

# MESSAGE

At the dawn of the 21<sup>st</sup> century, we pin our hopes for the future on an education system that can rise to the challenges in an increasingly knowledge-based, technology-driven and competitive global environment. We look to our education system to nurture a young generation of people who have critical thinking, good language skills, a sense of commitment to society, as well as a good foundation for life-long learning. Education is as much a conduit for personal development as it is an engine for upward social mobility. It is the ultimate solution to poverty.



The package of policy recommendations put forward by the Education Commission, and which have been accepted by the Administration, bode well for an education system that will be able to fulfil the above expectations. The policy objectives outlined in this booklet have been carefully designed to bring substantial improvements to many critical aspects of education in Hong Kong.

When the Education Commission's reform measures and the policy initiatives are fully implemented, we will see a significant expansion of learning opportunities at the senior secondary and tertiary levels, and a rationalised academic structure. Teachers and students will experience the joy of teaching and learning with a more flexible scheduling of activities, a more liberal and diverse curriculum and in a better school environment. There will be a cadre of highly professional and motivated teachers to safeguard the effectiveness of learning and ensure that every student will be able to maximise his or her potential.

Such a vision is fully within our reach, but will require the concerted efforts of all concerned. I appeal to school sponsoring bodies, principals and teachers, parents, the business community and others who have a stake in the future of Hong Kong to help us make it happen.

I also welcome comments on the initiatives in this booklet and views on how the Education and Manpower Bureau can serve you better.

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**

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## **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 to prepare them for life and work, and to develop in them an aptitude for life-long 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

Satisfactory progress has been achieved in this area in the past year. We have completed the assessment of over 3 220 applications in the third call for the Quality Education Fund (QEF). Of the 1 140 projects approved in the first two calls, 492 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 conducted extensive consultation on a more participatory and

accountable school-based management framework, and will consider the way forward in the light of the views received.

All government schools have included teacher and parent representatives in the school management committee from the 1999-2000 school year. New schools coming into operation in the 2000-2001 school year are required, under a Service Agreement with the Education Department, to form a school management committee with the participation of key stakeholders. All public sector schools are required to submit a school plan by October each year, and to prepare a school report before the end of the year.

## **2 Provide a quality learning environment**

We have made sustained efforts on the implementation of whole-day primary schooling. Fourteen new schools commenced operation in the 1999-2000 school year; another 22 will commence operation in the 2000-2001 school year. We have also converted, through administrative measures, 20 uni-sessional/bi-sessional schools into 12 whole-day schools in September 2000.

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 are being organised to acquaint kindergartens with the assessment tool.

## **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 91% of primary teachers and 84% of secondary teachers in public sector schools have received professional teacher training.

We are progressively upgrading the sub-degree pre-service training programmes for primary and secondary school teachers to degree or above places. Starting from 2004-2005, all new graduates of pre-service teacher education programmes will be degree holders. 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.

We are on course in meeting the target of upgrading 35% of teaching posts in primary schools to graduate posts by the 2001-2002 school year. We will upgrade a total of 1 640 teaching posts in the 2000-2001 school year.

Together with the EC, we will examine the functions and membership of the proposed General Teaching Council (GTC) and encourage the education sector, as well as the community in general, to participate in the discussion to facilitate the establishment of a GTC in Hong Kong as soon as possible.

#### **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. We have provided schools with cash grants to purchase IT facilities and to connect to the Internet. So far, 605 schools (or 63%) have installed the minimum required number of computers (at least 70% of the entitled provision). Our target is that all schools will have the minimum number of computers installed by May 2001. All secondary schools and over 90% of primary schools have Internet access. More than 31 000 teachers (75%) have completed “Basic” IT training. We will provide a further 54 000 training places at various levels of competencies. To enrich the teaching and learning resources for teachers and students, we have launched a comprehensive education portal site, the HKeducationCITY.net, in August 2000.

The Education Department has been conducting regular school visits to offer on-site help and advice on issues related to IT in education. We 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 English-speaking Teacher (NET) scheme in its first year of operation 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 have also stepped up the recruitment of NETs in the past year; all public sector secondary schools which recruited their NETs through the Education Department have at least one NET in the 1999-2000 school year.

After two 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 September 2004, and the long-term arrangement thereafter will be reviewed in 2003.

We have finalised the language benchmarks for English and Putonghua teachers. Language proficiency training and assessment will start in 2001.

## **6 Improve the system of assessing students**

We have made steady progress in the past year. The Hong Kong Examinations Authority has completed a consultancy study on how the two public examinations - Hong Kong Certificate of Education Examination and Hong Kong Advanced Level Examination - should be improved. Various proposals will be implemented in stages, including the proposal to take account of students' performance at school in public examinations. On the basis of the EC's recommendation, development of the Basic Competency Assessments will start in 2000.

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

We have achieved good progress in developing "Areas of Excellence" among the University Grants Committee (UGC)-funded institutions. The UGC has received 41 detailed proposals in the first call for applications and, following a rigorous evaluation exercise, decided

to support three proposals at an amount of \$126 million spread over five years. The UGC launched the second call in early 2000 and shortlisted 16 from a total of 55 proposals. The UGC aims to make final funding decisions in early 2001.

The quality and achievements of our universities are increasingly recognised by the regional and international academic and professional communities. For example –

- the Open University of Hong Kong has received three major international awards in 1999 and 2000 for its excellence and achievements in open and distance learning as well as its electronic library; and
- the business schools of the Chinese University of Hong Kong and the Hong Kong University of Science and Technology (HKUST) achieved accreditation by the International Association for Management Education in 1999. They are the first two Asian business schools to achieve such status. The HKUST's business school has also received full accreditation from the European Foundation for Management Development, the first Asian business school to have achieved this status.

The universities have enhanced their exchange and collaborations with overseas institutions during the past year. The pilot scheme to recruit outstanding Mainland students was widely supported with a total of 153 outstanding Mainland students admitted to attend local undergraduate programmes in Hong Kong in the 2000-2001 academic year.

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

In the 1999-2000 academic year, the Student Financial Assistance Agency assisted 452 868 students in meeting their education related expenses, or 37% of the target student population. The Agency provided a total of \$3,079 million in grants, loans, fee remissions and travel subsidies, comprising \$1,858 million for tertiary/post-secondary students, \$742 million for secondary school students, \$133 million for primary school students, and \$346 million for kindergarten pupils.

At the tertiary level, we commissioned a consultancy study to examine the feasibility of transferring the administration of the Non-means-tested Loan Scheme to the private sector. The aim of this study is to



assess how the scheme could be more efficiently and cost-effectively administered through private sector participation for the benefit of education loan borrowers. We are examining the consultancy findings. To alleviate the financial hardship of very low income families, we relaxed the eligibility criteria for obtaining the full rate of assistance for textbooks and stationery grants and for full remission of kindergarten and senior secondary school fees.

## **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.

The EC has completed the third round of public consultation on the review of the education system in Hong Kong, covering the academic structure, the curricula, the assessment mechanisms of various stages of education and the interface between these stages. After carefully assessing the views received, the EC submitted its final recommendations to the Chief Executive in September this year.

