in respect of this KRA against the following indicator –

- Effectiveness of delivering financial assistance. Our target is that all eligible students will be provided with the financial assistance to which they are entitled.

We will pursue the following initiatives and targets to deliver results in this area –

Initiative	Target
<p>To further improve the Kindergarten Fee Remission Scheme to enhance the financial assistance given to needy families with children attending kindergartens and to rationalise the assessment system</p> <p><i>(Student Financial Assistance Agency (SFAA))</i></p>	<p>To introduce improvements in the 2002-2003 school year; some 41 000 students are expected to benefit</p>
<p>To improve and rationalise various student financial assistance schemes for primary and secondary school students and apply the modified mechanism to the Local Student Finance Scheme and the Financial Assistance Scheme for Post-secondary Students</p> <p><i>(SFAA)</i></p>	<p>To introduce improvements and implement the modified mechanism in the 2002-2003 school year; to benefit some 67 000 students</p>
<p>To provide financial assistance to ensure that no qualified students will be denied access to full-time self-financing post-secondary education for lack of financial means</p> <p><i>(SFAA)</i></p>	<p>To implement the new Financial Assistance Scheme for Post-secondary Students and Non-means Tested Loan Scheme for Post-secondary Students in the 2001-2002 academic year</p>

The Education Commission (EC) has completed an overall review of the education system and put forward recommendations to ensure that our system will enable Hong Kong to meet the challenges of a globalised and knowledge-based 21st century. The recommendations cover various stages of education ranging from pre-primary to continuing level, with particular focus on the academic structure, the interface between different stages (including the school places allocation systems), the curricula and student assessment mechanisms.

The position regarding the reform of the assessment mechanism, the school curriculum, teacher professionalism and tertiary education have been outlined in the foregoing sections. On the admission systems, we have abolished the Academic Aptitude Test and introduced an interim Secondary School Places Allocation mechanism with effect from the 2000-2001 school year. We will also put in place an interim Primary One Admission System in the 2002-2003 school year. In the meantime, the EC is conducting a review to examine the feasibility of implementing a three-year senior secondary education system and its interface with higher education, with a view to submitting its recommendations to the Government in 2002.

To offer more learning opportunities for our youngsters, we will, starting from the 2002-2003 school year, provide adequate subsidised Secondary Four and training places for all Secondary Three students in publicly-funded schools who have the ability and wish to continue their study. We will build sufficient schools to achieve this.

We have taken steps to increase our resources and support to facilitate the development of quality private schools so as to inject more diversity into the education system. We have further improved the terms of the Direct Subsidy Scheme starting from the 2001-2002 school year.

We will assess our performance in respect of this KRA against the following indicators –

- Timely completion of all reviews. Our target is to complete, by the end of 2002, a review on the feasibility of implementing a

three-year senior secondary education system and to complete a review of the Secondary School Places Allocation by the end of 2003.

- Provision of subsidised Secondary Four and training places for Secondary Three students who wish and have the ability to continue their study. Our target is to provide the necessary places from the 2002-2003 school year.

We will pursue the following initiative and target to deliver results in this area –

Initiative	Target
Promoting the adoption of the through-train mode <i>(Education Department)</i>	Details of the scheme to be finalised by early 2002

As recommended by the Education Commission in the context of the review on the education system, the overall objective of curriculum development in Hong Kong is to provide all students with essential lifelong learning experiences for whole-person development in the domains of ethics, intellect, physical development, social skills and aesthetics so that all students can develop their potential and become active, responsible and contributing members of society, the nation and the world.

The Curriculum Development Council (CDC) has developed an open, coherent and flexible curriculum framework so as to facilitate schools' development of a broad and balanced curriculum. The framework consists of eight Key Learning Areas, outlining the knowledge, generic skills, values and attitudes that students should develop at different stages of schooling. The CDC has also recommended a three-stage implementation plan and put forward an action plan for the next five years. Actions are in hand to provide support to schools and teachers in implementing the reform. These include, for example, conducting research and development projects, providing training, giving school-based curriculum development support and introducing a database of curriculum exemplars.

In parallel, to maximise the effectiveness of learning and teaching, we are studying different approaches to help cater for the learning needs of primary students with different learning abilities. We have started to carry out, from the 2000-2001 school year, a three-year consultancy study on strategies to cope with individual differences at the primary level. There are 14 primary schools participating in the study to try out various teaching strategies. Examples of such strategies include cross level subject setting, maximising the potential of IT resources and building on variations and motivation.

We will assess our performance in respect of this KRA against the following indicator –

- Implementation of the recommendations contained in the final report “Learning to Learn : The Way Forward in Curriculum Development” published in July 2001. Our targets in the coming five years (2001-2002 to 2005-2006 school years) are as follows:

- (a) to promote learning to learn through the four key tasks : moral and civic education, reading to learn, project learning, and the use of IT for interactive learning;
- (b) to enhance learning and teaching in various Key Learning Areas; and
- (c) to begin developing school-based curricula.

