

教育統籌局局長的話

教育統籌局在二零零四年十月，就三年高中、四年大學的新學制的設計藍圖、實施時間和財政安排，展開了為期三個月的諮詢。我們衷心感謝各界踴躍支持，發表了很多寶貴的意見，協助我們決定如何推行改革。令我們感到特別鼓舞的是，社會人士均熱烈支持新學制。為了讓學校有充裕時間做好改革的準備，我們現決定由二零零九年起實施新學制。

我們即將推行的改革，標誌着本港教育史上的一個重要里程碑。我們希望所有學生都有機會接受更高水平的教育，並因應各個學生的不同需要及能力，為他們提供更合適的課程，使他們能夠踏上成功之路。

學制改革必然會帶來各方面的改變，對整個社會都有深遠的影響。要成功推行改革，我們先要妥善解決各項先決條件，包括制訂新高中課程、新的公開考試及評核機制、與大學課程銜接的安排，以及連繫各種進修、職業培訓和就業的出路。這些改革能否成功，實有賴教育界和廣大市民共同努力，一起作出承擔。

本報告勾劃了未來高中及高等教育的發展路向，指引我們未來數年的工作方針，亦帶領我們邁向第二階段的諮詢。我們將會就新高中科目課程及評核架構的詳細設計，諮詢學校的意見。此外，我們亦會就需要進一步研究發展的其他項目，與各有關界別繼續溝通。

我喜見社會各界對未來教育應走的方向達成了共識，挑戰在於我們是否願意共同努力和承擔。我深信只要我們一切以學生的利益為依歸，群策群力，共同參與籌劃新學制，我們必定可以為下一代創造更美好的將來。

李國章

教育統籌局局長李國章教授

摘要

背景

行政長官在《2004年施政報告》中宣布，決定採用三年初中、三年高中及四年大學新學制(「3+3+4」)，以便推行更靈活、更連貫和多元化的高中及高等教育課程；同時承諾會就推行學制改革的詳情諮詢公眾。2004年10月，當局發表了名為《改革高中及高等教育學制——對未來的投資》的主文件，並展開為期三個月的公眾諮詢。

諮詢及回應

在諮詢期間，社會各界人士對新學制有積極的討論，教育統籌局(教統局)收到接近3,300份書面意見。絕大多數人支持「3+3+4」學制所訂定的大方向、願景及目標。大家都認同減少一次公開試，有助學生騰出更多空間進行具成效的學習。公眾亦普遍認同新高中課程能讓學生建立更廣闊的知識基礎，為全人發展及終身學習奠定穩固的根基。此外，新學制除了可讓學生更暢順地銜接本地升學的途徑，亦與世界其他主要教育制度有更好的連繫。有關意見亦大力支持均衡的新高中學生課程，其中包括4個核心科目、2-3個選修科目和其他學習經歷，該課程會有助拓寬學生的學習，發揮個別學生的潛能，培養他們成為終身學習者。社會人士亦普遍支持共同承擔的資助方案，為改革提供經費。

將通識教育科定為核心科目的建議，引起了不少公眾人士的討論，有意見關注通識教育科是否應成為設有考試的核心科目，而教師又是否掌握教授通識教育科所需的知識及技能。學校亦非常關注支援改革的資源，包括教師與班級比例、津貼及撥款的靈活性、因應學生人口下降而修訂的班級結構，以及通識教育科的班級人數等。學校及家長

亦希望大學能盡早公布收生準則，以便學校計劃開辦新高中的科目。至於實施年份方面，雖然近60%中學的意見普遍支持在2008年推行新高中學制，但亦有近30%認為應於2009年或以後推行，以便前線教師有更多時間準備，並為新課程與可能有變的班級結構作好所需的計劃，以確保改革可以施行順暢。

實施年份

政府考慮過社會人士的回應，以及學校和教師是否有充足準備等因素後，決定由2009/10學年開始實施「3+3+4」改革。教統局已在《高中及高等教育新學制——投資香港未來的行動方案》報告書內制訂未來路向，詳情請參閱教統局網頁 <http://www.emb.gov.hk>。有關的主要決定及未來路向的建議，撮述如下：

新學制

- 提供「3+3」中學教育學制，讓所有學生都接受六年的中學教育，為他們日後進修及應付瞬息萬變的社會的各種需要作好準備。
- 將三年制的學士學位課程延長至四年。
- 香港中學文憑考試將取代目前的香港中學會考和香港高級程度會考，提供更全面的新評核制度，並頒發單一證書。使目前過份著重考試的壓力，得以紓緩。

新高中課程架構

- 在新高中課程架構下，引入以下的學生課程：

新高中學生課程的組成部分		佔總課時
核心科目	所有學生都修讀中國語文、英國語文、數學及通識教育作為核心科目	45-55%
選修科目	從20個新高中科目及一系列的職業導向教育科目中，選擇2-3個選修科目	20-30%
其他學習經歷	德育及公民教育、社會服務、體藝活動及與職業有關的經驗	15-35%

- 課程架構已包含下列元素，以便進一步擴闊新高中學生課程，使學習更多元化：
 - 新高中學生課程是由核心與選修科目、職業導向教育和其他學習經歷所組成，以切合個別學生的興趣及性向。
 - 高中一學生在選科方面有較多選擇，讓學生可以探索自己的興趣，然後才決定高中二及高中三的選擇。
 - 有些科目設有選修部分，為學生提供更多選擇。
 - 通識教育科能讓學生連結和運用知識，從不同的角度看事物。
- 學校應鼓勵學生從新高中科目及/或職業導向教育中，選擇適合自己的選修科目，以配合他們的不同興趣及志向。
- 學校會在適當的情況下，繼續加強核心科目、選修科目及其他學習經歷中所展現的正確價值觀和態度。
- 由於資源有限，又或對某些設施和空間需求甚大，有些科目不易在校內開辦，例如設計與應用科技、音樂和家政。我們會研究運

用多元學習津貼及採用「中央」教學及/或網絡班級等特別措施，協助學校為有能力在這些學習範疇修讀的學生提供這些科目。

- 我們會整體地加強新高中學生課程中不同部分的中國文化元素。
- 新高中科學科的設計包括兩種模式：跨學科單元模式及組合模式，讓學生能建立穩固的理科基礎及擴闊他們的學習。
- 希望在普通話方面繼續進修的學生，可修讀中國語文科的選修單元。學校如有能力，可採用普通話進行新高中中國語文科的教學。
- 由於香港是一個國際都市，因此，仍會維持傳統，提供學習其他語言的途徑，例如法語、德語、印地語、日語、西班牙語和烏爾都語等。
- 新高中學生課程和每科的建議課時分配是按三年高中最少應有2,700小時的課時計算。新高中學生課程中不同部分的總課時分配，建議修訂如下：

