

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION AND MANPOWER BUREAU

Controlling officer: the Permanent Secretary for Education and Manpower will account for expenditure under this Head.

Estimate 2005–06	\$33,873.6m
Establishment ceiling 2005–06 (notional annual mid-point salary value) representing an estimated 5 950 non-directorate posts as at 31 March 2005 (including 4 222 posts in government schools) reducing by 75 posts to 5 875 posts as at 31 March 2006 (including 4 171 posts in government schools)	\$2,195.7m
In addition, there will be an estimated 32 directorate posts as at 31 March 2005 and as at 31 March 2006.	
Commitment balance	\$1,296.8m

Controlling Officer's Report

Programmes

Programme (1) Director of Bureau's Office	This programme contributes to Policy Area 27: Intra-Governmental Services (Secretary for Education and Manpower).
Programme (2) Primary Education	These programmes contribute to Policy Area 16: Education (Secretary for Education and Manpower).
Programme (3) Secondary Education	
Programme (4) Special Education	
Programme (5) Other Educational Services and Subventions	
Programme (6) Manpower Development	This programme contributes to Policy Area 34: Manpower Development (Secretary for Education and Manpower).
Programme (7) Vocational Education and Training	This programme contributes to Policy Area 16: Education (Secretary for Education and Manpower) and Policy Area 34: Manpower Development (Secretary for Education and Manpower).
Programme (8) Policy and Support	This programme contributes to Policy Area 16: Education (Secretary for Education and Manpower).

Detail

Programme (1): Director of Bureau's Office

	2003–04 (Actual)	2004–05 (Original)	2004–05 (Revised)	2005–06 (Estimate)
Financial provision (\$m)	6.9	6.9	6.9 (—)	6.9 (—)
				(or same as 2004–05 Original)

Aim

- 2 The aim is to ensure the smooth operation of the Office of the Secretary for Education and Manpower.

Brief Description

- 3 The Office of the Secretary for Education and Manpower is responsible for providing administrative support to the Secretary for Education and Manpower in carrying out his duties. The work includes the planning, co-ordination and implementation of all arrangements for the Secretary's public, media and community functions.

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Programme (2): Primary Education

	2003-04 (Actual)	2004-05 (Original)	2004-05 (Revised)	2005-06 (Estimate)
Financial provision (\$m)				
Government sector	750.1	816.8	761.7	766.5
Subvented sector	10,655.9	10,903.9	9,982.3	10,464.3
	11,406.0	11,720.7	10,744.0 (-8.3%)	11,230.8 (+4.5%)
				(or -4.2% on 2004-05 Original)

Aim

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

Brief Description

5 Primary school places are provided in government, aided and private schools, currently in the following proportions: government schools (6.5%), aided schools (81.6%), and private schools (11.9%).

6 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).

7 The Curriculum Development Council has developed a coherent and flexible curriculum framework with emphasis on whole-person development to suit the requirement of individual schools and to prepare students for lifelong learning in a knowledge-based society. The framework is being implemented in all primary schools.

8 Teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap. 279) before they can be registered or permitted to teach. Public sector primary schools are staffed by graduate and non-graduate teachers in accordance with approved ratios.

9 Major measures to improve primary education, including whole-day primary schooling and various new initiatives to strengthen language teaching and student guidance, are moving forward smoothly.

10 The key performance measures in respect of primary education are:

Targets

	School Year		
	2003/04 (Actual)	2004/05 (Revised Estimate)	2005/06 (Plan)
government, aided and DSS primary school places operating on a whole-day basis (%)	66	72	85
government and aided primary schools under the Native-speaking English Teacher (NET) and English Language Teaching Assistant (ELTA) Scheme (%)	100	100	100
government and aided primary schools provided with an additional teacher or temporary support staff for curriculum development (%)	62	100	100

Indicators

	School Year		
	2003/04 (Actual)	2004/05 (Revised Estimate)	2005/06 (Estimate)
primary pupils	468 800	446 600	426 900
children in the six to 11 age group	472 700	454 100	433 300
gross enrolment ratio (%)	99.2	98.3	98.5
pupil/teacher ratio in government and aided primary schools..	19.3:1	19.1:1	18.5:1

