

Head 40 — EDUCATION DEPARTMENT

Controlling officer: the Director of Education will account for expenditure under this Head.

Estimate 2001–02	\$30,786.2m
Establishment ceiling 2001–02 (notional annual mid-point salary value) representing an estimated 6 474 non-directorate posts at 31 March 2001 reducing by 81 posts to 6 393 posts at 31 March 2002..	\$2,484.3m
In addition there will be an estimated 21 directorate posts at 31 March 2001 and at 31 March 2002.	
Capital Account commitment balance	\$1,364.4m

Controlling Officer's Report

Programmes

<p>Programme (1) Primary Education Programme (2) Secondary Education Programme (3) Special Education Programme (4) Departmental Support Programme (5) Other Direct Services and Subventions</p>	<p>These programmes contribute to Policy Area 16: Education (Secretary for Education and Manpower).</p>
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Detail

Programme (1): Primary Education

	1999–2000 (Actual)	2000–01 (Approved)	2000–01 (Revised)	2001–02 (Estimate)
Financial provision (\$m)				
Government sector	626.4	660.3	718.1	751.1
Subvented sector	8,778.6	9,484.0	9,514.1	10,164.4
	9,405.0	10,144.3 (+7.9%)	10,232.2 (+0.9%)	10,915.5 (+6.7%)

Aim

2 The aim is to provide free and universal schooling for every child aged 6 to 11 inclusive and to further improve the quality of primary education.

Brief Description

3 Primary school places are provided mainly in aided schools (82.2%) managed by voluntary bodies under a Code of Aid, with some others directly managed by the Education Department (6.3%) and the rest provided in private schools (11.5%).

4 With a view to injecting more variety into our education system and providing parents with a wider choice, we have been implementing measures to foster, among others, the development of quality Direct Subsidy Scheme (DSS) schools and Private Independent Schools (PIS). We have also extended DSS to cover primary schools starting from the 2000/01 school year.

5 A holistic review of the school curriculum at all levels of schooling is being conducted by the Curriculum Development Council. A coherent and flexible curriculum framework putting emphasis on whole-person development will be developed to suit the requirement of individual schools and to prepare students for lifelong learning in a knowledge-based society.

6 Teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap.279) before they can be registered or hold a permit to teach. Primary school teaching posts are mainly in non-graduate grades at present. The policy target is to upgrade 35% of all public sector primary school teaching posts to graduate status by the end of the 2001/02 school year.

7 The development of primary education is progressing on target. Major improvement measures, including whole-day primary schooling and upgrading primary school teaching posts to graduate status, are moving forward smoothly. At the same time, we are making substantial investment in enhancing the use of information technology (IT) in teaching and learning to prepare our students for the information age.

8 The key performance measures in respect of primary education in public sector primary schools are:

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Targets

	2000/01 (Plan)	<i>School Year</i> 2000/01 (Estimate)	2001/02 (Plan)
(a) to provide whole-day primary classes	4 578 classes	4 523 classes	5 366 classes
(b) to provide IT facilities, IT training for teachers and professional support to schools for implementing IT in education.....	all schools	all schools	all schools
(c) to upgrade teaching posts to graduate status.....	about 1 640 posts	about 1 640 posts	about 1 640 posts
(d) to encourage more public sector primary schools to adopt whole school approach to guidance.....	97% of schools	97% of schools	97% of schools

Indicators

	1999/2000 (Actual)	<i>School Year</i> 2000/01 (Estimate)	2001/02 (Estimate)
(a) primary pupils	491 900	494 000	495 800
(b) children in the 6 to 11 age group	489 900	490 700	493 100
(c) gross enrolment ratio (a)/(b).....	100.4%	100.7%	100.5%
(d) pupil/teacher ratio in government and aided primary schools	22.3:1	22.0:1	21.7:1
(e) government and aided primary schools	722	718	720
(f) primary schools under DSS	N.A.§	1	3
(g) whole-day government and aided primary schools	258	293	339
(h) % of government and aided primary school places operating on a whole-day basis	33.5%	39.1%	45.9%
(i) teachers in government and aided primary schools	19 799	20 250	20 700
(j) % of graduate teachers in government and aided primary schools	19.5%	26.7%	35.0%
(k) % of teachers in government primary schools with relevant teacher training qualification	99.5%	99.7%	99.8%
(l) % of teachers in aided primary schools with relevant teacher training qualification.....	90.4%	91.9%	93.0%
(m) % of government and aided primary school teachers having attended systematic re-training courses	43.6%	44.0%	44.4%
(n) teacher wastage rate of government and aided primary schools	3.6%	3.4%	3.4%
(o) % of primary 1 to 3 classes in government primary schools adopting the activity approach	90.3%	97.2%	100%
(p) % of primary 1 to 3 classes in aided primary schools adopting the activity approach.....	62.8%	67.3%	72.3%
(q) ratio of pupils to Student Guidance Officers/Teachers.....	1 680:1	1 680:1	1 680:1
(r) % of government and aided primary schools teachers having reached the “Basic” level of IT competency	80%	100%	100%
(s) % of government and aided primary schools with IT equipment up to the minimum requirement.....	64%	100%	100%
(t) % of government and aided primary schools with IT technical support services.....	64%	100%	100%
(u) % of government and aided primary schools having access to the Internet	100%	100%	100%

§ Not Applicable. The DSS is only extended to cover primary schools starting from the 2000/01 school year.

Matters Requiring Special Attention in 2001–02

9 During 2001–02, the department will:

- ensure that sufficient public sector primary school places are available for children in the 6 to 11 age group;
- convert more bi-sessional schools to whole-day operation to achieve the target of enabling 60% of public sector primary school pupils to study in whole-day schools by the 2002/03 school year;
- implement the Whole School Approach to Integrated Education in more public sector primary schools;
- continue to improve the teaching and learning environment in primary schools under the School Improvement Programme (SIP);

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- continue to enhance the use of IT in teaching and learning in primary schools by providing IT facilities and IT training for teachers to all public sector schools, and manpower resources for IT co-ordination to the more IT-ready schools;
- continue to upgrade teaching posts to graduate status in primary schools;
- upgrade one Certificated Master/Assistant Primary School Master post to Assistant Master/Primary School Master post in each public sector primary school, starting from the 2001/02 school year, to provide leadership in developing the English curriculum and in the teaching of English;
- assist primary schools to practise school-based management by formulating a more open and accountable school governance structure, providing greater funding flexibility and streamlining administrative procedures;
- introduce a recurrent Composite Furniture and Equipment Grant (CFEG) and disburse a one-off Transition Furniture and Equipment Grant (TFEG) to aided primary schools as measures to streamline the furniture and equipment (F&E) funding arrangement for implementation of school-based management;
- monitor the disbursement and spending of the Operating Expenses Block Grant (OEBG) and the Subject and Curriculum Block Grant (SCBG) introduced for aided and government schools respectively since the 2000/01 school year to enhance the schools' funding flexibility;
- monitor the disbursement and spending of the Capacity Enhancement Grant (CEG) introduced for aided schools with effect from the 2000/01 school year;
- provide additional teachers to co-ordinate library services and support the Chinese and English Extensive Reading Schemes; and
- strengthen support services for academically low achievers in primary schools.