部分		建議幅度 (百分率)	建議最少的 課時分配(小時)
核心 科目	中國語文	12.5 — 15%	338
	英國語文	12.5 — 15%	338
	數學	10 — 15%	270
	通識教育	最少10%	270
選修科目		20 — 30% (每科最少10%)	每科270
其他 學習 經歷	藝術經歷	5%或以上	405
	體育經歷	5%或以上	
	德育及公民教育、社會服務及與工作有關的經驗	5%或以上	

- 教統局會在2006年年中擬備《新高中課程指引》，協助學校推行新高中的各項措施，包括學校發展計劃，教職員專業發展，課程策劃，學與教和評核方面的範式轉變，以及其他學習經歷。

通識教育作為新核心科目

- 通識教育科會作為新高中課程的核心科目，並與其他科目一樣進行評核，並維持五級制的匯報方式。
- 教統局將會根據第一階段諮詢所蒐集到的回應，在2005年6月展開第二階段的諮詢，就通識教育科的詳細設計，徵詢學校及教育界的意見。
- 通識教育科課程設計的必修單元數目，會由九個減至六個，讓學生有充足時間擴展知識，加深了解有關的議題，培養思考能力，以便處理複雜的議題，並建立及反思價值觀。
- 為確保能可靠地評核開放式答案，通識教育科的筆試部分會採用雙重評分制評核。
- 教統局會為學校提供高中課程支援津貼及其他配套措施，以確保通識教育科，以至整個高中課程能順利推行。
- 教統局計劃為所有通識教育科教師提供不少於100小時的培訓，以協助他們掌握教授該科所需的基本知識及技巧。在這100小時當中，必修部分佔35小時，其餘部分則由教師按本身需要，自行決定是否修讀。
- 教統局將於2005年年中推出網上資源平台，提供有助了解新高中通識教育科課程的基本資料、切合各單元的最新學與教材料、學與教實踐示例，以及學校個案研究等，供教師參考。學校與教師應確保所有學生，不論社經背景如何，都能取得所需資料。

職業導向教育——應用學習及新高中課程的整體部分

- 我們會發展職業導向教育，為各種能力的學生在選修科目時，提供更多選擇。職業導向教育科目將被視作與新高中其他選修科目地位相若，並可連結至不同的升學及就業途徑。
- 所有職業導向教育均為期兩年，由高中二年級開始，學生屆時會較為成熟，可仔細考慮這些課程與他們將來就業志向是否配合，然後作出較合適的決定。
- 教統局將與香港學術評審局共同建立質素保證機制，確保職業導向教育具可信地位及有關資歷獲得承認。
- 專家會透過學生的作業與表現，檢討課程目標及預期學習成果，以便將職業導向教育課程與考評局考核科目作出比較。
- 職業導向教育的資歷可納入高中學生學習概覽內，並獲承認，讓大專院校及僱主得以更全面地了解學生的表現及潛能。
- 當局將會為學校提供多元學習津貼，讓學校能撥出資源，開辦多元化課程，包括職業導向教育，以配合學生的興趣。
- 職業導向教育課程大多以中文為教學語言，另輔以有關專業及職業的英文詞彙。部分課程則採用英語教學，以切合少數族裔學生的需要。
- 為有特殊教育需要而就讀一般學校或特殊學校的學生，作出特別安排，以保障有特殊教育需要的學生有修讀職業導向教育課程的機會。
- 教統局會與有關人士共同訂定教授職業導向教育課程所需的技能組合，並與有關的教師培訓機構商討開辦課程，讓在職教師有能力教授職業導向教育，以及培訓有關專業或職業的資深從業員成

為稱職的職業導向教育教師。

- 在實施新高中學制前，會先行試辦職業導向教育。在考慮職業導向教育在新高中學制的定位、地位及支援措施時，我們會參考目前試點計劃得出的經驗，及進一步徵詢有關人士的意見。

盡展學生潛能與照顧學習差異

特殊教育

- 政府承諾在新學制下，為每個學生提供12年學校教育。所有學生都能接受六年中學教育。
- 教統局承諾為有特殊教育需要的學生提供平等教育機會。有能力入讀一般學校的學生，可以繼續利用現有途徑，參加派位機制。
- 有特殊教育需要而有能力的學生，所採用的課程及評核模式均會與一般學校的學生相同。他們可因應本身能力及興趣而有不同的科目選擇，但不應嚴重偏離建議的課程架構。
- 在弱智學生方面，應重整他們現行的十年基礎教育的課程架構，以確保實現一個具清晰學習成果和評核準則，而且有意義的12年課程。
- 弱智學生未來的六年中學課程，將主要建基於現行基礎教育及延伸教育計劃。
- 弱智學生的能力各有不同，因此應由教師及專業人員為他們特別剪裁個別學習計劃及評核準則。特殊學校根據個別學習計劃而訂定的學習課程及施教模式，亦須進行檢討。
- 有特殊教育需要的學生，包括有特殊學習困難的學生，均應獲得升讀高中所需支援，如特設的輔導計劃及學習策略。

資優教育

- 透過區分性課程，鼓勵資優學生充分發展他們的潛能。區分性課程可以包括濃縮課程、獨立專題研習、彈性技能分組、分層課業及高層次提問等。
- 教統局會繼續與大學及其他專上院校合作，為特別資優學生開辦與專上教育相關的課程，包括新高中無法涵蓋的科目。
- 透過地區性資優學校群 (Regional Gifted Education Clusters) 及教師網絡，改進新高中資優教育的教學法。

資源承擔

- 教統局決意提供額外經常性資源，以照顧有特殊教育需要及資優學生在新學制的需求。

評核及頒發證書

單一證書

- 現時的香港中學會考和香港高級程度會考將由一個考試取代，並頒發香港中學文憑證書。
- 香港中學會考和香港高級程度會考，將分別在2011年及2013年為重讀生舉辦考試。

水平參照匯報模式

- 未來將採用「水平參照」模式，參照一個具描述指標和示例，以說明五個表現等級的架構，來匯報學生的成績。
- 為方便作出遴選的決定，並適當認可傑出學生的成績，現建議採用5級**和5級*或描述指標5級「非常卓越」或5級「卓越」，匯報在某科中得分最高的1%考生和其後3%考生的成績。