We will pursue the following initiatives and targets to deliver results in this area –

Initiative	Target
<p>To strengthen professional support for schools and teachers for implementing the curriculum reform <i>(Education Department (ED))</i></p>	<p>To generate successful experiences and help schools and teachers develop the necessary knowledge and skills for implementing the curriculum reform through collaborative research and development projects and professional development programmes</p>
<p>To enable schools to formulate curriculum development plans and strategies <i>(ED)</i></p>	<p>To provide each primary school with one additional Primary School Master/Mistress to serve as the curriculum leader by the 2004-2005 school year. These manpower resources will be provided for five years subject to further review</p>

Quality Education

Detailed Progress

1

Support school-based management and innovative practices

To achieve results in this area, various initiatives have been undertaken in the past years. Details are set out below –

Initiative *	Target #	Present Position +
<p>To introduce a recurrent grant for public sector schools (up to \$550,000 per primary school and \$300,000 per secondary school) to reduce teachers' workload so that they can improve student learning</p> <p><i>(Education Department (ED))</i></p>	<p>To allow schools to hire additional services/personnel from the 2000-2001 school year to enhance teachers' capability to improve the curriculum and students' language proficiency and to cope with students' diverse and special needs</p> <p><i>(2000)</i></p>	<p>The Capacity Enhancement Grant was introduced in the 2000-2001 school year and about 1 200 schools have received the Grant.</p> <p><i>(Action Completed)</i></p>
<p>To promote home-school co-operation and parent education</p> <p><i>(ED)</i></p>	<p>To set aside \$50 million to support activities relating to parent education and home-school co-operation</p> <p><i>(2000)</i></p>	<p>A new commitment of \$50 million was approved by the Finance Committee in June 2001 to support and promote parent education activities from the 2001-2002 to 2002-2003 school years.</p> <p><i>(Action in Progress: On Schedule)</i></p>

* the bracketed information denotes the agency with lead responsibility for the initiative

the bracketed information denotes the year in which the target was set

+ the bracketed information denotes the status of the target

Initiative	Target	Present Position
<p>To recruit more students to the ranks of school-based uniform/youth groups and to widen their learning experiences (ED)</p>	<p>To set aside \$50 million to support uniform/youth groups in organising school-based activities (2000)</p>	<p>A new commitment of \$50 million was approved by the Finance Committee in June 2001 to support and promote uniform group activities for primary and secondary students from the 2001-2002 to 2003-2004 school years. (Action in Progress: On Schedule)</p>
<p>To provide school-based support to promote school effectiveness through the Education Department's Regional Education Offices (ED)</p>	<p>Starting from the 2000-2001 school year, to conduct school development visits, to provide school-based services to schools and to set up district networks for experience sharing (2000)</p>	<p>In the 2000-2001 school year, over 2 100 school development visits and visits on school-based support were made by the Regional Education Offices. Over 200 networking activities (including seminars, discussions, sharing sessions and visits) were organised in accordance with the needs of individual districts. For the 2001-2002 school year, it is planned that school development visits would be extended to all the remaining subvented schools. (Action in Progress: On Schedule)</p>

Initiative	Target	Present Position
<p>To improve the quality of education by implementing the recommendations of Education Commission Report No. 7 (ECR 7)</p> <p><i>(ED)</i></p>	<p>To implement the recommendations in 1998</p> <p><i>(1997)</i></p>	<p>The main theme of ECR 7 is to promote school-based management (SBM). To this end, the Advisory Committee on School-Based Management submitted its recommendations on the SBM governance framework to the Director of Education after an extensive consultation exercise. The Administration has accepted the recommendations and is preparing a bill to give legal backing to the proposals.</p> <p><i>(Action in Progress: On Schedule)</i></p>

2

Provide a quality learning environment

To achieve results in this area, various initiatives have been undertaken in the past years. Details are set out below –

Initiative	Target	Present Position
<p>To improve the teacher: pupil ratio in kindergartens by 3 phases from 1:20 (nursery classes) and 1:30 (kindergarten classes) to 1:15</p> <p><i>(Education Department (ED))</i></p>	<p>To start implementation from the 2001-2002 school year</p> <p><i>(2000)</i></p>	<p>The improved ratio of 1:15 has been implemented for nursery classes in the 2001-2002 school year. The improvement will be introduced by phases over three years, i.e. nursery classes in 2001-2002, to be followed by Kindergarten 1 in 2002-2003 and Kindergarten 2 in 2003-2004.</p> <p><i>(Action in Progress: On Schedule)</i></p>
<p>To examine the further harmonisation of kindergartens and child care centres by the Joint Working Group between the Education Department and the Social Welfare Department (Working Group)</p> <p><i>(ED/Social Welfare Department)</i></p>	<p>To complete deliberations by mid-2001</p> <p><i>(2000)</i></p>	<p>We are taking forward the Working Group's recommendations in stages. We have consulted the Educational Panel and the trade on proposed improvements to the Kindergarten Subsidy Scheme and will approach the Panel by November 2001 on our recommendation on improvements to the Fee Remission Scheme. We aim to put both improvement proposals to the Finance Committee and consult the public on other recommendations within 2001-2002.</p> <p><i>(Action in Progress: On Schedule)</i></p>

Initiative	Target	Present Position
<p>To provide a one-off grant of \$20,000 to each non-profit making kindergarten and child care centre to buy library books and teaching resources</p> <p><i>(ED)</i></p>	<p>To disburse the grant in 2001</p> <p><i>(2000)</i></p>	<p>The grant was disbursed in September 2001.</p> <p><i>(Action Completed)</i></p>
<p>To introduce diversity to school building designs to meet the practical needs of different schools</p> <p><i>(ED/Architectural Services Department)</i></p>	<ul style="list-style-type: none"> ● To conduct a school design competition for selected school sites in 2001 to promote innovative school building designs ● To complete by 2002 the first school village at Po Kong Village Road, Wong Tai Sin <p><i>(2000)</i></p>	<ul style="list-style-type: none"> ● Details of the competition have been finalised by an Organising Committee comprising architects, school users and Government officials. The competition will be launched in late 2001. ● Construction works have commenced in 2001. <p><i>(Action in Progress: On Schedule)</i></p>