Programme (2): Secondary Education

	1999–2000 (Actual)	2000–01 (Approved)	2000–01 (Revised)	2001–02 (Estimate)
Financial provision (\$m)				
Government sector	1,285.4	1,238.1	1,293.2	1,325.0
Subvented sector	13,159.9	14,077.5	13,815.9	14,552.9
	14,445.3	15,315.6 (+6.0%)	15,109.1 (-1.3%)	15,877.9 (+5.1%)

Aim

10 The aim is to provide free and universal schooling for every child aged 12 to 14 inclusive; to provide sufficient subsidised secondary 4 to 5 and secondary 6 to 7 places in public sector schools to meet approved provision targets; and to further improve the quality of secondary education.

Brief Description

11 Public sector secondary places are provided in government, aided and caput schools, and in private schools from which the Government buys places to make up shortfalls, currently in the following proportions: government schools (8.8%), aided schools (89.1%), caput schools (1.7%) and bought place schools (0.4%).

12 With a view to injecting more variety into our education system and providing parents with a wider choice, we have been implementing measures to foster, among others, the development of quality DSS schools and PISs.

13 A holistic review of the school curriculum at all levels of schooling is being conducted by the Curriculum Development Council. A coherent and flexible curriculum framework putting emphasis on whole-person development will be developed to suit the requirement of individual schools and to prepare students for lifelong learning in a knowledge-based society.

14 Teachers have to meet educational standards and other requirements specified in the Education Ordinance before they can be registered or hold a permit to teach. Public sector secondary schools are staffed by graduate and non-graduate teachers in accordance with approved ratios.

15 The key performance measures in respect of secondary education in public sector secondary schools are:

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Targets

	2000/01 (Plan)	<i>School Year</i> 2000/01 (Estimate)	2001/02 (Plan)
(a) to promote mother-tongue teaching through the implementation of the Medium of Instruction Guidance in secondary schools from the 1998/99 secondary 1 intakes	about 300 schools	297 schools	about 300 schools
(b) to provide additional Native-speaking English Teachers to secondary schools to enhance English language teaching	all schools	400 schools	all schools
(c) to provide IT facilities, IT training for teachers and professional support for schools for implementing IT in education	all schools	all schools	all schools

Indicators

	1999/2000 (Actual)	<i>School Year</i> 2000/01 (Estimate)	2001/02 (Estimate)
(a) secondary 1 to 3 students	235 900	241 600	249 400
(b) children in the 12 to 14 age group	236 900	239 700	248 000
(c) gross enrolment ratio (a)/(b).....	99.6%	100.8%	100.6%
(d) student/teacher ratio in public sector secondary schools	18.8:1	18.5:1	18.5:1
(e) public sector secondary schools (including caput and bought place schools (BPS)).....	411	413	413
(f) secondary schools under the DSS	24	30	33
(g) secondary 1 to 3 students in BPS.....	1 974	529	N.A.#
(h) % of secondary 1 to 3 students in BPS	0.8%	0.2%	N.A.#
(i) subsidised secondary 4 and 5 places	150 300	149 600	150 800
(j) children in the 15 to 16 age group.....	177 100	176 000	175 000
(k) subsidised secondary 4 and 5 places as % of children in the 15 to 16 age group (i)/(j).....	84.9%	85.0%	86.2%
(l) subsidised secondary 6 and 7 places	53 100	53 600	54 100
(m) subsidised secondary 4 places two years earlier.....	74 400	75 000	75 200
(n) % of subsidised secondary 6 places provided on the basis of subsidised secondary 4 places two years earlier.....	35.8%	36.1%	36.6%
(o) teachers in public sector secondary schools	21 867	22 200	22 400
(p) % of graduate teachers in public sector secondary schools	72.9%	73.0%	73.0%
(q) % of teachers in government secondary schools with relevant teacher training qualification	92.7%	95.5%	97.0%
(r) % of teachers in aided secondary schools with relevant teacher training qualification	83.9%	85.5%	87.5%
(s) % of public sector secondary school teachers having attended systematic re-training courses	26.1%	27.5%	29.0%
(t) teacher wastage rate of public sector secondary schools	3.5%	3.4%	3.4%
(u) % of government and aided secondary school teachers having reached the "Basic" level of IT competency	60%	100%	100%
(v) % of government and aided secondary schools with IT equipment up to the minimum requirement.....	72%	100%	100%
(w) % of government and aided secondary schools with IT technical support services	80%	100%	100%
(x) % of government and aided secondary schools having access to the Internet	100%	100%	100%

Not Applicable. The BPS will be completely phased out by the end of the 2000/01 school year.

Matters Requiring Special Attention in 2001–02

16 During 2001–02, the department will:

- ensure the provision of sufficient secondary 1 to 7 places in public sector schools;
- continue to eliminate floating classes at secondary 1 to 5;

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- continue to improve the teaching and learning environment in secondary schools under the SIP;
- continue to enhance the use of IT in teaching and learning in secondary schools by providing IT facilities and IT training for teachers to all public sector schools, and manpower resources for IT co-ordination to the more IT-ready schools;
- continue to promote the use of Chinese as the medium of instruction;
- develop and implement measures to enhance language proficiency of students;
- implement the Whole School Approach to Integrated Education in more public sector secondary schools;
- assist secondary schools to practise school-based management by formulating a more open and accountable school governance structure, providing greater funding flexibility and streamlining administrative procedures;
- introduce a recurrent CFEG and disburse a one-off TFEG to aided secondary schools as measures to streamline the F&E funding arrangement for implementation of school-based management;
- monitor the disbursement and spending of the OEBG and the SCBG introduced for aided and government schools respectively since the 2000/01 school year to enhance the schools' funding flexibility;
- monitor the disbursement and spending of the CEG introduced for aided schools with effect from the 2000/01 school year;
- complete the phasing-out of the Bought Place Scheme by the end of the 2000/01 school year; and
- prepare for the provision of adequate school places, starting from the 2002/03 school year, to enable all secondary 3 students who have the ability and wish to continue their study to be provided with subsidised secondary 4 places or vocational training places.

Programme (3): Special Education

	1999–2000 (Actual)	2000–01 (Approved)	2000–01 (Revised)	2001–02 (Estimate)
Financial provision (\$m)	1,317.5	1,458.9 (+10.7%)	1,434.4 (-1.7%)	1,480.6 (+3.2%)

Aim

17 The aim is to provide nine years of free and universal education for children with special educational needs and to provide subsidised senior secondary school places for those who can benefit from such education.

Brief Description

18 Special educational needs include both the gifted and the less able who are mentally/physically handicapped or have learning difficulties. Children with special educational needs are encouraged to receive education in ordinary schools as far as practicable. To achieve the goal, the necessary provisions, services and support in the mainstream are rendered through the implementation of programmes (1), (2), (4) and (5). For those children who are unable to benefit from mainstream education even with additional support, special school places are provided in aided special schools. Following the advice of the Curriculum Development Council, the Education Department has continued with the development of Programmes of Study for Children with Special Educational Needs and the Curriculum Guide on Gifted Education.

19 There are sufficient special school places to meet the overall demand in the territory. The majority of the teachers in these special schools are qualified teachers who have received training in general education as well as in special education.