校本評核

- 建議逐步採用校本評核，由課程發展議會—香港考試及評核局公開試科目委員會(下簡稱委員會)在諮詢前線教師的意見後，就過渡時間表作出建議。
- 校本評核的比重可隨時間而修訂，因此，可考慮給予較靈活的比重，例如大部分科目的比重幅度均介乎15%至30%之間。委員會亦會考慮把一些實用科目的校本評核比重調高至50%，例如視覺藝術，因為對這些科目而言，校本評核的比重越大，越能提高最終評核的效度。
- 為免工作壓力過大，委員會不會把校本評核設計成「附加」活動，而是融入課堂內作為持續的學與教活動；此外，亦會把重點放在質素而非數量方面。為免作弊，絕大部分的校本評核，是學生在教師直接監督下在課堂上完成的。考評局會要求所有校本評核的設計，必須讓教師確認學生的習作，並由校長簽署，證明受評核的習作是有關學生所做的。
- 有眾多考生報考的科目，考評局會利用統計方法加以調整；至於考生人數少的科目，以及所評核的內容未能透過筆試有效評核，因而與公開試表現極不相同的科目，則會考慮採用非統計方法調整。
- 所有教師會獲派發培訓套件和安排參加培訓課程。

香港中學文憑考試的認受性

- 考評局會與英國劍橋大學考試委員會(University of Cambridge Local Examinations Syndicate (UCLES))緊密合作，以英國普通教育文憑(General Certificate of Education (GCE))的水平作為基準，制訂香港中學文憑考試的主要等級，以確保獲得國際認可。

- 考評局會與海外大學商議，直接認可目前的公開試資歷和新的香港中學文憑。
- 為英語水平制訂基準的工作，會參照以英語作為第二語言的國際資歷，例如國際英語水平測試(International English Language Testing System (IELTS))和其他相關的國際考試。

高中學生學習概覽

- 教統局會與學校及考評局等其他夥伴協作，制訂學生學習概覽的指引和範本，以便全面反映學生各方面的成就和能力。
- 有特殊教育需要而非修讀一般學校課程的學生，將主要依據他們最後三年中學教育的個別學習計劃，而制訂他們的學生學習概覽。
- 學校應確保所有學生，無論他們是否來自低收入家庭，均有同等機會接受學校提供的其他學習經歷。
- 將於2006年制訂的《新高中課程指引》會提供有關建議，確保能達致學生成就獲廣泛認可這個目標。

高中教育銜接高等教育及與本地和海外教育制度接軌

大學收生

- 一個由大學、考評局、大學教育資助委員會(教資會)及教統局代表組成的工作小組已於2004年10月成立，目的是讓小組的成員可以就新高中教育與高等教育的銜接互相溝通聯絡，並研究有關「3+3+4」學制的接軌問題。
- 為支持建議的「3+3+4」學制改革，教資會與大學校長會於2005年1月發表了聯合聲明，表明贊成將中國語文、英國語文、數學及通識教育這四個核心科目，列為大學入學的必須條件。

- 對中國語文及英國語文表現的最低要求，與現時要求的水平相若；而數學及通識教育科或只須符合較低的要求。
- 大學承諾於2005年年中，公布收生的整體科目組合詳情，以及四個核心科目學習水平的最低要求；並預期在2006年年中公布各學系/課程的指定收生要求。

與專上教育及職業培訓機構銜接

- 專上院校認為四個核心科目能夠提供就讀專上院校所需的知識及技能。有關新高中課程與專上教育銜接的問題，如副學士學位課程，將再作討論。
- 提供職業培訓的機構，包括職業訓練局、建造業訓練局及製衣業訓練局已設立內部工作小組，研究各重要議題(包括入學準則、銜接安排和課程設計)，以協助在新學制下，有興趣接受職業教育的學生。

與四年制大學課程銜接

- 大學現正探討如何提供富彈性的課程，以便在過渡期間，讓三年制與四年制學士學位課程的學生可同時修讀。
- 政府會提供額外非經常性資源，支援大學發展及實施新課程。
- 教資會已開始與資助院校商討改善教學空間、宿舍、圖書館、食堂等設施，以容納額外的學生。政府已為個別院校預留土地，以供擴建校園之用，並提供基建工程方面的經費。

配套措施(I)：提升教育專業

在職教師與校長的專業發展機會

- 為了照顧校長及教師的不同需求，並符合成人學習的模式，我們

- 會提供多元化及輔助性的專業發展機會，包括有組織的專業發展培訓計劃、到校式校本支援服務、推廣學習社群和互聯網資源。
- 學校領導層包括校長、副校長及校監將獲提供學校層面的變革管理培訓，並為教師提供足夠的專業發展培訓學額。
 - 各科的培訓，特別在通識教育科方面，一般會在2005/06學年開始，並會在實施新學制前逐步舉辦。
 - 教統局會就如何提供其他學習經歷，設有專業發展培訓。並會為升學就業輔導主任舉辦研討會，以配合新學制的實施。
 - 會詳加研究培訓課程的設計及認受性，以便有關課程能夠成為教師與校長的持續專業進修階梯的一部分。

職前教師培訓

- 教統局會與教師培訓機構加強合作，以便爭取有效經驗，作為各項教師培訓課程的參考資料，並藉此加深對「3+3+4」學制改革轉變過程的了解。此外，教師培訓中，特殊教育課程將會獲得更大支援，以協助教師應付學習差異。

配套措施(II)：課本及優質學與教資源

優質課本完備可用

- 為確保配合課程的原意，課本評審的程序會分階段進行。
- 教統局會同時策動開發各式各樣的資源，包括委聘專人撰寫或如有需要時，考慮推行課本獎勵計劃。

學與教資源

- 由2005年6月開始，啓用為通識教育教師建立的網上資源平台，提供通識教育科所有單元的學與教資源。

- 會進一步發展香港資訊教育城的現有平台，以發揮教師之間，以及教師與外界的共享精神，共同分享最新的資訊及學與教資源，並培養學術分享與持續專業發展的文化。
- 改善香港資訊教育城的基本設施，以便為教師提供網上課程。

配套措施(III)：學位供應、班級人數、班級結構、教師與班級比例及相關事宜

學位供應

- 為切合更多學生的能力和興趣，並配合全港的人口變化情況，學校將有不同的班級結構。而提供多元化課程的高中學校，亦會繼續運作。
- 當局會按每間學校的情況，審視加建課室的需要。
- 由於部分學生就讀的學校採用非平衡班級結構，他們升讀高中一時需要轉校，新學制將修訂現有分配學位的程序。初中成績評核機制將會在2006/07年檢討。

班級人數

- 考慮到推行新高中學制所需的資源配套安排，在策劃新高中學制的各項措施時，將以每班40人作為基礎。

班級結構

- 教統局在考慮到學位的需求、學校現有班級結構、實際環境的限制，以及要確保為學生提供基礎寬廣的課程，已著手與個別學校商議最適當的班級結構，這項工作亦會繼續進行。
- 擴闊課程的目的，旨在為學生提供合理的科目選擇，以配合不同學生的興趣和性向。為了達致這個目標，學校需要有一定數目的