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	<i>School Year</i>		
	2003/04 (Actual)	2004/05 (Revised Estimate)	2005/06 (Estimate)
government and aided primary schools.....	678	653	618
primary schools under DSS	10	11	16
whole-day government and aided primary schools	412	438	470
whole-day government and aided primary classes.....	7 262	7 561	8 470
teachers in government and aided primary schools.....	21 600	20 800	20 400
teachers in government primary schools with relevant teacher training qualification (%).....	98.8	99.4	99.5
teachers in aided primary schools with relevant teacher training qualification (%)	93.2	94.2	94.5
teacher wastage rate of government and aided primary schools (%).....	8.6#	6.6	7.0
schools provided with school-based curriculum development support.....	190	190	190
schools participating in collaborative research and development ("seed") projects on curriculum development	106	88	90

Provisional figures from mid September 2003 to mid September 2004.

Matters Requiring Special Attention in 2005–06

11 During 2005–06, the Bureau will:

- ensure that public sector primary school places are utilised in a cost-effective way for children in the six to 11 age group;
- continue to implement whole-day primary schooling by converting more bi-sessional schools to whole-day operation;
- continue to implement the curriculum reform, supported by the provision of an additional teacher for five years to lead curriculum development in each public sector school with six classes or above, or the provision of a cash grant for five years for hiring temporary support staff to support curriculum development in each public sector school with five or less classes;
- continue to enhance English language teaching in public sector primary schools through enforcement of the language proficiency requirement and the NET scheme;
- encourage schools to make reference to the curriculum resources developed by the Curriculum Development Council in catering for the special educational needs of students;
- review the grants to public sector primary schools with a view to rationalising the funding arrangement and further enhancing the flexibility to schools in utilising the grants; and
- provide additional resources initially for three years to public sector primary schools with 12 or more classes to improve the teacher-to-class ratio with a view to reducing teachers' workload and implementing specialised teaching.

Programme (3): Secondary Education

	2003–04 (Actual)	2004–05 (Original)	2004–05 (Revised)	2005–06 (Estimate)
Financial provision (\$m)				
Government sector	1,306.5	1,349.0	1,296.9	1,286.1
Subvented sector	14,373.8	15,598.0	14,604.9	15,377.8
	<hr/> 15,680.3	<hr/> 16,947.0	<hr/> 15,901.8 (–6.2%)	<hr/> 16,663.9 (+4.8%)
				(or –1.7% on 2004–05 Original)

Aim

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

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Brief Description

13 Public sector secondary places are provided in government, aided and caput schools, currently in the following proportions: government schools (8.5%), aided schools (89.9%), and caput schools (1.6%).

14 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.

15 The Curriculum Development Council has developed a coherent and flexible curriculum framework with emphasis on whole-person development to suit the requirement of individual schools and to prepare students for lifelong learning in a knowledge-based society. The framework is being implemented in all secondary schools.

16 Teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap. 279) before they can be registered or permitted to teach. Public sector secondary schools are staffed by graduate and non-graduate teachers in accordance with approved ratios.

17 The key performance measures in respect of secondary education are:

Targets

	<i>School Year</i>		2005/06 (Plan)
	2003/04 (Actual)	2004/05 (Revised Estimate)	
public sector secondary schools implementing mother-tongue teaching under the Medium of Instruction Guidance from the 1998/99 secondary 1 intakes.....	302	306	311
public sector secondary schools being provided with NETs to enhance English language teaching (%).....	100	100	100