20 The key performance measures in respect of the provision of special education in special, practical and skills opportunity schools are:

Targets

	2000/01 (Plan)	School Year 2000/01 (Estimate)	2001/02 (Plan)
(a) to provide sufficient school places in local public sector schools for children requiring education in special, practical and skills opportunity school settings	12 503 places	11 587 places	11 743 places
(b) to provide IT facilities, IT training for teachers and professional support for schools for implementing IT in education	all schools	all schools	all schools

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Indicators

	1999/2000 (Actual)	School Year 2000/01 (Estimate)	2001/02 (Estimate)
(a) special schools			
number of special schools	62	62	62
pupils in special schools	7 381	7 497	7 628
% of graduate teachers in special schools	26.3%	27.3%	29.4%
% of teachers in special schools who are trained both in general education and special education	61.5%	69.3%	72.8%
% of teachers in special schools who are trained in general education	75.8%	82.8%	86.2%
% of teachers in special schools who are trained in special education	75.1%	78.9%	82.7%
% of special school teachers having attended formal re-training courses	16.8%	17.6%	18.4%
teacher wastage rate of special schools	5.1%	4.3%	3.5%
(b) practical and skills opportunity schools			
number of practical schools	4	4	4
pupils in practical schools	1 151	1 410	1 380
number of skills opportunity schools	7	7	7
pupils in skills opportunity schools	896	1 220	1 240
% of graduate teachers in practical schools	36.0%	37.4%	38.7%
% of graduate teachers in skills opportunity schools	34.8%	38.8%	40.0%
% of teachers in practical schools who are trained both in general education and special education	20.2%	20.2%	21.7%
% of teachers in practical schools who are trained in general education	59.6%	60.7%	62.3%
% of teachers in practical schools who are trained in special education	21.1%	23.4%	25.5%
% of teachers in skills opportunity schools who are trained both in general education and special education	27.1%	35.2%	38.7%
% of teachers in skills opportunity schools who are trained in general education	74.8%	84.2%	93.3%
% of teachers in skills opportunity schools who are trained in special education	29.7%	36.4%	42.0%
% of practical and skills opportunity school teachers having attended formal re-training courses	7.1%	7.7%	8.6%
teacher wastage rate of practical schools	12.2%	10.5%	8.8%
teacher wastage rate of skills opportunity schools	6.0%	3.2%	3.0%
(c) general			
% of special, practical and skills opportunity school teachers having reached the “Basic” level of IT competency	60%	100%	100%
% of special, practical and skills opportunity schools with IT equipment up to the minimum requirement	33%	100%	100%
% of special, practical and skills opportunity schools with IT technical support services	44%	100%	100%
% of special, practical and skills opportunity schools having access to the Internet	100%	100%	100%

Matters Requiring Special Attention in 2001–02

21 During 2001–02, the department will:

- monitor the mainstreaming of practical schools and skills opportunity schools and their enrolment situation;
- encourage more special schools to develop school-based curriculum with reference to those curriculum resources developed by the Curriculum Development Council;
- upgrade one Certificated Master/Assistant Primary School Master post to Assistant Master/Primary School Master post in each primary special school/special school with a primary section with an ordinary subject-based curriculum, starting from the 2001/02 school year, to provide leadership in developing the English curriculum and in the teaching of English;
- encourage schools to start school-based gifted development programmes;

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- assist special schools, practical schools and skills opportunity schools to practise school-based management by formulating a more open and accountable school governance structure, providing greater funding flexibility and streamlining administrative procedures;
- introduce a recurrent CFEG and disburse a one-off TFEG to special, practical and skills opportunity schools as measures to streamline the F&E funding arrangement for implementation of school-based management;
- monitor the disbursement and spending of the OEBG introduced for aided schools since the 2000/01 school year to enhance the schools' funding flexibility;
- monitor the disbursement and spending of the CEG introduced for aided schools with effect from the 2000/01 school year;
- continue to monitor building projects for reprovisioning and expanding existing special schools and projects under the SIP;
- continue to ensure that sufficient special school places are provided in accordance with the policy of nine-year compulsory education;
- continue to follow up the recommendations made by the Board of Education on the review of special education services;
- continue to provide enrichment programmes for gifted children;
- continue with the development of resource packages and the Curriculum Guide on Gifted Education;
- continue to develop Programmes of Study on different key learning areas for children with special educational needs;
- continue to promote the integration of children with special educational needs in ordinary schools; and
- continue to enhance the use of IT in teaching and learning by providing IT facilities and IT training for teachers to all public sector schools, and manpower resources for IT co-ordination to the more IT-ready schools.

Programme (4): Departmental Support

	1999–2000 (Actual)	2000–01 (Approved)	2000–01 (Revised)	2001–02 (Estimate)
Financial provision (\$m)	1,028.2	1,488.0 (+44.7%)	1,207.4 (–18.9%)	1,590.0 (+31.7%)

Aim

22 Generally, the aim is to ensure the successful implementation of policies in respect of primary, secondary and special education, and specifically to:

- administer allocation systems for students at key levels;
- monitor the development of curriculum and support its delivery in schools;
- review existing educational policies, formulate and assess the impact of proposed policies and monitor the implementation of new policies;
- develop academic assessment measures and monitor standards; and
- ensure the smooth functioning of the department.

Brief Description

23 Departmental support encompasses the Headquarters' functions of policy formulation, planning, implementation and monitoring. It includes responsibility for the school building programme, places allocation, curriculum development, professional development of teachers, administration of schools, management information systems, and support services for students, including those with special needs.

24 The key performance measures in respect of departmental support are:

Targets

	2000/01 (Plan)	School Year 2000/01 (Estimate)	2001/02 (Plan)
(a) new schools to come into operation			
—primary schools	24	21	18
—secondary schools	12	12	3

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	2000/01 (Plan)	<i>School Year</i> 2000/01 (Estimate)	2001/02 (Plan)
(b) to carry out the SIP —by completing improvement works at schools in Phases I to IV.....	120 schools	50 schools	120 schools
—by carrying out feasibility studies for schools in the final phase.....	N.A.†	N.A.†	358 schools
(c) to provide subject training for in-service teachers in the Music and Art and Craft subjects	600 teachers	600 teachers	600 teachers
(d) to provide training for the implementation of school- based management.....	all schools	all schools	all schools
(e) to provide training to enhance teachers’ professionalism to meet the needs of curriculum change.....	all schools	all schools	all schools
(f) to provide training for newly appointed principals before they take up principalship.....	all schools	all schools	all schools

† Not Applicable. This is a new target for 2001/02.

Indicators

	1999/2000 (Actual)	<i>School Year</i> 2000/01 (Estimate)	2001/02 (Estimate)
Primary schools implementing Target Oriented Curriculum.....	752	741	750

Matters Requiring Special Attention in 2001–02

25 During 2001–02, the department will:

- liaise with relevant departments to ensure that the on-going School Building Programme, School Maintenance Programme and SIP are completed on schedule;
- continue to develop a balanced, broad-based and high quality curriculum for different levels of school education;
- provide training courses for school administrators;
- provide professional support to facilitate development of school-based curriculum and to foster curriculum leadership in primary schools;
- continue to improve the teaching and learning of Putonghua in schools;
- continue to promote civic education in primary and secondary schools;
- continue to promote sex education in schools from kindergarten to senior secondary levels;
- follow up on the recommendations made by the Education Commission on school-based management, whole-school approach to guidance, quality assurance and language proficiency;
- implement recommendations arising from the organisational and management review of the Education Department;
- implement the Education Commission’s recommendations on the reform of the education system and initiate complementary measures to support the reform;
- continue to enrich the content of the HKeducationCITY.net to deliver healthy and quality education information to schools, teachers, parents and the public;
- issue guidelines on ‘through train’ arrangements to facilitate schools in deciding whether to form ‘through train’ on a voluntary basis;
- monitor the development of the Basic Competency Assessments by the Hong Kong Examinations Authority;
- put in place a secure form of Hong Kong Attainment Test in the three core subjects, namely Chinese language, English language and Mathematics to gauge more accurately students’ performance at primary 3, primary 5 and pre-secondary 1 levels;
- provide school-based support to schools to implement more effectively the various education initiatives;
- continue to provide support to facilitate the implementation of curriculum reform;
- continue to improve the teaching and learning of English and Chinese in schools;

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- provide training grant to enable serving language teachers in English and Putonghua to meet the language proficiency requirement by 2006; and
- introduce diversity to school building designs by, inter alia, conducting a school building design competition.