學生和適當的資源，讓學校靈活地運作。

教師與班級比例及相關事宜

- 教師與班級比例方面，按照教師的人手編制，將會修訂如下：

直至新舊制兩批學生同時畢業的學年為止

- (a) 初中每班有1.7名教師
- (b) 新學制的高中班級和現行學制的中五，每班有1.9名教師
- (c) 至於現行學制的中六及中七，每班有2.3名教師

在新舊制兩批學生同時畢業的學年過後

- (a) 初中每班有1.7名教師
 - (b) 高中每班有2.0名教師
- 教統局會按照現有準則，就校本輔導計劃、教學語言、新學校、校本課程剪裁計劃、以英語為母語的英語教師計劃和融合教育，繼續提供補足教師。此外，還會按照每名學生每年所需為計算基礎，為學業成績稍遜的學生和有特殊教育需要的學生提供現金津貼，推行改善措施。我們稍後會為合資格的學校訂定校本輔導計劃和校本課程剪裁計劃的綜合津貼率和融合教育的津貼率，還會增撥資源設立多元學習津貼，以加強對有特殊教育需要的高中學生的支援。
 - 為配合學校開辦多元化課程的需要，我們會採用更靈活的撥款安排。學校可繼續凍結不超過10%的教師人手編制，以現行「代課教師津貼」的模式支取現金津貼。我們會探討修訂該津貼的可行性。該津貼可用作聘請教師及輔助人員、僱用與學生學習有關的服務、資助學生修讀其他課程、教職員培訓及專業發展。

- 在新課程及評核架構下，實驗室技術員及工場教師的角色和職責須予以檢討，我們會進一步諮詢有關方面。

高中課程支援津貼

- 學校會獲發放相等於高中每班0.1名教師的現金撥款，作為經常資源撥款，撥款會按照學位教師薪金中位數計算。
- 學校可靈活運用有關津貼，招聘教師或教學助理，以及僱用服務/購置學與教資源，以協助推行新高中課程，包括通識教育科。學校可靈活運用高中課程支援津貼，並可連同學校發展津貼和營辦開支整筆津貼，一併運用。

多元學習津貼

- 政府將每年撥款，向學校提供現金津貼，鼓勵開辦多元化的課程。一般而言，下列課程/計劃會獲得支援：
 - (a) 職業導向教育
 - (b) 其他語言，例如法語、德語、印地語、日語、西班牙語和烏爾都語等
 - (c) 與其他學校協辦某些新高中科目。這些科目的學生人數較少，但對個別學生十分重要，例如視覺藝術、設計與應用科技、英語文學
 - (d) 支援有特殊教育需要而在一般學校就讀的學生
 - (e) 資優學生課程

教師專業準備津貼

- 政府會提供一筆現金津貼，相等於平均每年多一名額外的學位教師，為期四年，即由2005/06學年至2008/09學年，以協助學校為教

師的專業發展和推行「3+3+4」改革創造空間。

過渡安排

- 處理個別學校可能出現過剩教師的五年過渡期，可在新高中學制推行之前或之後的兩年內實施，即由2007年9月至2011年9月之間開始計算，並持續五年。
- 鼓勵學校制訂人力資源計劃，讓學校在推行新高中課程時，可以作出適當的決策，以及爭取適切的支援。

資助特殊學校的資源安排

- 視乎整體可用於教育的撥款，資源分配會著重照顧有特殊教育需要的學生，並在合適的情況下，採用與其他學校一致的分配資源原則。
- 資源分配的原則包括：統整員工人手計算方式，修訂調整小數點後教師人手的計算方法，安排經修訂的代課教師津貼，採用五年過渡期吸納過剩教師，和透過更彈性的方式運用現金津貼。
- 在與有關人士議定新高中課程如何配合有特殊教育需要的學生、學習成果和評估準則後，再決定適當的資源分配。
- 教統局會在2005年下半年與業界進行更詳細的討論，以便在2005年年底前，確定特殊學校的未來路向。

配套措施(IV)：財政安排

- 與主文件提出的67億元預算相比，政府現準備撥款79億元支援新學制及課程改革，其中35億元用以支付學校和大學推行新學制所需的基本工程，另44億元用作非經常開支。
- 在非經常開支中，政府計劃撥出17億元，在2009年以前的醞釀期，

支援新高中課程的實施，包括：發展多元化的課程、為教師提供專業培訓，以及讓學校聘請替假教師。至於大學方面，預計將獲提供5.5億元撥款，以便為新的學士學位課程展開籌備工作。

- 政府計劃撥出20億元的經常開支，以支援學制改革。其中約11億元的經常開支，會用以應付大專院校的額外資源需求。至於學校方面，當新高中學制全面落實後，政府建議額外預留9億元的經常開支，以提供高中課程支援津貼、多元學習津貼、支援學校照顧有特殊教育需要的學生，以及在新舊兩批學生同時畢業的學年之後，改善教師編制。額外所需的撥款，會由高中學生人數逐漸減少後，調整班級數目而節省下來的開支，予以支付。
- 政府會檢討學生資助計劃，包括資助水平、貸款及還款安排，以確保沒有學生因經濟困難而失去就學機會。
- 當教資會資助院校擬訂好有關細節後，政府會檢討大學學費水平。初步推算，開辦多一年學士學位課程需要18億元成本。政府假定須增加大學學費，以支付其中7億元的成本，並會參照這原則，作出有關的策劃。
- 隨著學生人口逐漸下降，若教育開支不作相應調減，則高中教育的單位成本會上升。政府會審慎地逐步把高中學費水平回復至收回經常費用的18%，並由2005/06學年開始，暫定分四年執行。

變革管理：參與、溝通、設定重要事項及緊密配合

參與和溝通

- 教統局會與各界人士保持溝通，特別會在新高中學制推出後，定期知會現時小五學生的家長有關的最新情況。
- 在2005年下半年，教統局會就建議科目的課程細節和評核模式，

及須進一步發展的議題，例如職業導向教育和有特殊教育需要學生的需求等，與社會各界人士溝通，並與實驗室技術員及工場教師討論他們未來的角色及職責。

設定重要事項及緊密配合

- 鑑於改革工作繁複，影響深遠，我們必須確保所有學校、機構都能準備就緒。在平衡多項考慮因素後，政府決定於2009年9月推行新高中一，首屆的香港中學文憑考試將於2011/12學年推行，而首批高中三學生將於2012年9月入讀大學四年制學士學位課程。
- 大學會於2005年年中向學校公布大學收生的一般準則，並於2006年年中向學校公布大學各學系/課程收生的具體要求。
- 所有教師將於2008年9月前完成必需的培訓。
- 新高中課程的教科書將在2009年年初備妥。

A Message from Secretary for Education and Manpower

In October 2004 we launched a 3-month consultation on the design blueprint, timing of implementation and financial arrangements of the new academic structure, which comprises a 3-year school curriculum at senior secondary level and a 4-year undergraduate programme at university. We are grateful to all those who have sent in their feedback or expressed their views on how to take the matter forward. I am pleased that the community has expressed overwhelming support for the new academic structure. To allow the school sector ample time for the preparatory work, we have now decided to implement the new academic structure in 2009.