Initiative	Target	Present Position
<p>To provide matching funds for public sector schools to cover 50% of the capital cost of installing air-conditioners in classrooms and libraries</p> <p><i>(Quality Education Fund)</i></p>	<p>To receive applications from schools with effect from the 2000-2001 school year</p> <p><i>(2000)</i></p>	<p>Quality Education Fund (QEF) has approved matching funds of \$63 million for 241 public sector schools to cover 50% of the capital cost of installing air-conditioners in classrooms and libraries in the 2000-2001 school year. The Trustees of the Hong Kong Jockey Club Charities Trust have also approved a grant of the same amount as that of QEF to reimburse the other 50% to schools which accept their donation.</p> <p><i>(Action in Progress: On Schedule)</i></p>
<p>To extend support services to all newly arrived children</p> <p><i>(ED)</i></p>	<ul style="list-style-type: none"> Starting from the 2000-2001 school year, to strengthen pre-arrival services by providing self-learning package on foundation English and information about the Hong Kong education system to parents of Mainland children before their arrival 	<ul style="list-style-type: none"> The development of a self-learning package and a videotape on “Life in Hong Kong” has been completed. <p><i>(Action in Progress: On Schedule)</i></p>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> ● To introduce in the 2000-2001 school year a full-time Initiation Programme as an additional mode of post-arrival service for newly arrived Mainland children ● To provide a grant of \$2,750 per primary student and \$4,080 per secondary student for schools which admit non-Chinese speaking students to help these students integrate into the local education system <p>(2000)</p>	<ul style="list-style-type: none"> ● In the 2000-2001 school year, there were two schools running the Initiation Programme at primary and secondary levels. The third school has started operation since September 2001. <p><i>(Action Completed)</i></p> <ul style="list-style-type: none"> ● In the 2000-2001 school year, 20 primary and 8 secondary schools admitting non-Chinese speaking students benefited from the grant. <p><i>(Action Completed)</i></p>
<p>To expedite delivery of the School Improvement Programme (SIP)</p> <p><i>(ED)</i></p>	<ul style="list-style-type: none"> ● To streamline procedures for land administration works and approval of building plans 	<ul style="list-style-type: none"> ● Agreement has been reached with Lands Department to streamline the process by reducing the time required for land administration. Arrangement has also been made with Buildings Department to shorten the statutory approval time for vetting building plans. <p><i>(Action Completed)</i></p>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> ● To commission school sponsoring bodies which have the wish and the capacity to appoint their own consultants to carry out the improvement works ● To institute a more consultative process on the programme with schools, involving principals and teachers ● To complete feasibility studies for all remaining 358 schools in the programme by 2002 to help establish a comprehensive picture on the number of schools where improvement works are feasible as well as the required scope of works <p>(2000)</p>	<ul style="list-style-type: none"> ● 59 out of the remaining 342 schools in the Final Phase of SIP have opted to appoint their own consultants to carry out the improvement works. <i>(Action Completed)</i> ● Quadrilateral meetings among Architectural Services Department (ArchSD), consultants, ED and the school have been put in place for each and every school in Phase 4 and the Final Phase of SIP. <i>(Action Completed)</i> ● ArchSD's appointed consultants are carrying out feasibility studies for schools which opted for ArchSD-delivery mode. Schools which opted for the self-delivery mode are in the final stage of appointing consultants or have started the feasibility studies with their appointed consultants <i>(Action in Progress: On Schedule)</i>

Initiative	Target	Present Position
<p>To implement the policy of whole-day primary schooling (ED)</p>	<ul style="list-style-type: none"> ● To enable 60% of primary school students to study in whole-day schools by September 2002 (1998 and 1997) ● Subject to regular review of a number of constraints (e.g. availability of sites and population changes), to work towards a tentative target of full implementation by the commencement of the 2007-2008 school year (1998) 	<ul style="list-style-type: none"> ● As at 1 September 2001, the percentage of whole-day primary school places in government and aided schools was 48%. 24 additional new schools will be completed by September 2002. ● We are planning to build more schools between 2002 and September 2007. (Action in Progress: On Schedule)
<p>To provide adequate school places and support services for newly arrived children from the Mainland (ED)</p>	<ul style="list-style-type: none"> ● To build an additional 13 primary schools before the 2001-2002 school year ● To build an additional 19 secondary schools before the 2001-2002 school year (1997) 	<ul style="list-style-type: none"> ● All the 13 primary schools were completed. ● All the 19 secondary schools were completed. (Action Completed)

