TRANSITION FROM SECONDARY EDUCATION TO HIGHER EDUCATION
Rationale

- The topic was proposed and agreed at the last ERI-Net annual meeting in July 2012
- It is in line with UNESCO biennial sectorial priority 1: “Ensuring smooth transition between different levels of education...”
- It is highly relevant to countries in Asia and Pacific region in an era of HE massification
- It is also pivotal to ease the negative impact of the so-called examination-oriented education
Objectives of the research

- To encourage country/system-level, evidence-based, and policy-oriented researches
- To analyze emerging trends and good practices on the ground for knowledge building and information sharing
- To assist policy makers in formulating or renovating policies on admission to HE
- To promote international cooperation and policy dialogue on the issue.
Traditions in the region

- Systems that are traditionally dominated by high stake and competitive **College Entrance Examinations** (ROK, Japan, PRC)
- Systems that are based on **Standardized Tests**, as are the cases in the USA, Thailand (O-Net, GAT, PAT) and the Philippines
- Systems that are based on the performance of students in various **Certificate and Diploma programmes** at secondary school level (HK SAR, Malaysia, etc.)
Policy objectives

- **Screening** and **selecting** students from SE to different types of HEIs in response to the expansion of higher education systems
- Achieving a balance of **equity** and **efficiency**
- Encouraging the **involvement of all the stakeholders** in the development of admission mechanisms
- Promoting **social cohesion** and **cultural diversity**
- **Broadening the admission criteria** to facilitate the all-around development of students
Roles and responsibilities

- **Government authorities and organizations** (centralization and decentralization)
- **Professional bodies and organizations** (providing professional testing services)
- **Secondary schools** (delivery of study programmes, recommendation letters, career counseling programs)
- **Higher education institutions** (institutional autonomy)
- The involvement of other stakeholders, including communities, local industries and parents, with proper coordination mechanisms being developed.
Admission criteria

- **Cognitive component**
  - Subject-based examinations
  - Scholastic aptitude tests
  - Professional aptitude tests
  - Learning profiles and achievements at secondary schools

- **Non-cognitive component**
  - Extra-curricular activities
  - Community engagement, volunteer activities, social advocacies, etc.
Admission procedures

- **Centralized services** to provide admission service platforms for students and higher education institutions
- **Institutional arrangements** (interviews, entrance testing arrangements, etc.)
- **Fairness** and **transparency** (on-line recruiting systems strictly regulated and monitored)
- **Balance** between student’s preference and the availability of university places
- **Special arrangements** for students from disadvantaged background (affirmative action)
Impact of admission policies on SE

- **Over-emphasis** on the cognitive component may lead to *examination-oriented education* at secondary school level (*shadow education*)

- **Severe competition** for top university places may deteriorate the situation (*excellence without a soul*)

- **Restructuring of the admission criteria** to include more **non-cognitive elements** may help achieve the all-around development of students at secondary schools (*professional admission officer* in Japan and ROK)

- **Difficulties in introducing** *subjective assessment*
Proposed structure of the country report

- Background for national policy reforms on transition from SE to HE
- Main features of the current arrangements
- The impact of admission policy on the provision of secondary education
- New national policy initiatives (optional)
- Ways forward
Thank you for your attention!