We are progressing well with measures to increase the diversity of the school sector. Over the past two years, we have allocated nine government-built school premises to school sponsors as Direct Subsidy Scheme (DSS) schools. We have also allocated two sites for school operators to build DSS schools, and another five sites for non-profit making private independent schools. Aided primary schools may, as from the 1999-2000 school year, apply to join DSS as well.

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

All initiatives are either on schedule or completed. The reviews on the mathematics curriculum, arts and science streaming at Secondary Four and Five, and enhancement of the understanding of China, have provided useful inputs for the subsequent development of a coherent, broad and balanced school curriculum to meet the challenges of the 21<sup>st</sup> century.

In the context of the education reform and in line with the aims of education for the 21<sup>st</sup> century, a holistic review of the curriculum across all levels of schooling is underway. We aim to consult the public on the curriculum framework in November 2000.

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.

The Quality Education Fund (QEF) will continue to finance worthwhile one-off projects for the promotion of quality education in schools. We expect to approve another 1 800 projects in the fourth call for applications.

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 shall publish an Administration Guide to help schools handle more funding and operational flexibilities. To support school managers to perform their strategic role in school development, a School Managers' Handbook will be made available to every school manager in 2001. The Advisory Committee on School-Based Management will develop a framework of governance for school-based management, taking into account the views received in response to the consultation document published in February 2000.

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

- Number and effectiveness of on-going and new QEF projects. Our target is that at least 85% of the completed QEF projects can fulfil the goals set by the applicant organisations.
- Number and percentage of schools with participatory school management and a staff appraisal system. Our target is that all aided primary and secondary schools will have a staff appraisal system in place by the 2001-2002 school year and participatory school management by the 2002-2003 school year.

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

Initiative *	Target
<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 <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>To promote home-school co-operation and parent education <i>(ED)</i></p>	<p>To set aside \$50 million to support activities relating to parent education and home-school co-operation</p>
<p>To recruit more students to the ranks of school-based uniformed/youth groups and to widen their learning experiences <i>(ED)</i></p>	<p>To set aside \$50 million to support uniformed/youth groups in organising school-based activities</p>
<p>To provide school-based support to promote school effectiveness through the Education Department’s Regional Education Offices <i>(ED)</i></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</p>

\* 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.

The advantages of whole-day primary schooling are well recognised by the education sector. To enable 60% of our primary school pupils to study in whole-day schools by September 2002, we will build an additional 32 schools and convert a further 52 uni-sessional/bi-sessional schools to whole-day operation. We are planning to build more new primary schools beyond 2002 to enable virtually all pupils 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 2004.
- 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 –

<b>Initiative</b>	<b>Target</b>
<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 <i>(Education Department (ED))</i></p>	<p>To start implementation from the 2001-2002 school year</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 <i>(ED/Social Welfare Department)</i></p>	<p>To complete deliberations by mid-2001</p>
<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 <i>(ED)</i></p>	<p>To disburse the grant in 2001</p>
<p>To introduce diversity to school building designs to meet the practical needs of different schools <i>(ED/Architectural Services Department)</i></p>	<ul style="list-style-type: none"> <li>● To conduct a school design competition for selected school sites in 2001 to promote innovative school building designs which may be used as one of the variations of standard design options for selection by school sponsors</li> <li>● To complete by 2002 the first school village at Po Kong Village Road, Wong Tai Sin</li> </ul>

Initiative	Target
<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>To extend support services to all newly arrived children</p> <p><i>(ED)</i></p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● 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</li> </ul>
<p>To expedite delivery of the School Improvement Programme</p> <p><i>(ED)</i></p>	<ul style="list-style-type: none"> <li>● To streamline procedures for land administration works and approval of building plans</li> </ul>

Initiative	Target
	<ul style="list-style-type: none"><li data-bbox="580 188 1001 379">● To commission school sponsoring bodies which have the wish and the capacity to appoint their own consultants to carry out the improvement works</li><li data-bbox="580 395 1001 523">● To institute a more consultative process on the programme with schools, involving principals and teachers</li><li data-bbox="580 539 1001 802">● 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</li></ul>



# 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.

To promote sharing of experience and dissemination of good practices among primary and secondary school teachers as well as early childhood education workers, we will continue to facilitate the development of teachers' networks in various districts. Promotion of good practices will be conducted by way of seminars, workshops, collaborative teaching, lesson demonstrations, building up of information networks, etc. Funds will be provided to support about 20 projects on disseminating quality teaching experience and developing teachers' network each year.

A Preparatory Committee under the Education Commission has conducted a public consultation on the future role of the General Teaching Council (GTC) and arrangements regarding its establishment. We shall examine the views received and develop a framework for the GTC as soon as possible.

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 of Education programme, all graduates of pre-service training programmes for primary and secondary school teachers will, as from 2004, also be degree holders.

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

Initiative	Target
<p>To further enhance the quality of kindergarten teachers and principals <i>(Education Department (ED))</i></p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● To require all new kindergarten teachers to possess a pre-service Qualified Kindergarten Teacher qualification from the 2003-2004 school year</li> <li>● 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</li> <li>● To introduce from the 2001-2002 school year a tailor-made principal-ship training course for kindergarten principals/child care centre supervisors</li> </ul>
<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 <i>(ED)</i></p>	<ul style="list-style-type: none"> <li>● To provide induction programmes for new teachers at regional and school levels from the 2001-2002 school year</li> <li>● To include elements of teacher induction and development in principal training programmes from the 2000-2001 school year</li> </ul>

Initiative	Target
<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 teachers will benefit. The books can be shared among teachers of the same schools and among schools in the same district</p>
<p>To review the Kindergarten Subsidy Scheme (ED)</p>	<p>To complete the review in the 2000-2001 school year</p>

The whole world is undergoing rapid transformation brought about by 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. In view of our objective to increase connectivity, we will set up a platform on the Internet for all teachers, students and parents to access all education-related information and resources to promote life-long learning.

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 all teachers reaching at least the “basic” level of competency by the 2000-2001 school year; and 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. All schools should have at least 70% of the entitled facilities in place by summer 2001.

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

<b>Initiative</b>	<b>Target</b>
<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>To promote quality education and life-long 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 school year. Other services such as student guidance and counselling, and on-line learning will also be made available</p>
<p>To provide more multi-media facilities to schools to enhance teaching and learning with the use of IT</p> <p><i>(QEF)</i></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</p>
<p>To provide funds to secondary schools to buy notebook computers for loan to needy students</p> <p><i>(QEF/ED)</i></p>	<p>To allocate a sum of \$200 million in 2001 for this purpose</p>

# 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, the Native English-speaking Teacher scheme is being piloted in 40 primary schools, and we will provide native English-speaking English Language Teaching Assistants to 32 schools from September 2000.

We have set language benchmarks for English and Putonghua teachers and will provide the necessary training to enable serving teachers to attain standards equivalent to or above these benchmarks.