Initiative	Target	Present Position
<p>To eliminate floating classes at Secondary One to Five (ED)</p>	<p>To phase out 359 floating classes in 129 secondary schools by 2000-2001 (1996)</p>	<p>There now remains 17 schools operating a total of 36 floating classes at Secondary One to Five, representing 0.4% of the classes in public sector schools. We shall work with these schools to eliminate the floating classes as soon as possible. (Action in Progress: Under Review)</p>
<p>To extend the School Improvement Programme (Education and Manpower Bureau (EMB))</p>	<p>To extend the Programme to cover all public sector schools for which improvement works are feasible by 2004 (1996)</p>	<p>Improvement works in 360 primary and secondary schools have been completed. Another 151 schools are undergoing improvement works. Feasibility studies for another 328 schools are in progress. (Action in Progress: On Schedule)</p>
<p>To reduce the size of school classes to 35 pupils each, starting in September 1993 with Primary One (EMB)</p>	<p>To extend it to a higher level a year at a time (1992)</p>	<p>To meet the target of providing 60% of primary school places in whole-day schools by September 2002, progress on reduction of class size was suspended from the 1998-1999 school year. We will review from time to time when we can put an end to the interim adjustment to class size. (Action in Progress: Under Review)</p>

3

Develop and maintain a dedicated and professional teaching force

To achieve results in this area, various initiatives have been undertaken in the past years. Details are set out below –

Initiative	Target	Present Position
<p>To further enhance the quality of kindergarten teachers and principals <i>(Education Department (ED))</i></p>	<ul style="list-style-type: none"> ● To raise the entry requirements of kindergarten teachers from two passes in the Hong Kong Certificate of Education Examination (including one language subject) to five passes, including both Chinese and English, from the 2001-2002 school year ● To require all new kindergarten teachers to possess a pre-service Qualified Kindergarten Teacher qualification from the 2003-2004 school year 	<ul style="list-style-type: none"> ● The new requirement has been introduced from the 2001-2002 school year. <i>(Action Completed)</i> ● To build up a pool of trained teachers, we have commissioned one-year full-time pre-service early childhood education courses to provide 200 training places in 2000 and 440 in 2001. <i>(Action in Progress: On Schedule)</i>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> ● To increase training provision to enable all serving kindergarten principals/child care centre supervisors to receive Certificate in Education (Kindergarten) training from 2001-2002 to 2005-2006 ● To introduce from the 2001-2002 school year a tailor-made principalship training course for kindergarten principals/child care centre supervisors (2000) 	<ul style="list-style-type: none"> ● In the 2001-2002 school year, an additional 150 training places in Certificate in Education (Kindergarten) will be provided for serving kindergarten principals/child care centre supervisors. <i>(Action in Progress: On Schedule)</i> ● Arrangements have been made to start the tailor-made principalship training course for 120 kindergarten principals/child care centre supervisors in the 2001-2002 school year. <i>(Action Completed)</i>
<p>To work with educational bodies, teacher education providers and schools in providing induction programmes for new teachers at regional and school levels before the new school year and during their first year of teaching (ED)</p>	<ul style="list-style-type: none"> ● To provide induction programmes for new teachers at regional and school levels from the 2001-2002 school year 	<ul style="list-style-type: none"> ● A pre-term teacher induction programme was held in mid-August 2001 at the Hong Kong Teachers' Centre. ● A continual support programme sustained over the first year of teaching will be organised for new primary and secondary school teachers in the 2001-2002 school year.

Initiative	Target	Present Position
	<ul style="list-style-type: none"> ● To include elements of teacher induction and development in principal training programmes from the 2000-2001 school year (2000) 	<ul style="list-style-type: none"> ● An induction kit is being planned to help schools with developing their school-based induction support. The kit will be available within the 2001-2002 school year. ● Continuing education programmes on teacher performance management, support for new teachers and teacher professional growth were organised for newly appointed and serving principals in the 2000-2001 school year. We will continue to organise such programmes for principals. <i>(Action Completed)</i>
<p>To make available a one-off grant of \$23 million for public sector schools to purchase professional publications aimed at enhancing teachers' professional development (ED)</p>	<p>To implement in 2001. It is expected that over 40 000 public sector primary and secondary school teachers will benefit. The books can be shared among teachers of the same schools and among schools in the same district (2000)</p>	<p>In May 2001, a book grant of about \$22.6 million was allocated to some 1 200 public sector schools. More than 45 000 teachers have benefited from the grant. <i>(Action Completed)</i></p>

Initiative	Target	Present Position
<p>To review the Kindergarten Subsidy Scheme (ED)</p>	<p>To complete the review in the 2000-2001 school year (2000)</p>	<p>The review was completed in July 2001. The trade has been consulted on the proposed revised Scheme, which will be introduced in the 2001-2002 school year. (Action Completed)</p>
<p>To upgrade the quality of kindergarten education through the employment of trained principals in kindergartens (ED)</p>	<p>To advance the target (announced in the 1997 Policy Address) of requiring all newly recruited kindergarten principals to have completed the Certificate in Education (Kindergarten) (CKE) course from September 2002 to September 2004 (1999)</p>	<p>A total of 540 principals and teachers have completed the CKE course by September 2001. In addition, the pre-service CKE course has produced 50 graduates in 2001. To ensure adequate opportunities for principals and teachers, 280 training places on the CKE course, including 50 pre-service places, will be provided in the 2001-2002 school year. (Action in Progress: On Schedule)</p>
<p>To accelerate the provision of graduate posts in primary schools (ED)</p>	<ul style="list-style-type: none"> ● Provision of 1 640 posts each year from the 1999-2000 to 2001-2002 school years ● To achieve 35% primary graduate posts by the 2001-2002 school year (1998 and 1997) 	<p>A total of 1 640 graduate posts were provided in the 2000-2001 school year and the same number of graduate posts will be provided in the 2001-2002 school year. Together with the existing 5 675 graduate posts, a total of 7 315 teaching posts in primary schools will be upgraded to graduate posts by the end of the 2001-2002 school year, with the 35% target duly met. (Action Completed)</p>