The changes we are about to embark upon represent a landmark in our education history. We hope to provide all students with the opportunity to receive a higher standard of education, and to provide them with a more suitable curriculum catering to their individual needs and abilities, so as to help them to pave their way to success.

Reforming the academic structure entails wide-ranging changes which have far-reaching implications for the whole community. Success in implementation requires the attainment of the critical pre-conditions including the development of a new senior secondary curriculum, a new public examination and assessment mechanism, smooth interface with university programmes and articulation with different pathways for further studies, vocational training and employment. Success also hinges on the firm commitment and concerted efforts of the education sector and the community as a whole.

This Report sets out the road map for introducing the new academic structure. It guides us in our preparation in the next few years, and takes us forward to the second stage of consultation with the school sector on details regarding the design of the curriculum and assessment frameworks of the new senior secondary subjects. We will continue our dialogue with stakeholders on various matters where further development is required.

I am delighted that the community has reached a consensus on the future direction of education. The challenge is whether we are willing to make joint efforts and commitment. I am sure we can create a better future for our younger generation if we always have their well-being as our top priority and make concerted efforts to develop our new academic structure.



Professor Arthur K.C. Li
Secretary for Education and Manpower

Executive Summary

Background

In his 2004 Policy Address, the Chief Executive announced the decision to adopt a 3-year junior secondary, 3-year senior secondary and 4-year undergraduate academic system (“3+3+4”) to facilitate the implementation of a more flexible, coherent and diversified senior secondary and higher education curriculum and undertook to consult the public on the implementation details. The Main Document entitled *Reforming the Academic Structure for Senior Secondary Education and Higher Education – Actions for Investing in the Future* was published in October 2004 followed by a 3-month public consultation.

Consultation and Feedback

During the consultation period, there was active discussion in the community, and the Education and Manpower Bureau (EMB) received nearly 3,300 written submissions. There is overwhelming support for the general direction, the vision and the goal of the proposed “3+3+4” academic system. It is acknowledged that reducing one public examination would create more time for productive learning. There is general agreement that the new senior secondary curriculum will enable students to build a broader knowledge base and a more solid foundation for whole-person development and life-long learning; and that the new academic structure will provide smoother articulation for further studies in Hong Kong and be better connected with other major education systems in the world. There is also strong support for a balanced student programme that includes 4 core subjects, 2-3 elective subjects and other learning experiences, that will broaden learning, help develop individual potentials, and prepare students to be lifelong learners. The community also support in general a shared funding model to finance the reform.

The introduction of Liberal Studies as a core subject has generated a great deal of public discussions on whether it should be a core and examinable subject, and

whether teachers have the necessary skills and knowledge in teaching the subject. Schools are also concerned about resources for the reform, including teacher-to-class ratios, grants and funding flexibility, class structure in view of the declining student population, and the class size for Liberal Studies. Schools, as well as parents, wish to see early announcement of the university admission criteria to facilitate the planning of new senior secondary (NSS) subjects. Concerning the year of implementation, while about 60% of secondary schools generally support for implementation in 2008, there are also about 30% preferring to defer the implementation to 2009 or after in order to allow more time for frontline teachers to prepare, and for the necessary planning for the new curriculum and possible changes to class structure so as to ensure smooth implementation of the reform.

Year of Implementation

After considering the community feedback and the readiness of schools and teachers, the Government has decided to implement the “3+3+4” reform from the 2009/10 school year. EMB has charted the way forward in the report on *The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong*, which can be found on the EMB website at <http://www.emb.gov.hk>. The key decisions and recommendations on the way forward are summarised in the following:

The New Academic Structure

- To provide a “3+3” secondary education structure so that ALL students will receive 6 years of secondary education that will equip them for further studies and meeting the needs of an ever-changing society.
- To extend the normative length of the undergraduate degree programme from three to four years.
- To replace the Hong Kong Certificate of Education Examination (HKCEE) and the Hong Kong Advanced Level Examination (HKALE) with a new and more

comprehensive assessment system leading to a single diploma, the Hong Kong Diploma of Secondary Education (HKDSE). The current over-emphasis on examinations will be reduced.

The New Senior Secondary Curriculum Framework

- The following programme of study will be introduced under the NSS curriculum framework:

Components of NSS Student Programme		% of Time Allocation
Core Subjects	Chinese Language, English Language, Mathematics and Liberal Studies as core subjects for ALL students	45-55%
Elective Subjects	2 or 3 elective subjects chosen from 20 NSS subjects and a range of Career-oriented Studies (COS) subjects	20-30%
Other Learning Experiences	Moral and civic education, community service, aesthetic and physical activities, career-related experiences	15-35%

- The curriculum framework has embodied the following elements for further broadening and diversification of the student programme:
 - A combination of core and elective subjects, COS and other learning experiences to suit individual interest and aptitude.
 - Introducing more subject choices to SS1 students to enable them to explore their interests before they make decisions for SS2 and SS3.
 - The design of elective parts in subjects will provide students with more choices.
 - Liberal Studies to enable students to make connections across knowledge areas and see things from different perspectives.

- Students are encouraged to choose elective subjects from the NSS subjects and/or COS that match their interests and their aspirations.
- Positive values and attitudes will be continuously strengthened in core and elective subjects, and other learning experiences as appropriate.
- Some subjects, e.g. Design and Applied Technology, Music and Home Economics are not easily offered in school owing to a lack of facilities, resources and space. We will explore the use of the Diversity Learning Grant and special measures such as “centralised” teaching and/or networked classes, to help schools provide for students who have talents in such areas.
- There will be an overall strengthening of Chinese elements across different components of the student programme.
- The design of the subject of Science will include two approaches: an interdisciplinary modular approach and a combined approach, to enable students to have a sufficient foundation in science and to broaden their studies.
- Elective modules of Putonghua (PTH) are available in the subject of Chinese Language for students wishing to study more advanced PTH. Schools with the capacity to use PTH in the learning and teaching of the Chinese Language are encouraged to do so.
- As Hong Kong is a cosmopolitan city, the tradition of providing access to other languages such as French, German, Hindi, Japanese, Spanish and Urdu, is to be upheld.
- The student programme and the time allocation suggested for each subject are planned on a minimum of 2,700 hours of lesson time over three years. The overall suggested time allocation to different components of the student programme is revised as follows:

Component		Suggested range (in %)	Minimum time allocation recommended (in hours)
Core Subjects	Chinese Language	12.5 – 15%	338
	English Language	12.5 – 15%	338
	Mathematics	10 – 15%	270
	Liberal Studies	Min. 10%	270
Elective Subjects		20 – 30% (Min. 10% each subject)	270/subject
Other Learning Experiences	Aesthetic Experience	5% or more	405
	Physical Experience	5% or more	
	Moral and civic education, community service and career-related experiences	5% or more	

- A *New Senior Secondary Curriculum Guide* will be ready in mid-2006 to help schools implement the various facets of NSS, including school development planning, professional development of staff, curriculum planning, changing paradigm of learning, teaching and assessment and other learning experiences.