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 requirement. 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 initiatives and targets to deliver results in this area –

Initiative	Target
<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>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"> <li>● 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 32 schools</li> <li>● 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</li> </ul>
<p>To implement a Chinese language co-teaching scheme at primary and secondary levels with Chinese language teachers from Mainland China to explore effective pedagogic modes and strategies and to produce relevant learning materials to enhance the language proficiency of students</p> <p><i>(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>

<b>Initiative</b>	<b>Target</b>
To conduct a longitudinal study on the effectiveness of two-mode teaching in junior secondary classes and to identify the necessary support services to make it work <i>(ED)</i>	The study will begin in 2001 and last for three years



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 will thus have more space to focus on genuine teaching and learning. We will start work on designing basic competency assessments in Chinese, English and Mathematics for students at key stages of basic education as a means of facilitating the teaching and learning of individual students and monitoring schools' performance in meeting basic standards in the various major domains.

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

- Whether a mechanism is put in place to objectively measure students' standards and to serve as a source of feedback for more effective teaching and learning. Our target is to start introducing a secure Hong Kong Attainment Test from the 2000-2001 school year and the Basic Competency Assessments from the 2001-2002 school year.

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

Initiative	Target
<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"> <li>● 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</li> <li>● To put in place the System Assessment at Primary Three, Primary Six and Secondary Three by phases from the 2003-2004 school year</li> </ul>
<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 Hong Kong Attainment Test from the 2000-2001 school year</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 examinations with an element of core competency in various Hong Kong Certificate of Education Examination subjects by phases, starting with the English subject in 2004</p>

It is important to Hong Kong, both economically and culturally, that the higher education system and the graduates from that system should be of high quality. Our aim is to assure the quality, diversity and flexibility of the higher education system and to ensure its relevance to the changing needs of the community. We also aim at providing the working population with further opportunities for life-long continuing and professional education.

We are aiming to build upon current strengths in tertiary institutions to develop “Areas of Excellence” which would be recognised internationally and which would justify substantial investment in state-of-the-art facilities. Such developments will enable our institutions to achieve and maintain recognition in the international academic community and keep pace with rising international standards. We will also increase the number of research postgraduate students to support Hong Kong’s development as a centre of innovation and technology.

We will support the progressive increase in the provision of post-secondary education to more fully meet the needs of the new economy. In connection with this, we will consider designing a qualifications framework for higher education and the necessary quality assurance and accreditation mechanisms.

We will continue with our efforts to build 11 000 additional student hostel places so that undergraduate students can have the opportunity to stay in a student hostel for at least one year. The universities will also continue to admit students on the basis of their principals’ nominations in order to give recognition to and promote achievements in the non-academic domains.

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

- “Areas of Excellence” projects supported by the University Grants Committee. We have introduced a second round for the funding of more “Areas of Excellence” proposals. Our target is to announce the funding decisions in early 2001.

- 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 2001 to keep track of the performance of first-degree graduates.

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

Initiative	Target
<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>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>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/ 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>

Initiative	Target
<p>To develop a qualifications framework to facilitate articulation of courses and encourage life-long learning (<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>

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.

Starting from September 2000, the rates of grants for textbooks and stationery items and the subsidies for travel expenses will be increased to better meet the requirements of needy students. The Non-means-tested Loan Scheme will also be extended to continuing and professional education courses, including non-local award bearing programmes, offered by registered schools and professional and recognised training bodies. In the coming year, we will provide more assistance to needy families to pay kindergarten fees.

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

- Number and proportion of students receiving 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 initiative and target to deliver results in this area –

<b>Initiative</b>	<b>Target</b>
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

In order to respond more effectively to the changing demands of the community, and to ensure that our education system will meet the needs of Hong Kong in the 21<sup>st</sup> century, the Education Commission (EC) has completed an overall review of the education system from pre-primary to continuing stage, with particular focus on the duration of various stages of education and their interface, the school place allocation system, the curriculum and student assessment.

The Administration has accepted the package of recommendations put forth by the EC and we will in the coming years focus our efforts on implementing the recommendations. The recommendations relating to the assessment mechanism, the school curriculum, teacher professionalism and tertiary education have been outlined in the foregoing sections. On the education system itself, we have decided to abolish the Academic Aptitude Test and introduce an interim Secondary School Places Allocation mechanism with effect from the current school year, and put in place the new interim Primary One Admission system in the 2002-2003 school year. We will examine the feasibility of a three-year senior secondary education system and its impact on the first-degree programme, with a view to coming to a decision 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. To ensure that private schools receiving government subsidy are accountable for the quality of their education services, we will require schools to sign a Service Agreement with Government.

In line with the spirit of the curriculum reform and in order to



maximise the effect of learning and teaching, we are studying different approaches to help cater for primary pupils with different learning abilities. Starting from the 2000-2001 school year, we will carry out a three-year consultancy study on strategies to cope with individual differences at primary level. There are about 14 primary schools participating and, in groups of two or three, they will try out one of the following strategies, namely : cross level subject setting, maximising the potential of IT resources, developing a community of learners, building on variations and motivation and model of learning.

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

- Timely completion of all reviews. Our target is to complete a review of the Secondary School Places Allocation by the end of 2003 and a review on the feasibility of a three-year senior secondary education system by the end of 2002.
- 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 initiatives and targets to deliver results in this area –

Initiative	Target
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 <i>(Education Department (ED))</i>	To build sufficient schools for this purpose

Initiative	Target
<p>To put in place new mechanisms for admission to primary and secondary schools <i>(ED)</i></p>	<ul style="list-style-type: none"> <li>● To introduce an interim Secondary School Places Allocation (SSPA) mechanism with effect from the current school year</li> <li>● 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</li> <li>● To put in place an interim Primary One Admission system from the 2002-2003 to 2004-2005 school year</li> </ul>
<p>To study the feasibility of a three-year structure for senior secondary education and its impact on first-year degree programmes <i>(Education and Manpower Bureau/ University Grants Committee)</i></p>	<p>To start work in 2000 with a view to reaching a decision in 2002</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</p>
<p>To make available additional resources to ordinary schools to promote integrated education <i>(ED)</i></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</p>

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 a coherent, broad and balanced curriculum that enables all our students to develop their potential to the full in the areas of ethics, intellect, physical development, social skills and aesthetics.

The Curriculum Development Council will shortly propose a new curriculum framework that will set a new direction of curriculum development that combines related subjects into key learning areas. It will be student-oriented so that students can develop the necessary skills, learning experiences, knowledge, attitudes and values in a cohesive and integrated manner.

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

- All stages of the holistic review completed and recommendations implemented in time. Our targets are as follows:
  - (a) based on the result of the review of the school curriculum framework, to develop an open and flexible curriculum framework with specification of elements of learning in key learning areas in 2000;
  - (b) to pilot alternative curriculum models in the 2000-2002 school years; and
  - (c) to implement alternative curriculum models flexibly in 2002.