Initiative	Target	Present Position
<p>To set up an award scheme for outstanding schools and teachers to be funded by the Quality Education Fund</p> <p><i>(Quality Education Fund)</i></p>	<p>To implement in 1998-1999</p> <p><i>(1998)</i></p>	<p>The Outstanding School Awards Scheme has been completed with the results announced in July 2001. A total of 24 awards have been granted to 21 schools.</p> <p><i>(Action Completed)</i></p>
<p>To set up a General Teaching Council (GTC)</p> <p><i>(EMB)</i></p>	<ul style="list-style-type: none"> ● To provide a one-off grant of \$20 million to tie in with the establishment of GTC <i>(1998)</i> ● To set up the Council by 1999 <i>(1997)</i> 	<p>Start-up funding has been reserved. However, the establishment of the proposed GTC may have to be delayed due to manpower and time constraints as many other aspects of work relating to the Education Reform are in active progress.</p> <p><i>(Action in Progress: Under Review)</i></p>

4

Maximise the benefits of IT in education to enhance the effectiveness of teaching and learning

To achieve results in this area, various initiatives have been undertaken in the past years. Details are set out below –

Initiative	Target	Present Position
<p>To enhance the school administrative computer systems to improve teachers' productivity and school administration efficiency</p> <p><i>(Education Department (ED))</i></p>	<p>To complete the enhancement work by August 2002</p> <p><i>(2000)</i></p>	<p>70% of schools have upgraded their administrative computer systems; system enhancement work is in progress.</p> <p><i>(Action in Progress: On Schedule)</i></p>
<p>To promote quality education and lifelong learning through the HKeducationCITY.net</p> <p><i>(ED/Quality Education Fund (QEF))</i></p>	<p>Educational resources on this platform will be available for use in the current school year. As a pilot, 200 multi-media publications for primary and secondary schools will be digitised in the 2000-2001 and 2001-2002 school years. Other services such as student guidance and counselling and on-line learning will also be made available</p> <p><i>(2000)</i></p>	<ul style="list-style-type: none"> ● With a grant of \$31.9 million from the QEF, the project was launched in August 2000. ● The HKeducationCITY.net hosts a repository of teaching and learning resources and provides a platform for teachers to share their experiences. ● Some 160 multi-media e-books for primary school students have been produced and are made available on the HKeducationCITY.net. Four web-based resources packages for teachers were developed. <p><i>(Action in Progress: On Schedule)</i></p>

Initiative	Target	Present Position
<p>To provide more multi-media facilities to schools to enhance teaching and learning with the use of IT (QEF)</p>	<p>To set up Multi-media Learning Centres, with a student to computer ratio of 1:1, in an additional 241 schools in the 2000-2001 school year (2000)</p>	<p>212 schools were sponsored with grants totalling \$246 million to set up Multi-media Learning Centres or Information Technology Learning Centres in the 2000-2001 school year. In addition, 102 schools were provided with grants of \$32 million to upgrade their Multi-media Learning Centres to achieve a computer ratio of 1:1. (Action Completed)</p>
<p>To provide funds to secondary schools to buy notebook computers for loan to needy students (QEF/ED)</p>	<p>To allocate a sum of \$200 million in 2001 for this purpose (2000)</p>	<p>A total of some 23 000 notebook computers with Windows Millennium Edition OS and MS Office 2000 Suite as well as free Internet dial-up accounts were made available in 503 schools for loan to needy students in secondary schools. (Action Completed)</p>
<p>To review the effectiveness of various initiatives in the promotion of IT in education (ED)</p>	<p>To conduct an interim review of the “Five-Year Strategy” in 2001 and a final review in 2003 (1999)</p>	<p>Case studies and surveys have been conducted. Final report for the interim review will be ready by end-2001. (Action in Progress: On Schedule)</p>

Initiative	Target	Present Position
<p>To provide adequate IT facilities including network facilities for our students and teachers to enable them to access and share information</p> <p><i>(ED)</i></p>	<p>To connect all schools to the Internet</p> <p><i>(1997)</i></p>	<p>All public sector primary, secondary and special schools are provided with a recurrent grant for Internet access. All schools are connected to the Internet with over 90% using broadband or leased lines.</p> <p><i>(Action Completed)</i></p>

5

Enable our students and workforce to be bi-literate and tri-lingual

To achieve results in this area, various initiatives have been undertaken in the past years. Details are set out below –

Initiative	Target	Present Position
<p>To provide an additional senior teacher post in all public sector primary schools to provide curriculum leadership in the teaching of English to improve co-ordination, planning and methodology</p> <p><i>(Education Department (ED))</i></p>	<p>To upgrade one Certificated Master/ Assistant Primary School Master post to Assistant Master/ Primary School Master post in each public sector primary school with effect from the 2001-2002 school year. Eligible teachers must demonstrate a high level of proficiency in the English language, subject knowledge and pedagogical skills</p> <p><i>(2000)</i></p>	<p>Public sector primary schools will be provided with funds for upgrading one teacher post for English teaching effective from 2001-2002. Teachers eligible for filling the post should have attained an average proficiency at level 4 of the English Language Proficiency Requirement.</p> <p><i>(Action Completed)</i></p>
<p>To develop pupils' interest in learning English at primary level, build their confidence and help local teachers develop innovative teaching and learning methods, materials, curricula and activities suited to the needs of local children</p> <p><i>(ED/Quality Education Fund (QEF))</i></p>	<ul style="list-style-type: none"> ● To implement in 2000-2001 and 2001-2002 school years a pilot Primary Schools English Development Scheme in 40 schools and a pilot English Teaching Support Scheme in another 30 schools 	<ul style="list-style-type: none"> ● The QEF has funded two projects totalling \$100 million. ● The English Teaching Support Scheme has developed a phonic package for Primary One level and is trying it out in schools under the Scheme. Co-teaching and support services on school-based needs are being provided.