Indicators

	<i>School Year</i>		2005/06 (Estimate)
	2003/04 (Actual)	2004/05 (Revised Estimate)	
secondary 1 to 3 students.....	251 500	253 800	252 900
children in the 12 to 14 age group	251 000	253 400	252 400
gross enrolment ratio (%)	100.2	100.2	100.2
student/teacher ratio in public sector secondary schools.....	18.0:1	18.1:1	18.1:1
public sector secondary schools.....	414	417	421
secondary schools under the DSS	42	45	48
subsidised secondary 4 and 5 places.....	156 600	162 800	166 200
children in the 15 to 16 age group	168 900	174 700	175 200
subsidised secondary 4 and 5 places as percentage of children in the 15 to 16 age group (%).....	92.7	93.2	94.9
subsidised secondary 6 places.....	27 700	28 400	29 800
subsidised secondary 4 places two years earlier	74 700	75 400	80 800
subsidised secondary 6 places as percentage of subsidised secondary 4 places two years earlier (%)	37.1	37.7	36.9
subsidised secondary 7 places.....	27 300	27 700	28 400
teachers in public sector secondary schools.....	23 300	23 200	23 200
teachers in government secondary schools with relevant teacher training qualification (%).....	97.0	97.8	98.0
teachers in aided secondary schools with relevant teacher training qualification (%)	92.1	94.2	95.0
teacher wastage rate of public sector secondary schools (%)...	4.9#	4.9	4.9
schools provided with school-based curriculum development support.....	103	104	97
schools participating in collaborative research and development ("seed") projects on curriculum development	83	84	85

Provisional figures from mid September 2003 to mid September 2004.

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Matters Requiring Special Attention in 2005–06

18 During 2005–06, the Bureau will:

- ensure the provision of sufficient secondary 1 to 7 places in public sector schools to meet the relevant policy targets;
- continue to enhance English language teaching in public sector secondary schools through enforcement of the language proficiency requirement and the NET scheme;
- continue to facilitate public sector secondary schools to strengthen students' self-discipline, confidence and resilience through the Smart Teen Challenge Project;
- encourage schools to make reference to the curriculum resources developed by the Curriculum Development Council in catering for the special educational needs of students;
- review the grants to public sector secondary schools with a view to rationalising the funding arrangement and further enhancing the flexibility to schools in utilising the grants; and
- finalise the curriculum aims and design for all subjects in the light of the public consultation over the proposed reform to the academic structure for senior secondary education and higher education.

Programme (4): Special Education

	2003–04 (Actual)	2004–05 (Original)	2004–05 (Revised)	2005–06 (Estimate)
Financial provision (\$m)	1,397.4	1,493.8	1,311.1 (–12.2%)	1,292.1 (–1.4%)
				(or –13.5% on 2004–05 Original)

Aim

19 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

20 Special educational needs include the needs of both the gifted and the less able who are mentally/physically disabled or having other learning difficulties. Children with special educational needs are encouraged to receive education in ordinary schools as far as practicable. To achieve this goal, the necessary provisions, services and support are, as far as possible, incorporated into the resource requirements for mainstream education and rendered through the implementation of programmes (2), (3), (5) and (8). Children who are unable to benefit from mainstream education even with additional support can attend aided special schools.

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

22 All practical schools completed mainstreaming in August 2004, and three remaining skills opportunity schools will also complete mainstreaming by August 2005. These mainstreamed practical schools and skills opportunity schools, all offering secondary education, have been subsumed in Programme (3).

23 The key performance measures in respect of special education are:

Target

	<i>School Year</i>		
	2003/04 (Actual)	2004/05 (Revised Estimate)	2005/06 (Plan)
special schools with primary sections provided with an additional teacher or temporary support staff for curriculum development (%).....	60	100	100

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Indicators

	<i>School Year</i>		
	2003/04 (Actual)	2004/05 (Revised Estimate)	2005/06 (Estimate)
special schools	62	62	62
pupils in special schools	7 871	7 750	7 740
teachers in special schools who are trained in both general education and special education (%)	73.0	73.0	73.6
teachers in special schools who are trained in general education (%)	90.5	92.6	94.7
teachers in special schools who are trained in special education (%)	77.3	77.3	78.0
teacher wastage rate of special schools (%)	8.2#	7.7	7.1
schools participating in collaborative research and development ("seed") projects on curriculum development	23	29	29

Provisional figures from mid September 2003 to mid September 2004.