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

Initiative	Target
<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 <i>(Education Department)</i></p>	<ul style="list-style-type: none"><li>● 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</li><li>● To provide training programmes (including web-based courses) on development of school-based curriculum for teachers from 2001-2002 to 2004-2005</li><li>● To conduct researches on different teaching and learning approaches</li></ul>

**Quality Education**

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**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 provide each public sector school with an annual supplementary grant (on average, \$120,000 per primary school and \$155,000 per secondary school) to cope with the additional administrative work arising from school-based management</p> <p><i>(Education Department (ED))</i></p>	<p>To have all schools practising the core elements of school-based management by 2000</p> <p><i>(1998)</i></p>	<p>The annual supplementary grant has been disbursed starting from the 1999-2000 school year to help schools cope with the additional workload arising from practising school-based management.</p> <p><i>(Action Completed)</i></p>
<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. To this end, the Advisory Committee on School-Based Management (ACSBM) published a consultation document on school-based management in February 2000. The ACSBM will submit recommendations to the Director of Education in the latter half of 2000.</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

# 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 develop performance indicators for kindergartens (KGs) <i>(Education Department (ED))</i></p>	<p>To provide KGs with a tool for self-evaluation and to provide reference to the public in assessing the quality and standard of KGs <i>(1999)</i></p>	<ul style="list-style-type: none"> <li>● The first edition of the Performance Indicators for Kindergartens was issued to all KGs in July 2000.</li> <li>● There will be on-going seminars and workshops to help KGs undergo self-evaluation.</li> </ul> <p><i>(Action Completed)</i></p>
<p>To implement the policy of whole-day primary schooling <i>(ED)</i></p>	<ul style="list-style-type: none"> <li>● To enable 60% of primary school pupils to study in whole-day schools by September 2002 <i>(1998 and 1997)</i></li> </ul>	<ul style="list-style-type: none"> <li>● As at 1 September 2000, the percentage of whole-day primary school places in government and aided schools was 39%. 32 additional new schools will be completed by September 2002.</li> </ul> <p><i>(Action in Progress: On Schedule)</i></p>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> <li>● 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 <i>(1998)</i></li> </ul>	<ul style="list-style-type: none"> <li>● We are planning to build more schools between 2002 and September 2007. <i>(Action in Progress: On Schedule)</i></li> </ul>
<p>To provide air-conditioning for schools for physically and severely mentally handicapped children <i>(Education and Manpower Bureau (EMB))</i></p>	<p>Subject to feasibility studies, to proceed with the installation once resources are available <i>(1998)</i></p>	<p>Resources have been allocated. Ten schools have opted for a cash grant to carry out installation works themselves while the remaining seven schools will have the works carried out by the Architectural Services Department. <i>(Action Completed)</i></p>
<p>To provide adequate school places and support services for newly arrived children from the Mainland <i>(ED)</i></p>	<ul style="list-style-type: none"> <li>● To build an additional 13 primary schools before the 2001-2002 school year</li> </ul>	<ul style="list-style-type: none"> <li>● Five new primary schools have started operation from the 1997-1998 school year, and another two from the 1998-1999 school year. Of the remaining six schools, three will be completed and start operation in the 2000-2001 school year and the remaining three will be completed in 2001-2002. <i>(Action in Progress: On Schedule)</i></li> </ul>



Initiative	Target	Present Position
	<ul style="list-style-type: none"> <li>● To build an additional 19 secondary schools before the 2001-2002 school year</li>   <li>● To provide induction programmes, English language programme, short-term preparatory courses and school-based support services to help newly arrived children (NAC) integrate into the local school system (1997)</li> </ul>	<ul style="list-style-type: none"> <li>● Nine secondary schools were completed in 1999; another nine will start operation in the 2000-2001 school year. Construction works for the remaining one have begun and will be completed in 2001-2002. <i>(Action in Progress: On Schedule)</i></li>   <li>● In the 1999-2000 school year, 554 classes of Induction Programmes and 211 classes of English Extension Programme were organised for 7 120 and 2 660 NAC respectively. 606 schools have been provided with a grant to offer school-based support for 10 040 NAC. In addition, 218 NAC enrolled in the six-month full-time pilot Initiation Programme run at four centres from March to August 2000. From September 2000, the Initiation Programme is formally implemented in two schools. We will continue to provide these services to NAC. <i>(Action Completed)</i></li> </ul>

Initiative	Target	Present Position
<p>To enhance pastoral care and education elements in the boarding service for students with special educational needs <i>(EMB)</i></p>	<p>From 1998, to start upgrading Programme Worker and Houseparent posts in special schools by phases to enhance the quality of the boarding service for students with special educational needs <i>(1997)</i></p>	<p>In the 1999-2000 school year, 62 boarding staff who possess the required qualifications have been upgraded from Welfare Worker to Social Work Assistant rank. A total of 154 posts will be made available to schools to upgrade qualified boarding staff by the 2001-2002 school year.  <i>(Action Completed)</i></p>
<p>To eliminate floating classes at Secondary One to Five by the year 2000 <i>(ED)</i></p>	<p>To phase out 359 floating classes in 129 secondary schools by 2000-2001 <i>(1996)</i></p>	<p>The number of floating classes has been greatly reduced since 1997. There now remain 14 schools operating a total of 28 floating classes at Secondary One to Five, representing 0.3% of the classes in public sector schools. We shall work with these schools to eliminate the floating classes as soon as possible.  <i>(Action in Progress: Under Review)</i></p>
<p>To extend the School Improvement Programme <i>(EMB)</i></p>	<p>To extend the Programme to cover all public sector schools for which improvement works are feasible by 2004 <i>(1996)</i></p>	<p>Improvement works in 316 primary and secondary schools have been completed. Another 68 schools are undergoing improvement works. Subject to the conditions of individual schools and the results of feasibility studies, improvement works for the remaining schools will proceed.  <i>(Action in Progress: On Schedule)</i></p>