Initiative	Target	Present Position
	<ul style="list-style-type: none"> ● To support a project in 21 primary schools in the 2000-2001 school year to improve English language learning at Primary One level and to develop a model for effective teaching and learning <p>(2000)</p>	<ul style="list-style-type: none"> ● The project was funded by the QEF with a grant of \$2.8 million and implemented in the 2000-2001 school year by the Hong Kong Council of Early Childhood Education and Services. ● A resource pack including unit guidelines and project activities for Primary One level and a teacher education package comprising training videos is being prepared. QEF has approved \$7 million for the extension of the project to Primary Two and Three levels in the 2001-2003 school years. <p><i>(Action in Progress: On Schedule)</i></p>
<p>To implement a Chinese language co-teaching scheme at primary and secondary levels with Chinese language teachers from the Mainland to explore effective pedagogic modes and strategies and to produce relevant learning materials to enhance the language proficiency of students</p> <p><i>(ED/QEF)</i></p>	<p>To implement the scheme from March 2001 to February 2004 by phases. Four primary schools and four secondary schools will join in each phase</p> <p>(2000)</p>	<ul style="list-style-type: none"> ● A grant of about \$6 million has been provided by the QEF for implementing the project. ● East China Normal University, Shanghai has been commissioned by the ED to appoint 16 Chinese language teachers from the Mainland to implement the first and second phases of the scheme.

Initiative	Target	Present Position
		<ul style="list-style-type: none"> ● The first and second phases will start simultaneously in September 2001. 14 Chinese language teachers from the Mainland have arrived in Hong Kong and been attached to six primary and eight secondary schools in September 2001. <p><i>(Action in Progress: On Schedule)</i></p>
<p>To conduct a longitudinal study on the effectiveness of two-mode teaching in junior secondary classes and to identify the necessary support services</p> <p><i>(ED)</i></p>	<p>The study will begin in 2001 and last for three years</p> <p><i>(2000)</i></p>	<ul style="list-style-type: none"> ● To reflect the objectives of the study more accurately, it was decided, after consultation with relevant advisory bodies and the Steering Committee, to rename the study as “Study on Enrichment of Language Learning Environment”. ● A tertiary institution was commissioned in June 2001 to develop a support programme for Secondary One students to help them adapt to the English language learning environment for trial in five English language schools.

Initiative	Target	Present Position
		<ul style="list-style-type: none"> ● An enrichment programme for Secondary Two and Three students to enrich the English language learning environment in Chinese-medium schools will be developed for trial in 14 secondary schools. ● It is expected that the findings will highlight the possible ways of enriching the language learning environment. ● It is planned to follow the cohorts of students up to Secondary Five to assess the full effect of the programme as advised by the Steering Committee. <p><i>(Action in Progress: On Schedule)</i></p>
<p>To introduce an incentive grants scheme for in-service English language training programmes, benefiting up to 50 000 employees</p> <p><i>(Education and Manpower Bureau (EMB)/Standing Committee on Language Education Research (SCOLAR))</i></p>	<p>To call for funding requests by early 2000</p> <p><i>(1999)</i></p>	<p>The Funding Scheme for Workplace English Training was launched in February 2000. 20 114 employees' funding applications have been received. As at the end of September 2001, 4 925 employees have completed their studies and attained the benchmark specific to their job types.</p> <p><i>(Action Completed)</i></p>

Initiative	Target	Present Position
<p>To monitor and evaluate the effectiveness of the Native-speaking English Teacher (NET) Scheme in public sector secondary schools <i>(EMB)</i></p>	<ul style="list-style-type: none"> ● To provide an interim report on the effectiveness of the scheme by the 1999-2000 school year and a final report by the 2000-2001 school year <i>(1998)</i> ● To provide one NET for each public sector secondary school and up to two NETs for schools using Chinese as the medium of instruction from the 1998-1999 school year <i>(1997)</i> 	<ul style="list-style-type: none"> ● The final report was completed in late May 2001. The report indicates that NETs have contributed as English language resource persons in schools and in fostering an enabling English environment for students. ● In the 2000-2001 school year, 441 NETs were employed in 399 public sector secondary schools. Further recruitment will be conducted where necessary. <i>(Action Completed)</i>

6

Improve the system of assessing students

To achieve results in this area, various initiatives have been undertaken in the past years. Details are set out below –