Programme (5): Other Direct Services and Subventions

	1999–2000 (Actual)	2000–01 (Approved)	2000–01 (Revised)	2001–02 (Estimate)
Financial provision (\$m)	786.1	892.4 (+13.5%)	834.0 (–6.5%)	922.2 (+10.6%)

Aim

26 The aim is to provide educational resources and subventions for specific purposes, and to ensure that allocations are used in a cost effective manner and administered in line with the particular subvention requirements.

Brief Description

Pre-primary Education

27 All kindergartens are privately run. Non-profit-making kindergartens may receive assistance towards rents, Government rent and rates so that they can direct more funds to improving the quality of kindergarten education. Subsidy is also available to kindergartens under the Kindergarten Subsidy Scheme (KSS) to enable the kindergarten operators to employ trained teachers and to pay them the salaries recommended by Government without having to raise their fees substantially. To ensure that children have access to kindergarten education, fee remission is provided through the Student Financial Assistance Agency to needy parents.

Educational support for newly arrived children and young people

28 Apart from providing school places for newly arrived children/young people, the department also provides them with Induction Programmes through non-governmental organisations and full-time Initiation Programmes before they enrol in mainstream schools. Schools which admit newly arrived children also receive grants from the department to organise school-based support services to help these children integrate into the local education system. Since the 2000/01 school year, the Induction Programme and the school-based support services have been extended to include newly arrived non-Chinese speaking children and returnee children.

Adult Education

29 The department and non-government organisations provide a range of formal and non-formal courses of adult education in response to demand.

30 The take-up rates of the adult education courses run by the Education Department are generally high, indicating a demand for them. The courses are kept under review by the Education Department and modified as necessary to ensure that the contents meet the needs of the community.

Subsidies to Educational Bodies

31 The department supports the activities which contribute to wider involvement in education and development of professionalism e.g. support for the Committee on Home-School Co-operation to run promotion activities on home-school co-operation and the Council on Professional Conduct in Education.

32 The key performance measures in respect of other direct services and subventions are:

Targets

	2000/01 (Plan)	<i>School Year</i> 2000/01 (Estimate)	2001/02 (Plan)
(a) kindergartens joining the KSS	300	294	300
(b) pupils in kindergartens under the KSS.....	68 000	67 800	67 850
(c) % of qualified kindergarten teachers	65%	65%	70%
(d) enrolment in formal courses operated by the department for adults	13 935	13 975	14 775
(e) programmes for adults subvented by the department	720	720	780
(f) enrolment in the subvented programmes for adults	25 200	24 665	26 780
(g) home-school co-operation activities approved and subsidised	1 200	1 466	1 800

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Indicators

	1999/2000 (Actual)	<i>School Year</i> 2000/01 (Estimate)	2001/02 (Estimate)
(a) kindergartens.....	756	777	799
(b) non-profit-making kindergartens.....	468	474	489
(c) private independent kindergartens.....	288	303	310
(d) pupils in kindergartens.....	171 100	160 900	145 900
(e) % of kindergarten pupils in non-profit-making kindergartens.....	64.5%	66.6%	66.8%
(f) % of kindergarten pupils in private independent kindergartens.....	35.5%	33.4%	33.2%
(g) wastage rate of kindergarten teachers.....	11.1%	12.2%	12.2%
(h) enrolment of Induction Programme for newly arrived children/young people.....	10 600	9 630	12 415
(i) enrolment of Initiation Programme for newly arrived children/young people.....	220	495	640

Matters Requiring Special Attention in 2001–02

33 During 2001–02, the department will:

- support kindergartens in self-evaluation using performance indicators specifically developed for kindergartens;
- advance the target of requiring all newly recruited kindergarten principals to have completed the Certificate in Education (Kindergarten) course from September 2004 to September 2002 and increase training provision to enable all serving kindergarten principals to receive such training by summer 2006;
- ensure kindergartens employ at least 60% qualified kindergarten teachers;
- improve the teacher-to-pupil ratio in kindergartens by three phases to 1:15;
- introduce a tailor-made principalship training course for serving kindergarten principals;
- provide training to meet the requirement that all new kindergarten teachers should possess a pre-service Qualified Kindergarten Teacher qualification from the 2003/04 school year;
- provide educational support services to newly arrived children/young people to help them integrate into the local education system as soon as possible;
- finalise recommendations for further harmonisation of pre-primary services with the Social Welfare Department;
- support the work of the Home-School Co-operation Committee, including the establishment of parent-teacher associations in schools, development of training materials to encourage better home-school co-operation; and disbursement of grants to schools with innovative approaches to improve home-school co-operation;
- support the work of the Council on Professional Conduct in Education; and
- lower kindergarten admission age to 2 years and 8 months.

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ANALYSIS OF FINANCIAL PROVISION

Programme	1999–2000 (Actual) (\$m)	2000–01 (Approved) (\$m)	2000–01 (Revised) (\$m)	2001–02 (Estimate) (\$m)
(1) Primary Education.....	9,405.0	10,144.3	10,232.2	10,915.5
(2) Secondary Education.....	14,445.3	15,315.6	15,109.1	15,877.9
(3) Special Education.....	1,317.5	1,458.9	1,434.4	1,480.6
(4) Departmental Support.....	1,028.2	1,488.0	1,207.4	1,590.0
(5) Other Direct Services and Subventions.....	786.1	892.4	834.0	922.2
	26,982.1	29,299.2 (+8.6%)	28,817.1 (–1.6%)	30,786.2 (+6.8%)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2001–02 is \$683.3 million (6.7%) higher than the revised estimate for 2000–01. This is mainly due to salary increments for existing staff in schools, increased provision for maintenance and repairs, improvements in the furniture and equipment subsidy for primary schools with the introduction of the CFEG, disbursement of the TFEG, full-year provision of the CEG to government schools, upgrading of teaching posts to graduate status, upgrading of teaching posts to coordinate teaching of English, and provision of teachers to enhance library services and implement the Extensive Reading Schemes. The staffing requirement of the Education Department will increase by ten as a consequence of the creation of 43 posts for the implementation of whole-day schooling, enhancement of school library services and implementation of the Extensive Reading Schemes and integrated education for students with special educational needs, partly offset by the deletion of 33 posts upon contracting out of the clerical and janitor services in government schools.

Programme (2)

Provision for 2001–02 is \$768.8 million (5.1%) higher than the revised estimate for 2000–01. This is mainly due to provision for additional secondary school places, salary increments for existing staff in schools, increased provision for maintenance and repairs, additional resources to schools adopting Chinese as the medium of instruction, full-year provision for Native-speaking English teachers in government schools, disbursement of the TFEG, and full-year provision of the CEG to government schools. The staffing requirement of the Education Department will reduce by 70, as a result of the deletion of 77 posts upon contracting out of clerical and janitor services in government schools, partly offset by the creation of seven posts for providing additional support for implementing the Medium of Instruction Guidance in government secondary schools and integrated education for students with special educational needs.