Initiative	Target	Present Position
<p>To reduce the size of school classes to 35 pupils each, starting in September 1993 with Primary One <i>(EMB)</i></p>	<p>To extend it to a higher level a year at a time <i>(1992)</i></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.  <i>(Action in Progress: Under Review)</i></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 upgrade teacher training by developing the Hong Kong Institute of Education (HKIEd) into a degree-awarding teacher training institute</p> <p><i>(University Grants Committee/ Education and Manpower Bureau (EMB))</i></p>	<ul style="list-style-type: none"> <li>● To make arrangements for upgrading all remaining sub-degree places for the training of primary and secondary school teachers to degree or above levels within the next four years</li> <p><i>(1999)</i></p> <li>● To improve teacher education by constructing a new campus in Tai Po for the HKIEd to be commissioned in September 1997 at a cost of \$2.3 billion</li> <p><i>(1996)</i></p> </ul>	<ul style="list-style-type: none"> <li>● We are progressively upgrading the places to degree or above levels in the current triennium. It has been agreed with HKIEd that all the remaining places will be upgraded in the 2001-2002 to 2003-2004 triennium.</li> <p><i>(Action Completed)</i></p> <li>● The HKIEd became operational at its new Tai Po Campus in the 1997-1998 academic year. The construction of the main campus was completed.</li> <p><i>(Action Completed)</i></p> </ul>
<p>To provide continuous support for the leadership and professional development of all public sector school principals</p> <p><i>(Education Department (ED))</i></p>	<ul style="list-style-type: none"> <li>● To draw up a continuous professional development framework for serving principals for implementation in the 2000-2001 school year</li> </ul>	<ul style="list-style-type: none"> <li>● A continuous professional development framework for potential, newly appointed and serving principals has been prepared.</li> </ul>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> <li>● From the 2000-2001 school year, all newly appointed principals of public sector schools will have to complete an initial part of the development programme prior to appointment</li> </ul> <p>(1999)</p>	<ul style="list-style-type: none"> <li>● Need assessment and induction programmes were organised for all newly appointed primary, secondary and special school principals who took up principal-ship in September 2000. We will continue to organise these programmes for all newly appointed principals.</li> </ul> <p>(Action Completed)</p>
<p>To upgrade the quality of kindergarten education through the employment of trained principals in kindergartens</p> <p>(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 2004 to September 2002</p> <p>(1999)</p>	<p>A total of 368 principals and teachers have completed the CKE course by September 2000. To ensure adequate opportunities for principals and teachers, 150 training places on CKE course will be provided in the 2000-2001 school year.</p> <p>(Action in Progress: On Schedule)</p>
<p>To increase the number of places in the Certificate Course for Discipline Teachers in Primary and Secondary Schools</p> <p>(ED)</p>	<ul style="list-style-type: none"> <li>● In respect of courses for primary school teachers, to increase the provision of training places from 240 by 80 to a total of 320 each year in 2000-2001 and 2001-2002</li> </ul>	<ul style="list-style-type: none"> <li>● 200 training places have been secured each year in 2000-2001 and 2001-2002. Tendering procedures are continuing to provide the remaining places.</li> </ul>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> <li>● In respect of courses for secondary school teachers, to increase the provision of training places from 120 by 40 to a total of 160 each year in 2000-2001 and 2001-2002</li> </ul> <p>(1999)</p>	<ul style="list-style-type: none"> <li>● The provision of training places has been increased from 120 to 160 each year in 2000-2001 and 2001-2002.</li> </ul> <p>(Action Completed)</p>
<p>To accelerate the provision of graduate posts in primary schools</p> <p>(ED)</p>	<ul style="list-style-type: none"> <li>● Provision of 1 640 posts each year from the 1999-2000 to 2001-2002 school years</li> <li>● To achieve 35% graduate primary posts by the 2001-2002 school year</li> </ul> <p>(1998 and 1997)</p>	<p>A total of 1 640 graduate posts were provided in the 1999-2000 school year and the same number of graduate posts will be provided in each of the following two school years. Together with the existing 4 035 graduate posts, around 27% of the teaching posts in primary schools will be upgraded to graduate posts by the end of the 2000-2001 school year and 35% by the end of the 2001-2002 school year.</p> <p>(Action in Progress: On Schedule)</p>
<p>To set up an award scheme for outstanding schools and teachers to be funded by the Quality Education Fund</p> <p>(EMB)</p>	<p>To implement in 1998-1999</p> <p>(1998)</p>	<p>The award scheme is being launched in phases. Nominations for the Outstanding Schools Award were invited in June 1999 and awards will be made by the second quarter of 2001.</p> <p>(Action in Progress: On Schedule)</p>