Initiative	Target	Present Position
<p>To introduce the Basic Competency Assessments comprising the Student Assessment and the System Assessment in Chinese, English and Mathematics. The Student Assessment will diagnose individual students' competence to facilitate schools in giving effective support to students for remedial and enhancement purposes. The System Assessment will monitor the overall performance of all schools to facilitate improvement</p> <p><i>(Education Department (ED)/Hong Kong Examinations Authority (HKEA))</i></p>	<ul style="list-style-type: none"> ● To put in place the Student Assessment at all levels from Primary One to Secondary Three by phases starting from the 2001-2002 school year ● To put in place the System Assessment at Primary Three, Primary Six and Secondary Three by phases from the 2003-2004 school year <p><i>(2000)</i></p>	<ul style="list-style-type: none"> ● Prototype of Student Assessment at Primary Three level is being prepared and will be released in June 2002. ● The preparation of the System Assessment is underway. <p><i>(Action in Progress: On Schedule)</i></p>

Initiative	Target	Present Position
<p>To introduce a secure form of Hong Kong Attainment Test in Chinese, English and Mathematics to more accurately gauge students' performance at Primary Three, Primary Five and pre-Secondary One levels</p> <p><i>(ED)</i></p>	<p>To start putting in place a secure form of Hong Kong Attainment Test from the 2000-2001 school year</p> <p><i>(2000)</i></p>	<p>With effect from the 2000-2001 school year, a secure form of Hong Kong Attainment Test has been administered at Primary Three, Primary Five and pre-Secondary One levels.</p> <p><i>(Action Completed)</i></p>
<p>To introduce an element of core competency to a number of subjects in the Hong Kong Certificate of Education Examination to set an objective standard for the passing grade</p> <p><i>(HKEA)</i></p>	<p>To introduce an element of core competency to a number of Hong Kong Certificate of Education Examination subjects by phases, starting with the English subject in 2004</p> <p><i>(2000)</i></p>	<p>Draft of the new syllabus for the 2004 Hong Kong Certificate of Education Examination English subject is being prepared. The new syllabus will be issued in mid-2002.</p> <p><i>(Action in Progress: On Schedule)</i></p>

7

Develop Hong Kong into a regional centre of excellence for higher education

To achieve results in this area, various initiatives have been undertaken in the past years. Details are set out below –

Initiative	Target	Present Position
<p>To facilitate the progressive increase in the provision of post-secondary education for the 17-20 age group</p> <p><i>(Education and Manpower Bureau (EMB))</i></p>	<p>To launch supporting measures starting from 2001-2002</p> <p><i>(2000)</i></p>	<p>Package of supporting measures including schemes to provide start-up loan for post-secondary education providers and financial assistance for full-time students pursuing accredited, self-financing post-secondary programmes were launched in July 2001.</p> <p><i>(Action Completed)</i></p>
<p>To make a one-off dollar-for-dollar matching grant of \$50 million to the Open University of Hong Kong (OUHK) for its Information Technology Development Plan 2000-2002 to cope with the world trend of open and distance learning in an online environment</p> <p><i>(EMB)</i></p>	<p>To disburse the fund to the OUHK in 2000-2001</p> <p><i>(2000)</i></p>	<p>Fund disbursed to the OUHK in December 2000.</p> <p><i>(Action Completed)</i></p>

Initiative	Target	Present Position
<p>To increase the number of research postgraduate (RPg) students in support of Hong Kong's development into a centre of innovation and technology</p> <p><i>(University Grants Committee (UGC)/ EMB)</i></p>	<p>To increase the number of RPg students in each year by at least 11% in the 2001-2002 to 2003-2004 triennium</p> <p><i>(2000)</i></p>	<p>The number of RPg students funded by the UGC will increase by 20% to an indicative target of 4 315 places by the end of the 2001-2002 to 2003-2004 triennium.</p> <p><i>(Action in Progress: On Schedule)</i></p>
<p>To develop a qualifications framework to facilitate articulation of courses and encourage lifelong learning</p> <p><i>(EMB)</i></p>	<p>To work with the University Grants Committee, the Hong Kong Council for Academic Accreditation, the Vocational Training Council, the Employees Retraining Board and the Federation of Continuing Education with a view to producing a qualifications framework within two years</p> <p><i>(2000)</i></p>	<p>EMB promulgated a set of common descriptors for Associate Degree programmes, including the entry requirements, exit qualifications, a ladder of progression and articulation to degree qualification.</p> <p><i>(Action in Progress: On Schedule)</i></p>
<p>To provide more student hostel places in the UGC-funded institutions</p> <p><i>(UGC)</i></p>	<p>To provide in the next five years 11 000 additional student hostel places. The preparations for 9 360 places (at a cost of \$1.6 billion) will start in 1998</p> <p><i>(1997)</i></p>	<p>The UGC-funded institutions have drawn up and implemented plans to provide about 11 000 additional student hostel places. Of these, the preparations for some 10 087 places are underway.</p> <p><i>(Action in Progress: On Schedule)</i></p>

8

Ensure students are not deprived of education for lack of financial means

To achieve results in this area, the following initiative has been undertaken in the past year. Details are set out below –

Initiative	Target	Present Position
To relax the means test mechanism to help more needy families obtain full assistance or to qualify for partial assistance in meeting the kindergarten fees of their children <i>(Student Financial Assistance Agency)</i>	To relax the means test for kindergarten fee remission from the 2000-2001 school year <i>(2000)</i>	The relaxation of the means test benefited 3 800 students. The additional amount of assistance provided was \$20.4 million. <i>(Action Completed)</i>

9

Ensure continuous improvement to the education system

To achieve results in this area, various initiatives have been undertaken in the past years. Details are set out below –