Programme (3)

Provision for 2001–02 is \$46.2 million (3.2%) higher than the revised estimate for 2000–01. This is mainly due to salary increments for existing staff in schools, increased provision for Native-speaking English teacher in practical schools, skills opportunity schools and the secondary section of special schools, increased provision for maintenance and repairs, disbursement of the TFEG, and upgrading of teaching posts to graduate status in the primary section of special schools.

Programme (4)

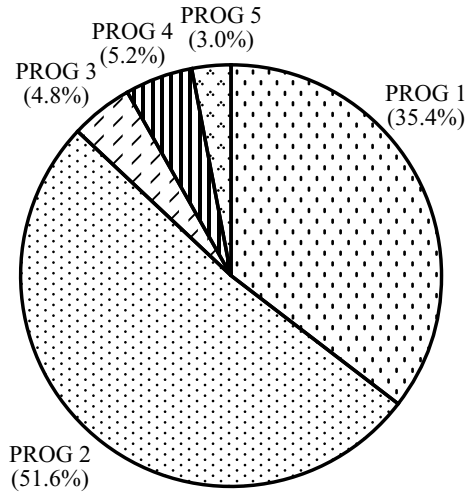
Provision for 2001–02 is \$382.6 million (31.7%) higher than the revised estimate for 2000–01. This is mainly due to salary increments for existing staff, increased provision for contract technical support and maintenance services for IT in education, increased provision for training related to language proficiency assessment for teachers and early childhood education, development of Basic Competency Assessments, District Teacher Network Scheme and curriculum reform. The staffing requirement of the Education Department will decrease by 21 upon the outsourcing of typing and statistical services.

Programme (5)

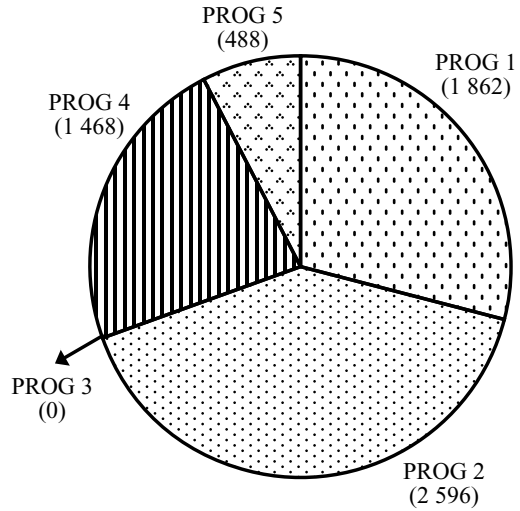
Provision for 2001–02 is \$88.2 million (10.6%) higher than the revised estimate for 2000–01. This is mainly due to the full-year provision for beneficiaries who joined the Mortgage Interest Subsidy Scheme in 2000–01, provision for new applications to be approved in 2001–02, increased number of classes eligible for subsidy under the KSS, and additional provision for government adult education evening classes.

Head 40 — EDUCATION DEPARTMENT

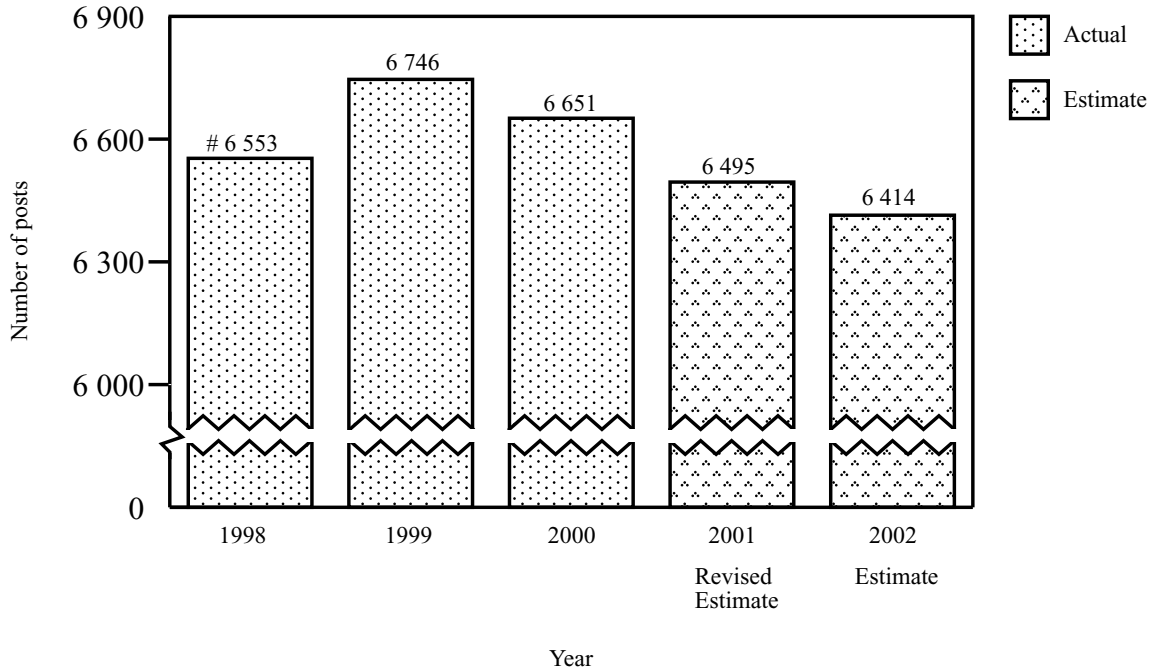
Allocation of provision to programmes (2001-02)



Staff by programme (as at 31 March 2002)



Changes in the size of the establishment (as at 31 March)



Including 1 post to accommodate an officer on secondment to the Hong Kong Institute of Education.