Initiative	Target	Present Position
<p>To improve subject training in cultural subjects (ED)</p>	<p>To provide subject training to 600 in-service teachers in the Music and Art &amp; Craft subjects each year (1998)</p>	<p>The training courses have started in January 2000 and 610 Music and Art &amp; Craft teachers have been trained. (Action Completed)</p>
<p>To set up a General Teaching Council (GTC) (EMB)</p>	<ul style="list-style-type: none"> <li>● To set up the Council by 1999 (1997)</li> <li>● To provide a one-off grant of \$20 million to tie in with the establishment of GTC (1998)</li> </ul>	<p>The Education Commission (EC) has recommended, and the Administration agreed, that the profession and other stakeholders should be allowed time to gain better understanding of the role and importance of a GTC. As a next step, the EC will work closely with relevant educational bodies to further consider various issues relating to the establishment of the proposed GTC. Sufficient funding has been reserved. (Action in Progress: Under Review)</p>
<p>To promote quality kindergarten education through upgrading the training and qualifications of kindergarten teachers and principals (EMB)</p>	<p>To require –</p> <ul style="list-style-type: none"> <li>● at least 60% of teachers in each kindergarten to be Qualified Kindergarten Teachers (QKTs) by September 2000</li> </ul>	<ul style="list-style-type: none"> <li>● 98% of kindergartens have met the target. Kindergartens which have not met the requirement have sent teachers to attend the QKT training courses or undertaken to recruit qualified teachers in the 2000-2001 school year.</li> </ul>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> <li>● by September 2004, all newly recruited kindergarten principals to have completed the Certificate in Kindergarten Education course</li> <li>● To provide additional training for 660 existing kindergarten principals and teachers from 1998 to 2002 to enable kindergartens to meet our requirements on teacher qualification</li> </ul> <p>(1997)</p>	<ul style="list-style-type: none"> <li>● This target has been advanced from 2004 to September 2002. (1999 Policy Address)</li> <li>● Arrangements have been made to provide the additional training places by the 2000-2001 school year.</li> </ul> <p>(Action Completed)</p>
<p>To provide additional Certificated Master/Mistress posts to co-ordinate library services and to support the Chinese and English Extensive Reading Schemes</p> <p>(ED)</p>	<p>To start to provide in 1998 one additional Certificated Master/Mistress post for each whole-day primary school and each bi-sessional primary school with 12 classes or more by phases in the next four years to co-ordinate library services and to support the Chinese and English Extensive Reading Schemes</p> <p>(1997)</p>	<p>Starting from the 1998-1999 school year, 474 Certificated Master/Mistress posts were provided for government and aided primary schools to co-ordinate library services and to support the reading schemes. An additional 178 posts will be provided in the coming year.</p> <p>(Action Completed)</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 review the effectiveness of various initiatives in the promotion of IT in education</p> <p><i>(Education Department (ED))</i></p>	<p>To conduct an interim review of the “Five-Year Strategy” in 2001, and a final review in 2003</p> <p><i>(1999)</i></p>	<p>A Working Group including members from special, primary, secondary schools and tertiary institutions was set up in May 2000 to monitor the progress of the review.</p> <p><i>(Action in Progress: On Schedule)</i></p>
<p>To enable the more IT ready and willing schools to progress at a faster pace</p> <p><i>(ED)</i></p>	<ul style="list-style-type: none"> <li>● To provide an IT co-ordinator for up to 120 schools from the 1999-2000 school year and up to another 130 schools from the 2000-2001 school year</li> </ul> <p><i>(1998)</i></p>	<ul style="list-style-type: none"> <li>● We announced the allocation of 120 and 130 IT co-ordinator posts in May 1999 and May 2000 respectively. We will conduct a review on the effectiveness of the initiative in the 2000-2001 school year.</li> </ul> <p><i>(Action Completed)</i></p>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> <li>To select ten primary and ten secondary schools to take part in an IT pilot scheme which will be implemented from the 1998-1999 school year for two years, with a view to identifying and disseminating best practices in implementing IT in education <i>(1997)</i></li> </ul>	<ul style="list-style-type: none"> <li>The pilot scheme was completed. The good practices of these schools are being disseminated to other schools. <i>(Action Completed)</i></li> </ul>
<p>To encourage teachers to take up the challenges of their new roles in the promotion of IT in education and to enhance technical and training support for schools and teachers <i>(ED)</i></p>	<ul style="list-style-type: none"> <li>To provide about 85 000 training places at four different IT competency levels for teachers</li> <li>To provide a wide range of professional support through the Information Technology Education Resource Centre (ITERC)</li> </ul>	<ul style="list-style-type: none"> <li>Some 31 000 teachers have completed “basic” level training by August 2000. Some 1 600 primary school teachers have completed 120 hours of advanced level training in 1999.</li> <li>Further training programmes at advanced level are being arranged by the Education Department (ED) and will be available in early 2001.</li> <li>Since September 1998, some 25 000 teachers have attended experience-sharing sessions, seminars and school-based training organised by ITERC.</li> </ul>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> <li>● To provide technical assistance to all schools on a contract basis <i>(1998)</i></li> </ul>	<ul style="list-style-type: none"> <li>● Over 1 200 school visits have been conducted to offer on-site help and advice on issues related to IT in education, including formulation of school-based IT plans. Similar professional support will continue to be provided.</li> <li>● Schools have been provided with technical support services since January 2000. <i>(Action Completed)</i></li> </ul>
<p>To provide adequate IT facilities, including network facilities, for our students and teachers to enable them to access and share information <i>(ED)</i></p>	<ul style="list-style-type: none"> <li>● To provide an incentive grant for schools to make available their computers for use by students after the normal school opening hours <i>(1998)</i></li> <li>● To provide, on average, to each public sector primary school 40 multi-media computers and to each public sector secondary school 82 multi-media computers <i>(1997)</i></li> </ul>	<ul style="list-style-type: none"> <li>● The incentive grant was disbursed to some 500 schools in August 2000. <i>(Action Completed)</i></li> <li>● Schools are given cash grants to procure computers and ancillary equipment. Schools may choose to place orders with any of the vendors shortlisted by ED. 63% of the schools have installed the minimum required number of computers (70% of the entitled provision). Our target is that all schools will have the minimum number of computers installed by May 2001. <i>(Action Completed)</i></li> </ul>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> <li>● To connect all schools to the Internet (1997)</li> <li>● To plan for an education-specific Intranet (1997)</li> </ul>	<ul style="list-style-type: none"> <li>● All public sector primary, secondary and special schools are provided with a recurrent grant for Internet access. All secondary schools and over 90% of primary schools have been connected to the Internet. With the popularity of broadband and the launch of HKeducationCITY.net, it is expected that all primary schools will be connected very soon. <i>(Action in Progress: On Schedule)</i></li> <li>● We have launched a comprehensive education portal site, the HKeducationCITY.net, in August 2000. <i>(Action Completed)</i></li> </ul>
<p>To integrate IT into school education meaningfully by providing the necessary curriculum and resource support (ED)</p>	<ul style="list-style-type: none"> <li>● To have at least 25% of the curriculum taught with the support of IT within five years</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporation of IT elements into the school curriculum is included in the holistic review of the school curriculum being conducted by the Curriculum Development Council (CDC).</li> <li>● CDC has endorsed “IT Learning Targets” for primary and secondary students. The targets have been implemented starting from the 2000-2001 school year.</li> </ul>

Initiative	Target	Present Position
	<ul style="list-style-type: none"> <li>● To identify, source and promote software suitable for schools, and where necessary, to procure and develop new software to support teaching</li> </ul> <p><i>(1997)</i></p>	<ul style="list-style-type: none"> <li>● A software library was set up by ITERC in November 1998. Some 2 300 pieces of educational software have been purchased for teachers' reference and preview.</li> <li>● ITERC developed nine packages of educational software in 1999. Ten more packages/websites are being developed in 2000. In future, education software will continue to be developed and will be put on the HKeducationCITY.net portal site.</li> </ul> <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 enhance English language learning in primary schools</p> <p><i>(Education and Manpower Bureau (EMB)/Quality Education Fund)</i></p>	<p>To ascertain the effectiveness of English Language Teaching Assistants (ELTAs) by providing ELTAs to over 30 primary schools by September 2000</p> <p><i>(1999)</i></p>	<p>15 primary schools were provided with ELTAs in the 1999-2000 school year and another 32 primary schools in the 2000-2001 school year.</p> <p><i>(Action Completed)</i></p>
<p>To provide professional development grants for non-subject-trained English teachers</p> <p><i>(EMB/Language Fund)</i></p>	<p>To provide incentive grants to 100 non-English subject major teachers to receive subject training by October 2000</p> <p><i>(1999)</i></p>	<ul style="list-style-type: none"> <li>● The Standing Committee on Language Education and Research (SCOLAR) has launched the Incentive Grants Scheme at a total cost of \$10 million for English teachers' professional development.</li> <li>● The Scheme will enable 500-800 English teachers to receive incentive grants to train as curriculum leaders/ Panel Chairs in English.</li> </ul> <p><i>(Action Completed)</i></p>

Initiative	Target	Present Position
<p>To provide an additional 1 000 places for Secondary Five school leavers in a Foundation Diploma course with emphasis on English and IT skills</p> <p><i>(EMB/Vocational Training Council)</i></p>	<p>First output of graduates in July 2000</p> <p><i>(1999)</i></p>	<ul style="list-style-type: none"> <li>● A total of 2 000 places were provided in 1999-2000. Over 1 500 students graduated from the course in June 2000.</li> <li>● An extra 1 000 places will be made available from 2000-2001 onwards.</li> </ul> <p><i>(Action Completed)</i></p>
<p>To launch a publicity campaign to promote the standard of English in the workplace in Hong Kong</p> <p><i>(EMB/Standing Committee on Language Education and Research (SCOLAR))</i></p>	<p>To launch a campaign by early 2000 to promote the use of English in the workplace</p> <p><i>(1999)</i></p>	<p>The Workplace English Campaign was launched in February 2000.</p> <p><i>(Action Completed)</i></p>
<p>To encourage employers in the business and professional sectors to set minimum English proficiency levels for employees</p> <p><i>(EMB/SCOLAR)</i></p>	<p>Minimum proficiency levels for the major occupation groups to be set by December 2000</p> <p><i>(1999)</i></p>	<p>The Hong Kong Workplace English Benchmarks were set and announced in early 2000. A range of proficiency levels were set for six job categories : frontline service personnel, low proficiency job types, receptionists/telephone operators, secretaries, clerks, and executives/administrators/associate professionals.</p> <p><i>(Action Completed)</i></p>