Liberal Studies as a New Core Subject

- Liberal Studies will be introduced as a core subject and assessed in the same way as other subjects in the NSS curriculum. The 5-level reporting system will apply.
- EMB will consult schools and the education sector in the 2nd consultation exercise in June 2005 on the detailed design of Liberal Studies based on feedback collected during the 1st consultation.

- The number of core units in the curriculum design of Liberal Studies will be reduced from nine to six in order to allow sufficient time for students to develop a deep enough understanding of issues, develop their thinking skills to deal with the complex issues, and to develop and reflect on values.
- To ensure reliability of marking of questions involving open-ended responses, double marking will be adopted for the written examination of Liberal Studies.
- A Senior Secondary Curriculum Support Grant and other supporting measures will be provided to schools so that Liberal Studies along with the whole senior secondary programme could be implemented smoothly.
- EMB will provide not less than 100 hours of training for all Liberal Studies teachers to help them acquire the basic knowledge and skills required for teaching the subject. Of these 100 hours, about 35 hours will be mandatory, and the rest will be up to the discretion of teachers according to their needs.
- A web-based resource platform will be launched in mid-2005 to provide the basic information required to understand the NSS Liberal Studies curriculum, updated learning and teaching materials relevant to each unit, exemplary learning and teaching practices, and school case studies for teachers' reference. Schools and teachers will ensure that all students no matter what their socio-economic status background can access the information needed.

Career-oriented Studies – Applied Learning and An Integral Part of the NSS Curriculum

- Choices in COS will be developed and made available as electives for students of all abilities, and will have a status deemed comparable to the NSS elective subjects providing access to multiple progression pathways to further studies and employment.
- All COS will be offered over two years, starting at SS2 when students are relatively more mature and can make decisions about the relevance of these

courses to their future career orientations.

- EMB will establish a quality assurance (QA) mechanism in collaboration with the Hong Kong Council for Academic Accreditation (HKCAA) to ensure the credibility and recognition of COS qualifications.
- Broad comparability between COS courses and the subjects to be assessed by the Hong Kong Examinations and Assessment Authority (HKEAA) should be established through expert review of the course objectives and expected learning outcomes using student work and performance.
- The qualifications gained in COS will be recognised in the Senior Secondary Student Learning Profile in order to allow tertiary institutions and employers to have a fuller appreciation of each student's achievements and potential.
- A Diversity Learning Grant will be provided to enable and support schools to allocate resources to offer a diversified curriculum including COS to meet the interests of students.
- Most COS courses are offered in Chinese as the medium of instruction with English glossaries relevant to specific professions and vocations. Some COS courses, using English as the medium of instruction, will also be offered to meet the needs of ethnic minority students.
- Arrangements will be made for students with special educational needs (SEN) in both ordinary and special schools so that they will have the opportunity to pursue COS.
- EMB will work with stakeholders on establishing a skill set required for delivering COS courses, setting up programmes with teacher education providers to prepare teachers to teach COS competently, and developing personnel experienced in the profession or vocation to become competent teachers of COS.
- COS will be piloted prior to the implementation of NSS. The place, status and support of COS in the NSS system will be informed by the pilots underway and

further consultation with key stakeholders.

Stretching Student Potential and Catering for Learner Differences

Special Education

- The Government is committed to provide every student 12 years of schooling in the new academic structure. All students will be able to receive 6 years of secondary education.
- EMB is committed to providing students with SEN with equal opportunities in education. Students who are capable of studying in ordinary schools will continue to do so by participating in relevant school places allocation system as appropriate.
- Students with SEN, but deemed capable will follow the academic structure, curriculum and assessment modes as their counterparts in ordinary schools. They may have different choices of subjects to meet their capabilities and interests, but there should not be major deviation from the curriculum framework proposed.
- For mentally handicapped (MH) students, their current 10-year basic education curriculum structure should be re-structured to ensure a meaningful 12-year curriculum programme with clear learning outcomes and assessment standards.
- The future 6-year secondary curriculum for MH students will mainly be built on the existing basic education and Extension of Years of Education (EYE) Programme.
- MH students of different capacities should have Individualised Education Programmes (IEP) and assessment criteria as tailored by teachers and specialist staff. A review of the learning programmes and their delivery modes based on the IEP in special schools is needed.
- Support such as specific learning support programmes and development of

learning strategies will be provided so that participation at the senior secondary levels is viable for students with SEN, including those with specific learning difficulties.

Gifted Education

- Gifted students should be facilitated to stretch their potential further through a differentiated curriculum, such as curriculum compacting, independent projects, flexible skill grouping, tiered assignments and high level questioning.
- EMB will continue to work with universities and other tertiary providers to offer programmes for the exceptionally gifted in subjects relevant to tertiary studies and subjects not currently included in the NSS curriculum.
- Pedagogy for gifted students in the NSS will be improved through Regional Gifted Education Clusters and teachers' network.

Resource Commitment

- EMB has committed specific additional recurrent resources to support the needs of students with SEN and gifted students in the new academic structure.

Assessment and Certification

The Single Credential

- The current HKCEE and HKALE will be replaced with one examination leading to the credential, the HKDSE.
- The HKCEE and the HKALE will be made available to repeaters in 2011 and 2013 respectively.

Standards-referenced Reporting

- A “standards-referenced” approach to reporting student achievement will be adopted to enable performance to be reported with reference to a framework of five levels for which a set of descriptors and exemplars will be available.

- To facilitate selection decisions and to give appropriate recognition to outstanding students, it is proposed that the performance of candidates with scores that place them in the top 1% and in the next 3% of the candidature in a given subject be separately reported, either through the use of a symbol Level 5** and Level 5* respectively or by means of a descriptor Level 5 with “High Distinction” or Level 5 with “Distinction”.

School-based Assessment

- School-based Assessment (SBA) will be phased in, with any transitional timeline to be recommended by CDC-HKEAA Committees, in consultation with front-line teachers.
- The weighting given to SBA will be considered (for example, extending the range from 15% to 30% for most subjects), on the understanding that weightings may change over time. A higher weighting of up to 50% will be considered for some practical subjects, such as Visual Arts, for which a larger component of SBA will increase the validity of the final assessment.
- To avoid excessive workload pressures, SBA will be built into ongoing teaching and learning activities within the classroom and not designed as “add-on” activities. An emphasis should be placed on quality rather than quantity. Significant proportions of SBA will be done in class under direct teacher supervision to avoid cheating. HKEAA will require that all SBA be designed in ways that enable teachers to authenticate student work and principals to sign off that the work assessed is the work of the students concerned.
- For all subjects with large enrolments, statistical moderation will be used. Non-statistical methods will be considered for subjects with small candidatures and that involve outcomes that are very different from those assessed through the written examination.
- Training packages and training sessions on SBA will be organised for all teachers.

