



Education Commission Report No. 1

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Theme	Educational assessment/ examinations – Educational research – Language in education – Open education – Teacher education – Teacher professionalism
Level of Education	Secondary – Higher
Background	The Government invited in 1981 a panel of overseas scholars to undertake an overall review of the education system. The panel submitted its report in November 1982. Among the various policy recommendations presented in it was the call for the formalisation of the education commission system. The Governor-in-Council made the affirmative decision in February 1984. The Commission's first assignment was to consider the Visiting Panel's major observations and then propose policy recommendations.
Aim	This Report presents the Education Commission's policy recommendations made in the light of some of the observations and suggestions contained in the Visiting Panel's report (1982). The 37 recommendations revolve around the following areas: expansion programme on senior and technical education to phase out the Junior Secondary Education Assessment system, language in education, teacher education and professionalisation of teaching, open education and educational research. (One major policy issue raised by the Visiting Panel but failed to receive endorsement from the Commission is the establishment of a teacher service.)
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*** Summary of Policy Recommendations ***

The following extraction from *Chapter VIII* summarises the Education Commission's response to the Visiting Panel's recommendations on the following areas: the Junior Secondary Education Assessment system, language in education, teacher education and the professionalisation of teaching, open education and educational research. The paragraph numbering system is the same as the original. The number that precedes each paragraph is that of *Chapter VIII*; the paragraph number at the end is that of the original chapter referred to. *Editors.*

Chapter II Junior Secondary Education Assessment System

1. The provision of subsidised post-F 3 education opportunities, comprising vocational education in the form of one-year full-time basic craft courses in technical institutes and training centres as well as general education in the form of F 4 places in secondary schools, should be expanded. (para. 2.13)
2. For the purpose of educational planning, a total annual provision of 7,600 one-year full-time basic craft places should be allowed for from about 1989-90 onwards. (para. 2.16)
3. If the proposal by the Vocational Training Council to run one-year full-time bridging courses to technician studies for about 600 selected graduates of full-time craft courses in technical institutes is accepted by the Government, an additional technical institute should be provided by, say, 1989 to meet the consequential additional number of full-time basic craft places required to maintain the output of craft trainees required by industry. (para. 2.19)
4. A 5% rate of provision for repetition should be adopted for the purpose of planning the secondary school requirement and 10 new schools should be built under a Stage V (Phase II) of the Secondary Schools Building Programme. (para. 2.24 and 2.25)
5. The class pattern of existing pre-vocational schools should be modified from 77722 to 66644 and four new pre-vocational schools should be provided under a Stage VI of the building programme to accommodate the displaced lower forms. (para. 2.27 (a) and (b))
6. F 4-5 places in satisfactory private independent schools should be bought and the consequential reduction in F 1-3 bought places should be compensated by the provision of 10 new schools under a Stage VI of the building programme. (para. 2.27 (c) and (d))
7. For planning purpose, the 24 schools proposed under Stage V (Phase II) and Stage VI of the building programme should be provided over the period 1989 to 1993. (para. 2.29)
8. The JSEA [Junior Secondary Education Assessment] should be phased out in 1991 subject to the acceptance and implementation of the recommendations at items (1) to (7) above and to the formulation of new means of placement to be devised by the Education Department. (para. 2.33 and 2.35)
9. The curriculum for secondary education should continue to be revised and the examination system should be reviewed and revised as appropriate in parallel with the provision of more subsidised post-F 3 places to achieve the phasing out of the JSEA. (para. 2.36)
10. The Education Department should now conduct the deferred formal operational review of the JSEA. (para. 2.37)

Chapter III Language in Education

11. An additional graduate teacher of Chinese should be provided to every secondary school with 18 classes or more to improve the quality of Chinese teaching. (para. 3.12)
12. Expatriate lecturers of English should be recruited for the Colleges of Education and the Institute of Language in Education. (para. 3.13)
13. Secondary schools should be encouraged to employ locally available native English speakers with teaching qualifications to teach English. (para. 3.13)
14. Individual secondary school authorities should be encouraged to adopt Chinese as the medium of teaching. (para. 3.18)
15. Secondary schools which use Chinese as the instructing medium should be given additional resources to strengthen the teaching of English to avert any consequential drop in the standard of English due to reduced exposure. (paras. 3.19 - 3.20)
16. A set of comprehensive and clear guidelines should be made available to assist individual secondary school authorities to decide on the language mode of instruction. (para. 3.21 (a))
17. Secondary schools should be provided with information on the English proficiency of their F I entrants to assist them in grouping their pupils. (para. 3.21(b))
18. Teacher preparation for new and serving teachers should be modified to prepare for a wider use of Chinese in the classroom. (para. 3.21(c))
19. Handbooks with technical terms in both languages for the various subjects taught in secondary schools should be compiled and issued to secondary school teachers. (para. 3.21(d))
20. The Chinese and English syllabuses should be redesigned and textbooks in both languages should be published so that they will be available to all schools regardless of the language mode chosen. (para. 3.21(e))
21. An end should be put to the distinction between Anglo-Chinese and Chinese middle schools by encouraging the removal of such references from the names of schools. (para. 3.21(f))
22. Further consideration should be given to a proposal to remove the language medium indicator in the Hong Kong Certificate of Education by the relevant authority. (para. 3.24)
23. More schools should be encouraged to teach Putonghua either during school hours or as an extra-curricular activity. (para. 3.27)

Chapter IV Teacher Preparation and the Teaching Service

24. A new college of education should be provided to strengthen both the quality and quantity of teacher preparation. (para. 4.11)
25. A proposal currently in hand to introduce a Bachelor degree in Primary Education to promote leadership at the primary school level should be implemented. (para. 4.13)
26. Teachers of craft and technical subjects should be encouraged to update themselves on the latest technological developments. (para. 4.16)

27. Colleges of Education should continue to give priority for entry to teacher education courses to mature age applicants who have experience of work other than teaching. (para. 4.17)
28. Teachers should continue to play an active role in curriculum development and more attention should be given to secondary school curriculum. (para. 4.19)
29. Curriculum development should be progressively decentralised. (para. 4.19)
30. Schools should be encouraged to develop more teacher participation in decision-making, initially in respect of professional matters and gradually extending to general administration. (para. 4.20)
31. In the interest of allowing schools more freedom and flexibility, consideration should be given to the simplification of the codes of aid. (para. 4.21)
32. Teachers, principals, school managements and sponsor should be encouraged to co-operate, through the co-ordination of the Education Department, to produce a 'code of practice ' for the teaching profession. (para. 4.32)
33. Government should first set up a regional teachers' centre to assess its viability. In the long-term, regional teachers' centres should be set up with Government assistance and managed by the teaching profession. (paras. 4.33 - 4.35)

Chapter V Open Education

34. Whilst we endorse UPGC's recommendation that an open university should not be established in Hong Kong, we shall, in the next phase of our work, examine the development of open education at all levels. (para. 5.16)

Chapter VI Educational Research

35. The educational research efforts of the Educational Research Establishment of the Education Department the two universities, the two polytechnics and the Institute of Language in Education should be sustained. (para. 6.8)
36. All educational research activities should be co-ordinated with the planning and formulation of educational policies. (para. 6.8)

Chapter VI Financing Education

37. Given the priority accorded to the issues discussed in this Report by the Panel and in view of the very strong educational and social reasons advanced for the various recommendations contained in this Report, the indicated order of costs for their implementation should be accepted. (para. 7.8)

Annexes 1 - 6 (*See original document*)