Head 40 — EDUCATION DEPARTMENT

Sub-head (Code)		Actual expenditure 1999–2000	Approved estimate 2000–01	Revised estimate 2000–01	Estimate 2001–02
	\$ 000	\$ 000	\$ 000	\$ 000	\$ 000
Recurrent Account					
I — Personal Emoluments					
001	Salaries.....	2,531,100	2,549,532	2,540,200	2,608,261
002	Allowances.....	20,662	26,043	21,851	22,451
003	Recoverable salaries and allowances (Grant/Subsidized Schools Provident Fund and Vocational Training Council).....	50,289			
	<i>Deduct</i> reimbursements.....	<i>Cr. 50,289</i>	—	—	—
007	Job-related allowances.....	4,931	5,502	5,128	5,543
	Total, Personal Emoluments	<u>2,556,693</u>	<u>2,581,077</u>	<u>2,567,179</u>	<u>2,636,255</u>
III — Departmental Expenses					
106	Temporary staff.....	157,254	175,595	222,095	275,242
108	Remuneration for special appointments	9,441	27,585	27,123	36,758
149	General departmental expenses.....	254,879	563,600	381,448	606,292
	Total, Departmental Expenses	<u>421,574</u>	<u>766,780</u>	<u>630,666</u>	<u>918,292</u>
IV — Other Charges					
150	Teacher training.....	31,556	75,175	54,875	125,405
164	Curriculum Development Institute	123,352	128,956	128,355	169,759
185	Subject and curriculum block grant for..... government schools.....	—	—	56,000	70,894
235	School extra-curricular activities, programmes, grants and prizes	46,853	60,083	22,947	23,921
	Total, Other Charges	<u>201,761</u>	<u>264,214</u>	<u>262,177</u>	<u>389,979</u>
V — Subventions					
300	Code of Aid for primary schools	8,131,234	8,738,003	8,883,683	9,403,238
305	Code of Aid for secondary schools	11,206,746	11,960,308	11,931,634	12,561,903
317	Mortgage Interest Subsidy Scheme.....	90,601	124,090	105,040	127,140
320	Code of Aid for special schools	1,263,787	1,382,854	1,367,698	1,410,636
325	Direct Subsidy Scheme	448,298	665,830	631,770	828,240
326	Kindergarten Subsidy Scheme	113,457	140,307	126,641	151,437
330	Assistance to private secondary schools and bought places.....	480,507	338,798	342,087	281,659
340	English Schools Foundation junior schools	112,388	127,603	126,814	129,385
345	English Schools Foundation secondary schools	156,246	176,194	172,090	182,134
350	Refund of rents, Government rents and rates to kindergartens, private schools and study rooms	194,402	208,650	208,095	228,145
489	Miscellaneous educational services.....	77,634	87,753	77,479	88,624
491	Remedial services for mildly disabled children in kindergartens.....	7,080	7,383	7,323	7,888
	Total, Subventions	<u>22,282,380</u>	<u>23,957,773</u>	<u>23,980,354</u>	<u>25,400,429</u>
	Total, Recurrent Account	<u>25,462,408</u>	<u>27,569,844</u>	<u>27,440,376</u>	<u>29,344,955</u>

Head 40 — EDUCATION DEPARTMENT

Sub-head (Code)	Actual expenditure 1999–2000	Approved estimate 2000–01	Revised estimate 2000–01	Estimate 2001–02	
	\$ 000	\$ 000	\$ 000	\$'000	
Capital Account					
I — Plant, Equipment and Works					
603	Plant, vehicles and equipment	2,542	3,286	2,092	3,801
661	Minor plant, vehicles and equipment (block vote)	4,772	2,381	3,627	3,006
	Total, Plant, Equipment and Works	<u>7,314</u>	<u>5,667</u>	<u>5,719</u>	<u>6,807</u>
II — Other Non-Recurrent					
700	General other non-recurrent	58,224	178,738	127,330	212,369
834	Equipment for computer studies	1,064,890	927,718	701,934	596,779
835	Colour television receivers, videocassette recorders and tapes (block vote)	4,621	5,587	3,910	3,910
	Total, Other Non-Recurrent	<u>1,127,735</u>	<u>1,112,043</u>	<u>833,174</u>	<u>813,058</u>
III — Subventions					
851	Code of Aid for primary schools—maintenance, repairs and minor improvement (block vote).	111,768	161,220	151,840	249,315
855	Code of Aid for secondary schools— maintenance, repairs and minor improvement (block vote)	167,333	289,762	229,760	328,137
858	Code of Aid for special schools—maintenance, repairs and minor improvement (block vote).	10,530	22,017	17,614	27,599
898	Codes of Aid for existing schools—furniture and equipment (block vote)	—	—	—	16,352
	Code of Aid for primary schools—building and furniture and equipment (new grants)	418	510	510	—
	Code of Aid for primary schools—furniture and equipment (existing schools) (block vote)	21,199	27,147	27,147	—
	Code of Aid for secondary schools—building and furniture and equipment (new grants)	180	195	195	—
	Code of Aid for secondary schools—furniture and equipment (existing schools)(block vote)	68,925	103,675	103,675	—
	Code of Aid for special schools—furniture and equipment (existing schools) (block vote)	4,267	7,139	7,139	—
	Total, Subventions	<u>384,620</u>	<u>611,665</u>	<u>537,880</u>	<u>621,403</u>
	Total, Capital Account	<u>1,519,669</u>	<u>1,729,375</u>	<u>1,376,773</u>	<u>1,441,268</u>
	Total Expenditure	<u><u>26,982,077</u></u>	<u><u>29,299,219</u></u>	<u><u>28,817,149</u></u>	<u><u>30,786,223</u></u>

Head 40 — EDUCATION DEPARTMENT

Details of Expenditure by Subhead

The estimate of the amount required in 2001–02 for the salaries and expenses of the Education Department is \$30,786,223,000. This represents an increase of \$1,969,074,000 over the revised estimate for 2000–01 and of \$3,804,146,000 over actual expenditure in 1999–2000.

Recurrent Account

Personal Emoluments

2 Provision of \$2,636,255,000 for personal emoluments represents an increase of \$69,076,000 over the revised estimate for 2000–01.

3 The establishment at 31 March 2001 will be 6 495 permanent posts. It is expected that a net 81 posts will be deleted in 2001–02.

4 Subject to certain conditions, the controlling officer may under delegated powers create or delete non-directorate posts during 2001–02, but the notional annual mid-point salary value of all such posts must not exceed \$2,484,282,000.

5 Provision of \$22,451,000 under *Subhead 002 Allowances* is for standard allowances and the following non-standard allowance —

	<i>Rank</i>	<i>Master Pay Scale point</i>	<i>Rate per month† \$</i>
consolidated overtime allowance for Chauffeur grade	Chauffeur	5	5,240
		6	5,570
		7	5,940
		8	6,330
		9	6,740
		10	7,145

† These rates are payable for the first 1–100 hours overtime per month. Overtime performed in excess of 100 hours will be compensated at 1% of the monthly rate per hour.

6 An estimated provision of \$50,289,000 under *Subhead 003 Recoverable salaries and allowances (Grant/Subsidized Schools Provident Fund and Vocational Training Council)* comprises —

- \$2,400,000 for salaries and allowances of civil servants working in the Provident Funds Unit of the Education Department; and
- \$47,889,000 for salaries and allowances of civil servants working in the Vocational Training Council.

It must not be exceeded without the prior approval of the Secretary for the Treasury.

7 Provision of \$5,543,000 under *Subhead 007 Job-related allowances* is for the following non-standard job-related allowances —

	<i>Rate</i>
special allowance for teachers engaged in special education	an allowance equivalent to two increments above the substantive pay of those who have successfully completed an in-service training course in special education.
responsibility allowance for heads and deputy heads of primary schools	an allowance equivalent to one increment above the substantive pay of those serving as heads of primary schools; or an allowance equivalent to 75% of one increment above the substantive pay of those serving as deputy heads of primary schools with 12 or more classes.

The increase of \$415,000 (8.1%) over the revised estimate for 2000–01 is mainly due to more teachers completing in-service training courses in special education.

Departmental Expenses

8 Provision of \$275,242,000 under *Subhead 106 Temporary staff* includes provision for the employment of supply teachers in government primary and secondary schools, part-time staff in adult education centres and temporary staff engaged in activities run by government and non-government bodies in schools and centres. The increase of \$53,147,000 (23.9%) over the revised estimate for 2000–01 is mainly due to the employment of additional non-civil service contract staff for providing professional and support services, provision of additional resources to support the

Head 40 — EDUCATION DEPARTMENT

integration of students with special educational needs in ordinary schools, and development of Basic Competency Assessments and District Teacher Network Scheme.

9 Provision of \$36,758,000 under *Subhead 108 Remuneration for special appointments* is for the payment of salaries, gratuities and fringe benefits for Native-speaking English Teachers employed on non-civil service contract terms in government secondary schools. The increase of \$9,635,000 (35.5%) over the revised estimate for 2000–01 is mainly due to the full-year provision for Native-speaking English Teachers employed in 2000–01 and provision for additional recruits in 2001–02.