Recognition of the HKDSE

- HKEAA will work closely with University of Cambridge Local Examinations Syndicate (UCLES) to ensure international recognition by benchmarking key levels in the new HKDSE subjects to British General Certificate of Education (GCE) grades.
- HKEAA will negotiate direct recognition of both the current examinations and the HKDSE with overseas universities.
- Benchmarking of standards in English will be undertaken with reference to international English-as-second-language qualifications such as International English Language Testing System (IELTS) and other relevant international tests.

Senior Secondary Student Learning Profile

- EMB will develop in collaboration with other parties including schools and HKEAA the necessary guidelines and templates for the production of a Senior Secondary Student Learning Profile that provides a comprehensive picture of the full range of achievements and abilities of students.
- For students with SEN not adopting the curriculum for ordinary schools, their Student Learning Profile will be based largely on their IEP over the last 3 years of secondary education.
- Schools should ensure that all students, regardless of social background will have the same opportunities to gain access to the other learning experiences provided in the same school.
- The *NSS Curriculum Guide* to be developed by 2006 will provide necessary advice to fulfil the objective of wider recognition of student achievements.

Interface between Senior Secondary Education and Higher Education, and Articulation with Local and Overseas Education Systems

University Admission

- A Working Group, comprising representatives of universities, HKEAA, the University Grants Committee (UGC) and EMB was established in October 2004 to provide a forum for liaison on articulation between the new senior secondary education with higher education and study the interface issues relating to “3+3+4”.
- In support of the proposed “3+3+4” reform, UGC and HUCOM issued a joint statement in January 2005 indicating their support for all four core subjects – Chinese Language, English Language, Mathematics and Liberal Studies – to be considered as mandatory requirements for university entrance.
- Minimum entrance requirements for Chinese and English languages are likely to require a similar standard of performance as currently applies. In the case of Mathematics and Liberal Studies, it is likely that a lower threshold level of performance will be required.
- Universities are committed to providing more specific information in mid-2005 on the broad subject combinations required for tertiary admission, and a preliminary indication of the minimum learning standards expected of each of the four core subjects. It is anticipated by mid-2006, they will provide details of specific admission requirements at the faculty/programme level.

Articulation to Post-secondary Studies and Vocational Training Institutions

- The post-secondary institutions consider that the four core subjects provide the necessary knowledge and skills to study in post-secondary institutions. The articulation to post-secondary studies like Associate Degree programmes would be further discussed.
- Vocational training providers such as the Vocational Training Council,

Construction Industry Training Authority and Clothing Industry Training Authority have established internal working groups to study various matters essential to facilitating students under the new system who have an interest in pursuing a vocational education. These matters include admission criteria, articulation arrangements and curriculum design.

Moving to 4-year University Programmes

- Universities are exploring how to provide a flexible curriculum to accommodate the two cohorts of students who will be pursuing 3-year and 4-year undergraduate degrees concurrently during the transitional period.
- The Government will provide additional non-recurrent resources to support the development and implementation of the new curriculum in the universities.
- The UGC has started to discuss with its funded institutions the enhancement of physical facilities like teaching space, hostels, libraries and canteens to accommodate the additional students. The Government will assist by reserving space for campus expansion and providing funding for the capital works.

Supporting Measures (I): Enhancing the Teaching Profession

Professional Development Opportunities for Serving Teachers and Principals

- Multiple and complementary professional development opportunities would be provided to suit the different needs of principals and teachers and to cater for the ways adult learn. These include structured professional development programmes, on-site school-based support, promotion of learning communities and Internet resources.
- A programme focused on the management of change at the school level will be provided for school leadership team, including all principals, vice-principals and school supervisors. Sufficient places will be provided in professional development programmes for teachers.

- The programmes for specific subject teachers, in particular for those who might teach Liberal Studies, will generally commence in 2005/06 school year and will be provided progressively up to the year of implementation of NSS.
- There will also be professional development programmes that will address the provision of other learning experiences. Seminars will be provided for career masters/mistresses leading into NSS implementation.
- Due consideration will be given to the design of and recognition given to professional development programmes so that they can function as part of the continuous professional ladder of teachers and principals.

Pre-service Teacher Education

- EMB will work with teacher education providers to generate useful experiences as input to various teacher education programmes and to promote better understanding of the change processes involved in the new “3+3+4” reforms. Support to the special education programmes in teacher education will also be strengthened to better prepare teachers to cater for learner differences.

Supporting Measures (II): Textbooks, Quality Learning and Teaching Resources

Availability of Quality Textbooks

- A multi-stage textbook review process will be adopted to facilitate improved alignment with the intentions of the curriculum.
- EMB will also initiate the development of a wide range of resources through commissioning or consider textbook incentive schemes where necessary.

Learning and Teaching Resources

- A web-based resource platform will be built up to support Liberal Studies teachers through on-going provision of learning and teaching resources covering all units in Liberal Studies from June 2005 onwards.

- The existing platform of the Hong Kong Education City (HKedCity) will be enhanced to promote sharing of updated information regarding learning and teaching resources among teachers and outside agencies and to nurture a culture of collegial sharing and continuing professional development.
- The infrastructure of HKedCity will be improved to support the provision of web-based courses for teachers.

Supporting Measures (III): Provision of School Places, Class Size, Class Structures, and Teacher-to-class Ratios and Related Matters

Provision of School Places

- To meet the abilities and interests of the wider student cohort, and the demographic changes across the territory, different class structures will exist in schools. Senior secondary schools offering a diversified curriculum will continue to operate.
- The need to provide additional classrooms for some schools will be examined on a case-by-case basis.
- As some students in asymmetrical schools may need to change schools when promoting to SS1, the existing placement procedure will be revised under the NSS. The existing JSEA System would be reviewed by 2006/07.

Class Size

- The NSS system will be planned on the basis of 40 students per class. This policy setting underpins the resource arrangements necessary to implement the new academic structure.

Class Structures

- EMB has started and will continue to discuss with individual schools appropriate class structure taking into account the demand of school places, their current class structure, the physical constraints, and the need to ensure a

broad curriculum is offered to students.

- In order to realise the objective of a broad curriculum that provides reasonable choice of subjects to cater for individual interests and aptitude, a school must operate on a viable scale, with a threshold number of students and supporting resources.