Initiative	Target	Present Position
<p>To introduce an incentive grants scheme for in-service English language training programmes, benefiting up to 50 000 employees <i>(EMB/SCOLAR)</i></p>	<p>To call for funding requests by early 2000 <i>(1999)</i></p>	<p>The Funding Scheme for Workplace English Training was launched in February 2000 and will continue until end-2001. So far about 10 000 applications have been received from individuals and companies.  <i>(Action in Progress: On Schedule)</i></p>
<p>To monitor and evaluate the effectiveness of the Native English-speaking Teacher (NET) scheme in public sector secondary schools <i>(EMB)</i></p>	<ul style="list-style-type: none"> <li>● 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></li> <li>● 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></li> </ul>	<ul style="list-style-type: none"> <li>● An interim report was submitted in March 2000. Early indications suggest NETs may be effective in teaching English to primary school children and in improving oral English of students.  <i>(Action in Progress: On Schedule)</i></li> <li>● As at the start of the 2000-2001 school year, 425 NETs were employed in 400 public sector secondary schools. Further recruitment will be conducted where necessary.  <i>(Action in Progress: On Schedule)</i></li> </ul>



Initiative	Target	Present Position
<p>To invite the Board of Education and SCOLAR to jointly consider how to further promote mother-tongue teaching and enable students to be proficient in both Chinese and English</p> <p><i>(EMB)</i></p>	<p>To receive initial proposals by September 1999</p> <p><i>(1998)</i></p>	<p>The joint working group has recommended, and the Administration has agreed, that the present arrangements will continue until September 2004.</p> <p><i>(Action Completed)</i></p>
<p>To develop language benchmarks for all new and serving teachers</p> <p><i>(EMB)</i></p>	<p>To require all new teachers entering the profession from the 2000-2001 school year onwards to reach the established benchmarks; to require all serving language teachers to reach the established benchmarks by 2005; and to require all serving teachers to reach the established benchmarks by 2008</p> <p><i>(1997)</i></p>	<p>Benchmarks for English teachers and Putonghua teachers have been finalised. Language benchmark training and assessment will start in 2001. Our target is that all serving English and Putonghua teachers should demonstrate that they have met the basic language proficiency requirement by the 2005-2006 school year, that new English and Putonghua teachers joining the profession in 2001-2002 to 2003-2004 should meet the requirement within two years after joining the profession, and that from the 2004-2005 school year, a teacher needs to meet the basic proficiency requirement before teaching English and Putonghua.</p> <p><i>(Action Completed)</i></p>

Initiative	Target	Present Position
<p>To enhance in-service teacher training in preparation for the new Putonghua curriculum <i>(EMB)</i></p>	<p>To enhance in-service teacher training for primary and secondary teachers to ensure an adequate supply of trained teachers for the new Putonghua curriculum to be implemented from the 1998-1999 school year <i>(1995)</i></p>	<p>The target of training about 2 800 teachers in the three schools years 1997-1998, 1998-1999 and 1999-2000 has been accomplished. <i>(Action Completed)</i></p>

## 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 further develop and test the feasibility of replacing the Academic Aptitude Test (AAT) with an Academic Ability Assessment (AAA), which puts more focus on the curriculum and higher order thinking</p> <p><i>(Education Department)</i></p>	<p>To conduct the AAA in 2000 and 2001</p> <p><i>(1998)</i></p>	<p>This initiative is overtaken by the Education Commission (EC) reform which recommends a different arrangement for allocation of secondary school places.</p> <p><i>(Action Completed)</i></p>
<p>To review the public examination system to take account of students' performance at schools</p> <p><i>(Education and Manpower Bureau (EMB))</i></p>	<p>Hong Kong Examinations Authority (HKEA) to submit recommendations to the Education and Manpower Bureau by early 1999</p> <p><i>(1998)</i></p>	<p>HKEA has submitted a recommendation to extend the Teacher Assessment Scheme to more Hong Kong Advanced Level Examination subjects starting from 2001-2002.</p> <p><i>(Action Completed)</i></p>
<p>To ask the EC to develop proposals for a system to assess the performance of students at various stages of education</p> <p><i>(EMB)</i></p>	<p>To receive preliminary proposals by 1999-2000</p> <p><i>(1998)</i></p>	<p>The EC has submitted the proposals in September 2000.</p> <p><i>(Action Completed)</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 seek a one-off grant of \$50 million to support the Open University of Hong Kong (OUHK) in establishing a Regional Learning Centre</p> <p><i>(Education and Manpower Bureau)</i></p>	<p>To disburse the grant to OUHK in the 1999-2000 financial year</p> <p><i>(1999)</i></p>	<p>The fund was disbursed to the OUHK in 1999-2000.</p> <p><i>(Action Completed)</i></p>
<p>To encourage the development of emerging centres of excellence which will enable our institutions to achieve and maintain recognition as world-class researchers in the international academic community, keep pace with rising international standards and serve the future economic and social needs of Hong Kong</p> <p><i>(University Grants Committee (UGC))</i></p>	<p>University Grants Committee (UGC) to consider detailed proposals from tertiary institutions in early 1999</p> <p><i>(1998)</i></p>	<p>The UGC completed selection of the first round of the “Areas of Excellence” scheme in September 1999 and decided to fund three proposals at an amount of \$126 million spread over five years. Given the success of the first round, the UGC launched the second round of the scheme in January 2000. For the second round, the UGC has received 55 initial proposals, from which 16 have been shortlisted for further evaluation.</p> <p><i>(Action Completed)</i></p>

Initiative	Target	Present Position
<p>To give recognition to excellence in non-academic areas, such as community service, sports and the arts when admitting students to the UGC-funded institutions</p> <p><i>(UGC)</i></p>	<p>To ask the universities to review their admission criteria for undergraduates to give recognition to excellence in non-academic areas, such as community service, sports and the arts</p> <p><i>(1997)</i></p>	<p>Following the success of the pilot scheme in 1998-1999, the UGC-funded institutions have modified their admission systems to formally take into account students' performance in non-academic areas. Over 310 students have been admitted on such basis in 2000-2001.</p> <p><i>(Action Completed)</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 plans to provide about 11 000 additional student hostel places. Of these, the preparations for some 9 990 places are underway.</p> <p><i>(Action in Progress: On Schedule)</i></p>
<p>To undertake management review of UGC-funded institutions to ensure that they have in place appropriate internal resource allocation, planning and financial processes</p> <p><i>(UGC)</i></p>	<p>To start the review in 1997-1998</p> <p><i>(1996)</i></p>	<p>Management reviews for the UGC-funded institutions started in August 1998 and were completed in April 1999. The overarching report was published in July 2000.</p> <p><i>(Action Completed)</i></p>