Initiative	Target	Present Position
<p>To provide subsidised Secondary Four and training places to all Secondary Three students in publicly-funded schools who have the ability and wish to continue their study</p> <p><i>(Education Department (ED))</i></p>	<p>To build sufficient schools for this purpose</p> <p><i>(2000)</i></p>	<p>We are planning to build eight new senior secondary schools for commencement of operation in the 2003-2004 school year.</p> <p><i>(Action in Progress: On Schedule)</i></p>
<p>To put in place new mechanisms for admission to primary and secondary schools</p> <p><i>(ED)</i></p>	<ul style="list-style-type: none"> ● To introduce an interim Secondary School Places Allocation (SSPA) mechanism with effect from the 2000-2001 school year ● To conduct a review on the interim SSPA mechanism in 2003 with a view to putting in place the permanent SSPA mechanism in 2004 or 2005. The review will also cover the long-term arrangement for the medium of instruction policy 	<ul style="list-style-type: none"> ● The interim SSPA mechanism has been put in place in the 2000-2001 school year. <i>(Action Completed)</i> ● The review will be conducted in 2003 as scheduled. <i>(Action in Progress: On Schedule)</i>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> To put in place an interim Primary One Admission (POA) system from the 2002-2003 to 2004-2005 school years (2000) 	<ul style="list-style-type: none"> The interim POA system will be implemented from the 2002-2003 school year as scheduled. <i>(Action in Progress: On Schedule)</i>
<p>To study the feasibility of a three-year structure for senior secondary education and its impact on first degree programmes <i>(Education and Manpower Bureau (EMB)/University Grants Committee)</i></p>	<p>To start work in 2000 with a view to reaching a decision in 2002 (2000)</p>	<p>The Education Commission is undertaking a review to study the feasibility of implementing a three-year academic structure for senior secondary education and its interface with higher education. It will submit its recommendations to the Administration in 2002. <i>(Action in Progress: On Schedule)</i></p>
<p>To provide enrichment programmes to develop the potential of gifted students <i>(ED)</i></p>	<p>To allocate \$10 million for this purpose in 2000-2001 (2000)</p>	<p>A commitment of \$9.9 million has been created. We have started implementing a two-year plan on launching various enrichment programmes for gifted children. <i>(Action Completed)</i></p>

Initiative	Target	Present Position
<p>To make available additional resources to ordinary schools to promote integrated education (ED)</p>	<p>To progressively increase the resources from an additional \$15 million in 2001-2002 to \$50 million in 2004-2005. The Education Department will strengthen support services to schools and training for teachers (2000)</p>	<p>In the 2000-2001 school year, 40 ordinary schools adopted the whole-school approach to integrated education for students with special needs. We have provided additional resources to another 25 ordinary schools to promote integrated education in the 2001-2002 school year. Funds will also be made available for schools to purchase special equipment or carry out minor construction works to cater for students with special needs. (Action in Progress: On Schedule)</p>
<p>To provide, on a pilot basis, training and funds for schools to organise activities for students with behavioural problems with a view to reaffirming and developing their potential for positive values and behaviour (ED)</p>	<p>About 150 schools will benefit in the 2000-2001, 2001-2002 and 2002-2003 school years (1999)</p>	<p>For the 2000-2001 and 2001-2002 school years, 50 schools each year have received a training package on the concepts and skills in enhancing students' learning motivation, positive values and self-discipline. Funds have also been allotted to these 100 schools for organising related student activities. We plan to include another 50 schools in the 2002-2003 school year. (Action in Progress: On Schedule)</p>

Initiative	Target	Present Position
<p>To implement detailed proposals following the organisational and management review of the Education Department <i>(EMB/ED)</i></p>	<p>To start implementing proposals in early 1999 <i>(1998)</i></p>	<p>Various items on the reform agenda have either been completed or are on track. The implementation of the reform measures will continue and be directed by the Director of Education. <i>(Action Completed)</i></p>

10

Provide a curriculum which develops students' potential to the full and meets the needs of the community

To achieve results in this area, various initiatives have been undertaken in the past years. Details are set out below –

Initiative	Target	Present Position
<p>To implement a new curriculum model with the introduction of eight key learning areas (KLAs) to provide schools with greater flexibility in offering a coherent, broad and balanced curriculum</p> <p><i>(Education Department)</i></p>	<ul style="list-style-type: none"> ● To work out the details of each KLA and prepare support materials such as curriculum guides, exemplars and teaching materials in relation to the KLA-based curriculum starting from the 2001-2002 school year ● To provide professional development (including web-based courses) for principals and teachers from the 2001-2002 to the 2004-2005 school years 	<ul style="list-style-type: none"> ● KLA curriculum guides and various subject curriculum guides are being developed. ● A curriculum bank of authentic exemplars has been launched. ● A series of learning/teaching materials (e.g. guidebooks, multi-media packages) is being developed. ● Various modes of principal and teacher development programmes will be provided from the 2001-2002 school year.

Initiative	Target	Present Position
	<ul style="list-style-type: none"> ● To conduct researches on different teaching and learning approaches <p>(2000)</p>	<ul style="list-style-type: none"> ● 171 secondary schools and 147 primary schools will participate in a range of collaborative research and development projects, covering general learning and teaching strategies, key learning areas, moral and civic education and school-based curriculum development. <p><i>(Action in Progress: On Schedule)</i></p>