Teacher-to-class Ratios and Related Matters

- The revised teacher-to-class ratios in terms of teaching staff establishment for the NSS will be:

Up to the Double Cohort Year

- (a) 1.7 teachers per junior secondary class
- (b) 1.9 teachers per senior secondary class in the new system and S5 of the current system
- (c) 2.3 teachers per S6 & S7 class of the current system

After the Double Cohort Year

- (a) 1.7 teachers per junior secondary class
 - (b) 2.0 teachers per senior secondary class
- The top-up provision for School-based Remedial Support Programme (SBRSP), Medium of Instruction (MOI), New Schools, School-based Curriculum Tailoring Scheme (SBCTS), Native-speaking English Teachers (NET) Scheme and Integrated Education (IE) will continue to be provided. EMB will continue to work on the proposal of providing cash grants for the improvement measures for academic low achievers and students with SEN based on a per pupil per annum basis. A combined rate for SBRSP and SBCTS and a separate rate for IE will be worked out for eligible schools at a later stage. Additional resources will be made available under Diversity Learning Grant to strengthen the support for students with SEN at senior secondary levels.

- To provide further funding flexibility to schools to meet their needs in offering a diversified curriculum, schools will continue to be allowed to freeze up to 10% of the teaching establishment and draw a cash grant instead as under the existing practice of Substitute Teacher Grant. The feasibility of revising the grant is being explored. The grant may be used for employing teachers and supplementary staff, hiring services relating to student learning, subsidizing students' alternative studies, staff training and professional development.
- The roles and duties of laboratory technicians and workshop teachers under the new curriculum and assessment framework will have to be reviewed. Relevant parties will be consulted.

Senior Secondary Curriculum Support Grant

- A cash provision equivalent to 0.1 teacher per senior secondary class calculated on the basis of the mid-point salary of GM teachers will be allocated on a recurrent basis.
- Schools may use the grant flexibly for recruiting teachers or teaching assistants and buying services and/or learning and teaching materials to facilitate the implementation of the NSS curriculum, including Liberal Studies. The Senior Secondary Curriculum Support Grant will be flexibly administered and can be used in conjunction with the Capacity Enhancement Grant and the Operating and Expenditure Block Grant.

Diversity Learning Grant

- An annual provision will be available to encourage schools to offer a diversified curriculum. In general, the following courses/programmes will be supported:
 - (a) COS
 - (b) Other languages such as French, German, Hindi, Japanese, Spanish and Urdu

- (c) Collaboration with other schools to offer networked class in NSS subjects with low enrolment, but are important to individual student programmes, (e.g. Visual Arts, Design and Applied Technology, Literature in English)
- (d) Support for students with SEN studying in ordinary schools
- (e) Programmes for gifted students

Teacher Professional Preparation Grant

- A cash grant equivalent to an additional GM per annum on average will be provided over 4 years, i.e. from 2005/06 to 2008/09 school years, to help schools create space for teachers and prepare for the implementation of “3+3+4” reform.

Transitional Arrangements

- The 5-year transitional period to facilitate the absorption of surplus teachers in individual schools through natural turnover can start within two years before or after the implementation of NSS, i.e. beginning between September 2007 and September 2011 and continues for five years.
- All schools will be encouraged and supported to develop a Human Resource Plan which can guide school in decision-making and seeking support in implementing the NSS curriculum.

Resource Arrangement for Aided Special Schools

- Resource allocation will focus on the needs of students with SEN and adopt the guiding principles consistent with resource allocation for all schools where appropriate, and with due regard to the overall provision available for education.
- The principles for resource allocation would include arrangements to globalise staffing formula, the rounding practice of school staff provision, revised arrangements of the Substitute Teacher Grant, 5-year transitional period for absorption of surplus teachers, and more funding flexibility through the use of

cash grants, etc.

- The appropriate level of resources will be determined after the NSS curriculum for students with SEN, the learning outcomes and assessment standards have been worked out and agreed with stakeholders.
- There will be detailed discussion with the special education sector in the second half of 2005, with a view to finalising the way forward for aided special schools by the end of 2005.

Supporting Measures (IV): Funding

- The Government is prepared to invest \$3.5 billion and \$4.4 billion respectively, or a total of \$7.9 billion, to meet the capital and non-recurrent costs for implementation of the new academic structure in the school and university sectors, compared with \$6.7 billion set out in the Main Document.
- Of the non-recurrent funding, the Government plans to provide \$1.7 billion to support the implementation of the NSS curriculum in the run-up to 2009. This will cover the development of a diversified curriculum, professional training for teachers, and training relief for schools. For the university sector, it is estimated that \$550 million will be provided for the start-up of the new undergraduate programme.
- The Government plans to provide \$2.0 billion recurrent funding to support the reform. About \$1.1 billion of the recurrent cost is to meet with the additional funding requirements of the tertiary institutions. For the school sector, when the NSS is in operation, the Government may spend up to \$900 million, on a recurrent basis, to cover the Senior Secondary Curriculum Support Grant, the Diversity Learning Grant, supporting students with SEN, and improvement to the teacher establishment after the double cohort year. The provision will be funded out of savings from adjustment of the number of classes as the student population declines.

- The Government will review the student financial assistance schemes, including the assistance level, and the loan and repayment arrangements, to ensure that no student will be deprived of the opportunity of learning due to lack of means.
- The Government will review the university tuition fee level when more details are worked out by the UGC-funded institutions. Preliminary estimates show that the cost of an additional year of undergraduate study would be \$1.8 billion. The Government will continue to plan on the assumption that university tuition fees would be raised to provide \$0.7 billion of the cost.
- The unit cost of senior secondary education will increase, as the student population declines if education expenditure is not reduced correspondingly. The Government will bring the senior secondary school fees back to 18% of recurrent cost at a measured pace, tentatively over a period of four years starting from the 2005/06 school year.

Managing Change: Participation, Communication, Critical Milestones and Coherence-making

Participation and Communication

- EMB will continue communication with various stakeholders. In particular, parents of students currently in P5 will be updated periodically as the NSS system is rolled out.
- During the second half of 2005, there will be further dialogue with key stakeholders on curriculum details and assessment mode of the proposed subjects and specific issues requiring further development such as COS and the needs of students with SEN. There will also be discussion with laboratory technicians and workshop teachers over their future roles and duties.

Critical Milestones and Coherence-making

- In view of the magnitude and far-reaching impact of the reform, we need to

ensure that all schools and relevant parties are ready for the implementation. The Government has decided that the new SS1 level will be implemented in September 2009. The first administration of the HKDSE will be in the school year of 2011/12. The first cohort of SS3 students will enter the 4-year undergraduate programme at university in September 2012.

- Universities will announce general admission requirements by mid-2005 and specific requirements at the faculty/programme level by mid-2006.
- All teachers will have completed the necessary training by September 2008.
- Textbooks for the NSS curriculum will be available by the beginning of 2009.