Matters Requiring Special Attention in 2005–06

24 During 2005–06, the Bureau will:

- ensure that special school places are utilised in a cost-effective way for children with special educational needs, having regard to the policy of nine-year free and universal education;
- encourage more special schools to develop school-based curriculum with reference to the curriculum resources developed by the Curriculum Development Council;
- continue with the development of curriculum guides and resources in different key learning areas for children with special educational needs and guidelines on school-based gifted development programmes, following the advice of the Curriculum Development Council;
- extend collaboration with associated organisations and tertiary institutions for the Exceptionally Gifted Students Scheme, and continue to adopt the three-pronged model of mounting parallel support for the exceptionally gifted students, professional development for their teachers, and enhancement measures for their parents; and
- review the grants to special schools with a view to rationalising the funding arrangement and further enhancing the flexibility to schools in utilising the grants.

Programme (5): Other Educational Services and Subventions

	2003–04 (Actual)	2004–05 (Original)	2004–05 (Revised)	2005–06 (Estimate)
Financial provision (\$m)	862.3#	982.8	873.4 (–11.1%)	992.4 (+13.6%)
				(or +1.0% on 2004–05 Original)

The figure includes expenditure for the programme on Open University of Hong Kong (OUHK) in 2003–04 which was charged to the former Head 176—Subventions: Miscellaneous. It is reflected here for comparison purpose.

Aim

25 The aim is to strengthen the professional preparation and continuing development of school principals and teachers and to provide resources for pre-primary education and other services for specific educational purposes.

Brief Description

Training and development of principals and teachers

26 The Bureau works with the Advisory Committee on Teacher Education and Qualifications in formulating measures to strengthen initial teacher education, principalship preparation, professional development of beginning teachers and continuing professional development for principals and teachers.

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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 Bureau 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 Bureau to organise school-based support services to help these children integrate into the local education system. The Induction Programme, the Initiation Programme and the school-based support services have been extended to cover newly arrived non-Chinese speaking children and children of returning residents.

Subsidies to educational bodies

29 The Bureau supports activities which contribute to the wider involvement in education and development of professionalism e.g. support for the Council on Professional Conduct in Education and educational organisations registered with the Hong Kong Teachers' Centre. The Bureau also provides subventions to the Hong Kong Education City Limited for the delivery of quality education information to schools, teachers, parents and the public through an e-platform.

30 The key performance measures in respect of services under this programme are:

Targets

	<i>School Year</i>		
	2003/04 (Actual)	2004/05 (Revised Estimate)	2005/06 (Plan)
training places for school managers on the implementation of school-based management.....	501	800	800
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%).....	100	100	100

Indicators

	<i>School Year</i>		
	2003/04 (Actual)	2004/05 (Revised Estimate)	2005/06 (Estimate)
(a) Teacher development programmes related to curriculum reform for all schools	575	560	560
(b) Pre-primary education			
kindergartens.....	768	737	757
non-profit making kindergartens joining the KSS.....	308	305	318
non-profit-making kindergartens outside the KSS	191	182	179
private independent kindergartens	269	250	260
pupils in kindergartens.....	136 100	130 200	131 500
kindergarten pupils in non-profit-making kindergartens joining the KSS (%)	44.1	44.7	45.4
kindergarten pupils in non-profit-making kindergartens outside the KSS(%).....	28.9	28.8	27.7
kindergarten pupils in private independent kindergartens (%)	27.0	26.5	26.9
qualified kindergarten teachers (%)	86.5	92.0	95.0
wastage rate of kindergarten teachers (%)	14.0#	14.0	14.0

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	<i>School Year</i>		
	2003/04 (Actual)	2004/05 (Revised Estimate)	2005/06 (Estimate)
(c) Educational support for newly arrived children/young people enrolment of Induction Programme for newly arrived children/young people	2 986	2 400	2 400
enrolment of Initiation Programme for newly arrived children/young people	756	720	720
(d) Home-school co-operation activities subsidised	2 304	2 420	2 670

Provisional figures from mid September 2003 to mid September 2004.