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 extend the Non-means-tested Loan Scheme to students pursuing self-financing programmes in publicly-funded institutions as well as publicly-funded post-Secondary Five programmes offered by the Hong Kong Institute of Vocational Education</p> <p><i>(Student Financial Assistance Agency (SFAA))</i></p>	<ul style="list-style-type: none"> <li>● To implement the extension in the 2000-2001 academic year</li> <li>● To extend eligibility to an additional 79 000 students</li> </ul> <p><i>(1999)</i></p>	<p>Arrangements are in place to implement the extension with effect from September 2000. In addition, the Scheme has been further extended to cover continuing and professional courses provided by registered schools and professional and recognised training bodies.</p> <p><i>(Action Completed)</i></p>
<p>To relax the criteria for the means test of the student financial assistance schemes for pre-primary, primary and secondary school students to alleviate the financial hardship of very low income families in educating their children</p> <p><i>(SFAA)</i></p>	<p>Relaxation of the criteria to take effect from the 1999-2000 school year; an additional 22 000 students are expected to benefit</p> <p><i>(1998)</i></p>	<p>The relaxation of the criteria benefited 22 000 students. The additional amount of assistance provided was \$43.6 million.</p> <p><i>(Action Completed)</i></p>

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 ordinary schools which are prepared to adopt a whole-school approach in the integration of students with mental handicap, autistic disorders, sensory handicap, or physical handicap with a grant to enable them to organise training programmes for school personnel to empower them to support pupils with diverse abilities</p> <p><i>(Education Department (ED))</i></p>	<p>To expand the scheme to 40 schools from the 2000-2001 school year</p> <p><i>(1999)</i></p>	<p>With effect from September 2000, 40 schools have adopted the whole-school approach in providing integrated education.</p> <p><i>(Action Completed)</i></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</p> <p><i>(ED)</i></p>	<p>About 150 schools will benefit in the 2000-2001, 2001-2002 and 2002-2003 school years</p> <p><i>(1999)</i></p>	<p>For the 2000-2001 school year, 50 schools have received a training package on the concepts and skills in learning, with a view to enhancing students' learning motivation, positive values and self-discipline. Funds have also been allotted to these 50 schools for organising related student activities during the 2000-2001 school year.</p> <p><i>(Action in Progress: On Schedule)</i></p>

Initiative	Target	Present Position
<p>To implement detailed proposals following the organisational and management review of the Education Department</p> <p><i>(Education and Manpower Bureau (EMB)/ED)</i></p>	<p>To start implementing proposals in early 1999</p> <p><i>(1998)</i></p>	<p>The Steering Committee on Reform of the Education Department took a comprehensive review of the progress of the implementation of the reform programme at its meeting in April 2000. Members noted that many components of the Education Department reform programme had been implemented, and further implementation was on track. The implementation of reform measures will continue and be directed by the Director of Education.</p> <p><i>(Action in Progress: On Schedule)</i></p>
<p>To review the structure of all stages of education</p> <p><i>(EMB)</i></p>	<p>To complete the study by 1999-2000</p> <p><i>(1998)</i></p>	<p>The Education Commission (EC) has already submitted its recommendations to the Administration in September 2000.</p> <p><i>(Action Completed)</i></p>
<p>To facilitate the development of a vibrant private school sector by enhancing assistance for private schools</p> <p><i>(EMB)</i></p>	<ul style="list-style-type: none"> <li>● To make available, on a pilot basis, land grants at nominal premium and capital grants, starting from 1999, for non-profit-making private schools which do not receive recurrent subsidy from Government</li> </ul>	<ul style="list-style-type: none"> <li>● Another three sites have been allocated for the construction of private independent schools. Capital grants for the construction of school buildings will be provided. So far, five sites have been allocated for the construction of private independent schools.</li> </ul>



Initiative	Target	Present Position
	<ul style="list-style-type: none"> <li>● To enhance capital and recurrent assistance for Direct Subsidy Scheme (DSS) schools from the 1999-2000 school year</li> <li>● To allocate to sponsoring bodies, on a pilot basis, government-built school premises for the operation of new DSS schools from the 2000-2001 school year</li> </ul> <p>(1998)</p>	<ul style="list-style-type: none"> <li>● Five applications from local DSS schools have been received for major and/or slope repairs exceeding \$2 million and upgrading works.</li> <li>● A total of nine government-built secondary school premises have been allocated as non-profit-making DSS schools.</li> <li>● Two sites have been allocated for the construction of DSS schools.</li> </ul> <p>(Action Completed)</p>
<p>To consider recommendations of a pilot study on the long-term integration policy for students with special needs</p> <p>(ED)</p>	<p>To complete consideration of recommendations by July 1999</p> <p>(1998)</p>	<p>On the basis of the recommendations, the whole-school approach to integration will form the basis of the long-term strategy for the integration of students with special needs.</p> <p>(Action Completed)</p>
<p>To consider the Board of Education's recommendations following a review of the nine-year compulsory education system and decide what changes, if any, should be made</p> <p>(EMB)</p>	<p>To consider and implement the recommendations by phases</p> <p>(1996)</p>	<p>The major issues arising from the review are being considered in the context of the EC's overall review of the education system.</p> <p>(Action Completed)</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 update, as well as to improve our curriculum in terms of the cross-levels continuity and cross-subjects coherence</p> <p><i>(Education Department (ED))</i></p>	<ul style="list-style-type: none"> <li>● To introduce a new curriculum for pre-vocational and secondary technical schools and upgrade their teaching facilities</li>   <li>● To complete a comprehensive review of the mathematics curriculum by the 1999-2000 school year</li> </ul> <p><i>(1997)</i></p>	<ul style="list-style-type: none"> <li>● The new technical curriculum has been implemented in schools since September 2000.</li> <li>● Conversion works for special rooms and workshops in these schools have been completed in August 2000.</li> <li>● Review of the secondary mathematics curriculum was completed in July 1999. The revised curriculum will be implemented from the 2001-2002 school year onwards. A new syllabus for the primary mathematics curriculum has been completed for use by schools in September 2000.</li> </ul> <p><i>(Action Completed)</i></p>

Initiative	Target	Present Position
<p>To enhance students' understanding of China (ED)</p>	<p>To provide resources of educational exchange programmes which involve the community in the process to get to know more about Chinese history and culture <i>(1997)</i></p>	<p>\$1.9 million has been provided to 81 school projects in the 1998-1999 school year for enhancing students' understanding of China under the Chinese Cultural Projects Incentive Award Scheme. <i>(Action Completed)</i></p>
<p>To encourage development of school-based curriculum having regard to the student profile (ED)</p>	<p>To promote the Target Oriented Curriculum (TOC) so that all primary classes will implement TOC for the core subjects of Chinese, English and Mathematics by the 2000-2001 school year <i>(1996)</i></p>	<ul style="list-style-type: none"> <li>● Workshops and teacher education courses are conducted regularly by the Education Department to facilitate schools' implementation of TOC.</li> <li>● The primary curriculum has been reviewed to incorporate TOC elements across all subjects. All primary schools are adopting the curriculum of TOC framework.</li> </ul> <p><i>(Action Completed)</i></p>