

## **The Model of “Government, School & Self-financing Institutions Partnership (GSSIP)” in Hong Kong: Successful Experiences of the Education Bureau in Uplifting Kindergarten Teachers’ and Principals’ Qualification**

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The purpose of this article is to illustrate the successful policy experience of the Education Bureau (EDB) in the Hong Kong Special Administrative Region (HKSAR) in enhancing the academic qualification of kindergarten teachers and principals in kindergarten education by providing Teacher Development Subsidies (TDS) to eligible applicants to select relevant self-financed teacher and principals training programs under the Pre-primary Education Voucher Scheme (PEVS).

In the paper, the genealogy of PEVS is discussed as the policy background for the policy measures of “professional upgrading”. The two policy effects: “surge of kindergarten teacher qualification” & “attraction of more people in joining the profession” are discussed, with the model of “Government, School & Self-financing Institutions Partnership (GSSIP)”.

In summary, this article yields three useful policy implications for policy-makers in Government, Schools and Self-financing Institutions in local and overseas contexts. First, the policy makers in Government could bear in mind that “financial support is the key to upgrade teacher qualification”. Second, the policy makers in School should understand that a “strategic staff development plan” is essential to the direction of qualification upgrade”. Third, the policy-makers in Self-financing Institutions could, on one hand, forge closer cooperation with principals and schools, and on the other hand, propose to the Government on “filling-in” the gap of training that the Government might not be in best position to provide.