Matters Requiring Special Attention in 2005–06

31 During 2005–06, the Bureau will:

- continue to provide the necessary support and resources to enable English and Putonghua teachers in primary and secondary schools to meet the language proficiency requirement by 2006;
- continue to work with the Advisory Committee on Teacher Education and Qualifications in conducting a holistic review of teacher education and development, and in implementing the review recommendations;
- continue to implement the certification requirement on education practitioners who aspire to become principals and to provide training and support programmes for both newly appointed and serving principals;
- conduct a review on the continuing professional development framework of principals which was introduced in September 2002;
- provide additional professional upgrading courses to enhance professionalism of teachers;
- support kindergartens in self-evaluation using performance indicators specifically developed for kindergartens;
- ensure that all newly recruited kindergarten principals will have completed the Certificate in Education (Kindergarten) course, and sufficient training places are provided to enable all serving kindergarten principals to receive such training by summer 2006 as well as to enhance training opportunities of serving aspiring kindergarten principals;
- continue to provide a principalship training course for serving kindergarten principals;
- ensure that kindergartens will employ more qualified kindergarten teachers through the KSS and will achieve 100% qualified kindergarten teaching force (on the basis of the required teaching establishment calculated on a teacher-to-pupil ratio of 1:15); and
- provide school-based after-school learning and other support services, in collaboration with schools, for needy students.

Programme (6): Manpower Development

	2003–04 (Actual)	2004–05 (Original)	2004–05 (Revised)	2005–06 (Estimate)
Financial provision (\$m)	127.2	129.4	134.7 (+4.1%)	133.9 (–0.6%)
				(or +3.5% on 2004–05 Original)

Aim

32 The aim is to develop a well-trained and adaptable workforce to meet the demands of the economy and to contribute to the overall competitiveness of Hong Kong.

Brief Description

33 The Bureau's main responsibility under this programme is to formulate and implement policies and strategies, as well as introduce legislation, on manpower development.

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34 The Bureau has set up the Manpower Development Committee to advise the Government on strategies for developing human resources to meet the manpower needs of Hong Kong. To provide clear progression pathways and to specify the outcome standards required for the award of qualifications at different levels, the Bureau is implementing a cross-sectoral qualifications framework and its associated quality assurance mechanism for Hong Kong. The Bureau also oversees the implementation of the Continuing Education Fund to encourage adults with learning aspirations to pursue continuing education and training, and the Skills Upgrading Scheme to provide focused training for workers with low education attainment.

Matters Requiring Special Attention in 2005–06

35 During 2005–06, the Bureau will ensure the timely and effective implementation of various initiatives to meet the manpower development needs of the community. In particular, it will:

- set up Industry Training Advisory Committees by phases to develop competency-based qualifications for different industries;
- amend the Hong Kong Council for Academic Accreditation Ordinance (Cap. 1150) to empower the Council to perform the quality assurance role under the qualifications framework;
- review and where appropriate extend the coverage of the Continuing Education Fund; and
- include more industries and develop more relevant courses for existing industries under the Skills Upgrading Scheme.

Programme (7): Vocational Education and Training

	2003–04 (Actual)	2004–05 (Original)	2004–05 (Revised)	2005–06 (Estimate)
Financial provision (\$m)				
Vocational Training Council (VTC)	1,962.7#	1,865.9	1,854.8	1,746.0
Employees Retraining Board (ERB)	384.6#	379.4	379.4	371.8
	2,347.3#	2,245.3	2,234.2 (–0.5%)	2,117.8 (–5.2%)
				(or –5.7% on 2004–05 Original)

In 2003–04, all expenditure attributable to the VTC and the bulk of expenditure attributable to the ERB were charged to the former Head 177—Subventions: Non-departmental Public Bodies. They are reflected here for comparison purpose.

Aim

36 The aim is to provide vocational education and training, through subventions to the VTC and the ERB, to meet the manpower needs of industry and commerce and to help our workers adjust to changes in the employment market.

Brief Description

VTC

37 The VTC, a statutory body established under the VTC Ordinance (Cap. 1130), is responsible for the provision of vocational education and training for young people and workers through its training and development centres, the Hong Kong Institute of Vocational Education (IVE) and the Apprenticeship Unit. Its 18 training and development centres are responsible for industrial training and offer pre-employment and in-service skills upgrading courses ranging from operative to technologist levels. Vocational education is provided by IVE, which comprises nine campuses offering courses from craft to higher diploma levels in nine disciplines. The Apprenticeship Unit is responsible for the legislative control, training and employment of young persons under the age of 19 in trades specified as designated trades under the Apprenticeship Ordinance (Cap. 47). The VTC is assisted by a complex of general committees and training boards which advise on cross-sector and sector-specific training matters respectively.