10 Provision of \$606,292,000 under *Subhead 149 General departmental expenses* represents an increase of \$224,844,000 (58.9%) over the revised estimate for 2000–01. This is mainly due to the implementation of contract technical services to support the use of IT in schools, and development of Basic Competency Assessments and District Teacher Network Scheme.

Other Charges

11 Provision of \$125,405,000 under *Subhead 150 Teacher training* is for meeting expenses on both in-service and pre-service training organised or commissioned by the Education Department for teachers on various subjects, and for refunding course fees to teachers. The increase of \$70,530,000 (128.5%) over the revised estimate for 2000–01 is mainly due to the additional requirement for basic early childhood education courses and for re-training courses under the Language Proficiency Assessment Scheme.

12 Provision of \$169,759,000 under *Subhead 164 Curriculum Development Institute (CDI)* is for the payment of salaries, gratuities and fringe benefits for the non-civil service contract staff employed by the CDI and its general expenses. The increase of \$41,404,000 (32.3%) over the revised estimate for 2000–01 is mainly due to the payment of gratuity to non-civil service contract staff, the increased provision for additional non-civil service contract staff, and implementation of curriculum reform.

13 Provision of \$70,894,000 under *Subhead 185 Subject and curriculum block grant for government schools* is for meeting the expenses on subject and curricular activities and on other educational purposes in government schools. The increase of \$14,894,000 (26.6%) over the revised estimate for 2000–01 is mainly due to the full-year provision of Capacity Enhancement Grant.

14 Provision of \$23,921,000 under *Subhead 235 School extra-curricular activities, programmes, grants and prizes* is for meeting the expenses of school programmes such as the Award for Young People Scheme and the Community Youth Club Scheme. It also covers expenditure on school-based activities, prizes and subsidies to government schools' extra-curricular activities funds. The increase of \$974,000 (4.2%) over the revised estimate for 2000–01 is mainly due to the provision of additional resources to support the integration of students with special educational needs in ordinary schools.

Subventions

15 Provision of \$9,403,238,000 under *Subhead 300 Code of Aid for primary schools* is for the payment of salary grants, other charges grants, provident fund donations and for the refund of rates and Government rents to aided primary schools in accordance with the Code of Aid for primary schools. The increase of \$519,555,000 (5.8%) over the revised estimate for 2000–01 is mainly due to salary increments for existing staff, increased provision for upgrading of teaching posts to graduate status, upgrading of teaching posts to coordinate teaching of English, and introduction of the Composite Furniture and Equipment Grant (CFEG) from the 2001/02 school year.

16 Provision of \$12,561,903,000 under *Subhead 305 Code of Aid for secondary schools* is for the payment of salary grants, other charges grants, provident fund donations and for the refund of rates and Government rents to aided secondary schools in accordance with the Code of Aid for secondary schools. The increase of \$630,269,000 (5.3%) over the revised estimate for 2000–01 is mainly due to salary increments for existing staff, provision for additional school places, additional requirements for grants to schools adopting Chinese as the medium of instruction, and introduction of the CFEG from the 2001/02 school year.

17 Provision of \$127,140,000 under *Subhead 317 Mortgage Interest Subsidy Scheme* is for the payment of interest subsidy under the scheme. The increase of \$22,100,000 (21.0%) over the revised estimate for 2000–01 is mainly due to the full-year provision for beneficiaries who joined the scheme in 2000–01 and provision for new applicants joining the scheme in 2001–02.

18 Provision of \$1,410,636,000 under *Subhead 320 Code of Aid for special schools* is for the payment of salary grants, other charges grants, provident fund donations and for the refund of rates and Government rents to boarding sections and school sections in aided special schools in accordance with the Code of Aid for special schools. The increase of \$42,938,000 (3.1%) over the revised estimate for 2000–01 is mainly due to salary increments for existing staff, increased provision for implementing the Native-speaking English Teacher Scheme in practical schools, skills opportunity schools and secondary section of special schools, upgrading of teaching posts to graduate status in the primary section of special schools, and introduction of the CFEG from the 2001/02 school year.

19 Provision of \$828,240,000 under *Subhead 325 Direct Subsidy Scheme (DSS)* is for the payment of subsidy to primary and secondary schools which have joined the Scheme. The increase of \$196,470,000 (31.1%) over the revised estimate for 2000–01 is mainly due to an estimated increase in the DSS subsidy rate and the number of schools joining the DSS.

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20 Provision of \$151,437,000 under *Subhead 326 Kindergarten Subsidy Scheme* is for the payment of subsidy to eligible kindergartens under the Scheme. The increase of \$24,796,000 (19.6%) over the revised estimate for 2000–01 is mainly due to an estimated increase in the number of classes eligible for the subsidy arising from the operation of new kindergartens and the lowering of kindergarten admission age to 2 years and 8 months with effect from the 2001/02 school year.

21 Provision of \$281,659,000 under *Subhead 330 Assistance to private secondary schools and bought places* is for the payment of per caput grants, fee subsidy for bought places in private schools and recurrent grants to private schools. The decrease of \$60,428,000 (17.7%) against the revised estimate for 2000–01 is mainly due to the complete phasing out of the Bought Place Scheme by the end of the 2000/01 school year.

22 Provision of \$129,385,000 under *Subhead 340 English Schools Foundation junior schools* is for the payment of recurrent grants to the English Schools Foundation for operating English-speaking junior schools.

23 Provision of \$182,134,000 under *Subhead 345 English Schools Foundation secondary schools* is for the payment of recurrent grants to the English Schools Foundation for operating English-speaking secondary schools. The increase of \$10,044,000 (5.8%) over the revised estimate for 2000–01 is mainly due to an increase in the number of classes eligible for the subsidy.

24 Provision of \$228,145,000 under *Subhead 350 Refund of rents, Government rents and rates to kindergartens, private schools and study rooms* is for the refund of rents, Government rents and rates to non-profit-making kindergartens, non-profit-making private schools and post-secondary colleges, and voluntary agencies operating study rooms. It also includes provision for the refund of fees for certificates of structural and fire safety to eligible kindergartens, primary and secondary schools. The increase of \$20,050,000 (9.6%) over the revised estimate for 2000–01 is mainly due to an increase in the number of schools eligible for refund of rent, rates and Government rent.

25 Provision of \$88,624,000 under *Subhead 489 Miscellaneous educational services* is for the payment of subventions to voluntary agencies operating educational programmes for newly arrived children, adults and young drug abusers; subventions on a discretionary basis to the Hong Kong Schools Sports Federation, the Hong Kong Society for the Blind, and the Hong Kong Schools Music and Speech Association; and subsidies for the Home-School Co-operation Scheme, school recreational programmes and other miscellaneous educational activities. The increase of \$11,145,000 (14.4%) over the revised estimate for 2000–01 is mainly due to an increase in the number of participants in the Induction and Initiation Programmes for newly arrived children, and increase in payment of subsidies to Parent-Teacher Associations.

26 Provision of \$7,888,000 under *Subhead 491 Remedial services for mildly disabled children in kindergartens* is for the reimbursement of one additional teacher's salary to non-profit-making kindergartens which operate Integrated Programmes for Mildly Disabled Children. Each programme provides six places for mildly disabled children referred by the Education Department. The increase of \$565,000 (7.7%) over the revised estimate for 2000–01 is mainly due to an increase in the number of qualified teachers eligible for the reimbursement under the programme.