38 Since 2003–04, the VTC has supported the Bureau's pilot scheme of Career Oriented Curriculum for senior secondary students by offering a wide range of vocational courses for secondary 4 and 5 students. These include courses in business, services, information technology, engineering and creative studies. Apart from the open access mode, the VTC has formed partnership arrangements with a number of secondary schools to offer vocational modules for these schools, with the view to adopting a franchised mode eventually. Furthermore, to step up efforts to help address the non-engaged youth (NEY) problems, particularly those at below secondary 3 level, the VTC has expanded its pilot Vocational Development Programme (VDP) and set up a VTC Youth College in 2004–05 as a "home base" for

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these youths. A number of new training centres which provide generic and vocational skills training on hairdressing, beauty care, digital animation and events management, etc., have been established to complement the existing training facilities in the various VTC training and development centres.

ERB

39 The ERB, a statutory body established under the Employees Retraining Ordinance (Cap. 423), is responsible for the provision of retraining services to assist eligible persons to acquire new or enhanced skills to enhance their employability. The retraining programmes are delivered through a network of over 50 training bodies.

40 The ERB has operated successfully the Integrated Scheme for Local Domestic Helpers (LDHs) which combines retraining, skill assessments, and job matching services for LDHs. To further extend the services offered by the scheme, the ERB has stepped up its promotional efforts through various media and campaigns. In view of the success of common assessments for LDH retrainees, the ERB extended common assessment to personal care worker retrainees in late 2004 and will do so to property attendant retrainees and other new skill modules in 2005–06.

41 The key performance indicators under this programme are:

VTC

	<i>Academic Year</i>		
	2003/04 (Actual)	2004/05 (Revised Estimate)	2005/06 (Estimate)
(a) Industrial Training			
pre-employment training courses			
trainee places provided	6 840	9 590	10 040
trainee hours provided	6 798 633	6 818 690	6 763 990
enrolment rate (%)	121	100	100
completion rate (%)	83	80	80
employment rate (of economically active graduates) (%)	95#	90	90
in-service skills upgrading and other training courses			
trainee places provided	101 683	87 020	88 160
trainee hours provided	1 706 387	1 634 900	1 697 170
enrolment rate (%)	148	100	100
completion rate (%)	96	90	90
(b) Vocational Education			
all campuses of IVE			
full-time students	27 654	28 380	28 980
part-time day students	5 630	6 840	8 670
part-time evening students	21 376	21 700	21 630
total	54 660	56 920	59 280
enrolment rate (full-time equivalent) (%)	104	100	100
retention rate			
full-time (%)	92	92	92
part-time day (%)	86	85	85
part-time evening (%)	91	85	85
employment rate (of economically active graduates) full-time (%)	84#	85	85
(c) Apprentice Training			
inspections of establishments employing registered apprentices	15 992	16 000	16 000
registered apprentices (as at the end of the financial year)	3 336	3 700	3 800

Provisional figures (as at December 2004).

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ERB

	2003-04 (Actual)	2004-05 (Revised Estimate)	2005-06 (Estimate)
retraining places			
full-time courses	55 281 [@]	56 060 [#]	51 600
part-time courses	53 670 [@]	61 140 ^{#§}	58 000[§]
special programmes [^]	2 762	2 750	3 400
total	111 713	119 950	113 000
capacity utilisation rate (%)	95	94	85
completion rate (%)	92	93	80
placement rate of full-time placement-tied retraining courses (%)	80	82	70
placement rate of full-time placement-tied retraining courses in jobs relevant to training (%)	65	68	60

[@] Funds earmarked for part-time places were re-allocated to full-time placement-tied places in the latter part of the year.

[#] A substantially larger number of retraining places than that budgeted for has been provided in response to demands.

[§] This includes 3 800 part-time places for LDH which are placement-tied.

[^] Special retraining programmes include those tailor-made for the elderlies, people with disabilities, victims of industrial accidents, as well as programmes for self-employment and job search skills.