Capital Account

Plant, Equipment and Works

27 Provision of \$3,006,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents a decrease of \$621,000 (17.1%) against the revised estimate for 2000–01. This is mainly due to reduced requirement for replacement and maintenance works in government schools.

Other Non-Recurrent

28 Provision of \$3,910,000 under *Subhead 835 Colour television receivers, videocassette recorders and tapes (block vote)* is for the provision and replacement of colour television receivers, videocassette recorders and tapes for aided schools.

Subventions

29 Provision of \$249,315,000 under *Subhead 851 Code of Aid for primary schools-maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects requiring a subsidy of not more than \$2,000,000 each. The increase of \$97,475,000 (64.2%) over the revised estimate for 2000–01 is mainly due to increased requirement for maintenance and repairs.

30 Provision of \$328,137,000 under *Subhead 855 Code of Aid for secondary schools-maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects requiring a subsidy of not more than \$2,000,000 each. The increase of \$98,377,000 (42.8%) over the revised estimate for 2000–01 is mainly due to increased requirement for maintenance and repairs.

31 Provision of \$27,599,000 under *Subhead 858 Code of Aid for special schools-maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects requiring a subsidy of not more than \$2,000,000 each. The increase of \$9,985,000 (56.7%) over the revised estimate for 2000–01 is mainly due to increased requirement for maintenance and repairs.

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32 Provision of \$16,352,000 under *Subhead 898 Codes of Aid for existing schools - furniture and equipment (block vote)* is for procurement of additional and replacement furniture and equipment for existing aided schools requiring a non-recurrent subsidy of not more than \$500,000 each, and for purposes not covered by the recurrent CFEG, such as provision for new furniture and equipment as a result of curriculum changes, opening of additional classes and for replacing standard items lost in natural disasters, fire and burglary.

Head 40 — EDUCATION DEPARTMENT

Capital Account

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2000	Revised estimated expenditure for 2000-01	Balance
			\$ 000	\$ 000	\$ 000	\$ 000
603		<i>Plant, vehicles and equipment</i>				
	268	Teaching equipment for new sixth form subjects	4,000	3,510	226	264
	294	Provision of additional ETV equipment to government schools	2,001	1,381	200	420
	295	Computer system and additional teaching and reading materials for Fung Hon Chu Gifted Education Centre	2,300	—	45	2,255
	296	Furniture and equipment for Phase II Development of Fung Hon Chu Gifted Education Centre	4,988	2	350	4,636
	320	Establishment of a Resource Centre for Special Education Teachers	2,112	675	1,237	200
	502	Equipment for computer studies	4,154	4,080	10	64
			19,555	9,648	2,068	7,839
700		<i>General other non-recurrent</i>				
	274	The Establishment of AS Level Subject Electronics	7,945	4,275	400	3,270
	275	Periodic inspection and testing of electrical installation	34,273	14,704	7,597	11,972
	276	Asbestos investigation at school premises	27,519	168	5,406	21,945
	278	Provision of additional resources to schools participating in the Target Oriented Curriculum Scheme	27,870	22,385	1,230	4,255
	290	Development of self-access training materials on Target Oriented Curriculum Assessment	12,400	2,014	2,800	7,586
	292	Evaluation of the Target Oriented Curriculum (Key Stage One) implementation	3,600	1,903	500	1,197
	299	Positive discrimination measures for government secondary schools using Chinese as the medium of instruction	2,067	—	185	1,882
	300	A study on the remedial services for students with learning difficulties or weak academic performance	2,681	—	—	2,681
	301	An evaluation of the existing classification and assessment tools and referral and placement procedures for children with special education needs	2,153	—	—	2,153
	302	A study on the multiplicity of handicap among students of special schools, practical schools and skills opportunity schools	2,839	1,105	1,658	76
	304	Training for prevocational and secondary technical school teachers on new technical curriculum	9,000	3,892	4,050	1,058
	305	Implementation of a new technical curriculum in prevocational and secondary technical schools	162,700	29,950	62,550	70,200

Head 40 — EDUCATION DEPARTMENT

Capital Account—Cont' d.

Commitments—Cont' d.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2000	Revised estimated expenditure for 2000-01	Balance
			\$ 000	\$ 000	\$ 000	\$ 000
700		<i>General other non-recurrent—Cont' d.</i>				
	306	One-off grant to public sector secondary schools adopting Chinese as the medium of instruction	36,050	28,512	775	6,763
	307	Conducting research on the benefits of whole-day primary schooling	2,250	529	1,058	663
	308	One-off grant to aided secondary schools and special schools for installing air-conditioners in the preparation rooms of laboratories	23,100	3,424	13,021	6,655
	309	Conducting a research based on the pilot study on the feasibility of a Language Ability Assessment and a Mathematical Ability Assessment	500	—	250	250
	313	A research on the optimum age of entry to P1	800	—	400	400
	314	Provision of in-service training courses for teachers in schools admitting at least one class of territory-wide bottom 25% S1 pupils	6,960	324	1,034	5,602
	315	Policy-related research projects conducted by Board of Education	4,800	155	578	4,067
	316	Evaluation on the implementation of the Medium of Instruction Guidance for Secondary Schools	5,360	1,338	1,072	2,950
	318	Provision of hearing aids to hearing impaired children	4,000	—	1,600	2,400
	319	Study on strategies to cope with individual differences in academic abilities of primary school pupils	22,360	—	6,860	15,500
	321	Hiring of outside expertise for Quality Assurance Inspection	10,000	2,794	6,176	1,030
	323	Introducing a new subject on Word Processing and Business Communication (English) (Secondary 4 and 5)	5,998	—	2,100	3,898
	324	Consultancy study to review the progress and achievements of the use of information technology in school education	10,000	—	520	9,480
	325	Provision of ex-gratia payment for surplus staff in the Apprentice Unit of the Vocational Training Council ...	542	—	212	330
	326	Transition Furniture and Equipment Grant	110,400	—	—	110,400
	327	Furniture and equipment for one new primary school in Tseung Kwan O built by the Housing Authority	4,536	—	—	4,536
			542,703	117,472	122,032	303,199
834		<i>Equipment for computer studies</i>				
	499	Equipment for computer studies	30,420	30,114	194	112
	505	Equipment for computer studies (special schools)	6,078	5,433	284	361

Head 40 — EDUCATION DEPARTMENT

Capital Account—Cont' d.

Commitments—Cont' d.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2000	Revised estimated expenditure for 2000-01	Balance
			\$ 000	\$ 000	\$ 000	\$ 000
834		<i>Equipment for computer studies —Cont' d.</i>				
	506	Provision of additional computer equipment and the related conversion works in schools	113,960	106,039	1,000	6,921
	507	Provision of software packages for computer education in special schools ..	3,600	1,137	700	1,763
	509	Establishment of Information Technology Learning Centres in prevocational and secondary technical schools	55,467	42,284	4,870	8,313
	511	Enhancement of use of information technology in school education	2,924,683	1,199,174	689,570	1,035,939
			<u>3,134,208</u>	<u>1,384,181</u>	<u>696,618</u>	<u>1,053,409</u>
		Total	<u><u>3,696,466</u></u>	<u><u>1,511,301</u></u>	<u><u>820,718</u></u>	<u><u>1,364,447</u></u>