Matters Requiring Special Attention in 2005-06

VTC

42 During 2005-06, the VTC will:

- further integrate the activities of IVE and the training and development centres with a view to building up a higher level of synergy and collaboration;
- contribute to the curriculum development of the career oriented courses for senior secondary students and to the institution of a quality assurance system for its own courses;
- expand the VDP for the NEY with the objective of providing them with training on vocational, generic and life skills to help them find employment or to pursue further vocational education or training;
- seek institutional accreditation from the Hong Kong Council for Academic Accreditation for its sub-degree programmes following the successful institutional review and programme validation exercise; and
- expand collaborative activities and provision of vocational education and training services outside Hong Kong.

ERB

43 During 2005-06, the ERB will:

- develop more new retraining courses with potential for employment opportunities, including massage and foot reflexology training, and introduce common skill assessments for these courses;
- offer more “top-up” skill training modules, such as cookery, baby-sitting, child care and elderly care to LDH retrainees to enhance their employability and introduce common skill assessments for these modules; and
- strengthen its quality assurance process in order to facilitate the integration of its courses and modules into the qualifications framework.

Programme (8): Policy and Support

	2003-04 (Actual)	2004-05 (Original)	2004-05 (Revised)	2005-06 (Estimate)
Financial provision (\$m)	1,417.3	1,542.8	1,958.0 (+26.9%)	1,435.8 (-26.7%)
				(or -6.9% on 2004-05 Original)

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Aim

44 The aim is to ensure that young people in Hong Kong receive an all-round quality education to prepare them for life and work and to develop their aptitude for lifelong learning.

Brief Description

45 The Bureau formulates policies in respect of basic and higher education, introduces legislation on education, and monitors the performance of the entire education sector.

46 The Bureau continues to oversee the implementation of the education reform, including reforming the School Places Allocation Systems; improving the school curriculum; promoting diversity in education and providing quality assurance through school inspection and external school review. The Bureau also follows up on the public consultation over the proposed reform to the academic structure for senior secondary and higher education.

47 The Bureau continues the operation of Project Yi Jin which provides an alternative avenue for secondary 5 school leavers and adult learners to pursue continuing education. The programme aims to upgrade students' knowledge in biliteracy, trilingualism and application of information technology through combining academic pursuits with practical skills training. The Bureau introduced the Yi Jin/Secondary Schools Collaboration Project as a pilot scheme in ten secondary schools in the 2004/05 school year to provide an additional progression pathway for students who do not wish to pursue the traditional senior secondary curriculum.

Matters Requiring Special Attention in 2005–06

48 During 2005–06, the Bureau will:

- support the progressive increase in post-secondary education opportunities so that 60% of secondary school leavers will have access to post-secondary education by the 2010/11 academic year;
- oversee the implementation of recommendations in the Higher Education Review in collaboration with the University Grants Committee;
- facilitate the development of Hong Kong as the regional education hub by allowing more non-local students to enter Hong Kong for studies;
- review the effectiveness of the Yi Jin/Secondary Schools Collaboration Project and make recommendations on its future arrangement;
- oversee the implementation of the medium of instruction policy and support the Education Commission's efforts to consult the public and finalise the long term arrangements for both the medium of instruction policy for secondary schools and the Secondary School Places Allocation System;
- continue to implement the on-going School Building Programme, School Maintenance Programme and School Improvement Programme;
- support community initiatives on enhancing quality education through the Quality Education Fund (QEF); promote sharing of good practices emanating from successful QEF projects among schools and collaborate with the private sector on further developing and promoting QEF products;
- plan and organise the Chief Executive's Award for Teaching Excellence Scheme to recognise and encourage teaching excellence and collaborate with various education bodies in the dissemination of the awarded teaching practices;
- continue to implement the new IT in education strategy starting from the 2004/05 school year for further integration of IT into the learning and teaching process;
- assist public sector schools in putting in place a participatory, transparent and accountable school governance upon the commencement of operation of the Education (Amendment) Ordinance 2004;
- work with the Standing Committee on Language Education and Research in implementing the recommendations of a comprehensive review of language education;
- oversee the implementation of education reform measures recommended by the Education Commission;
- oversee the design of Basic Competency Assessments comprising Student Assessment and System Assessment, extend the use of the Student Assessment to secondary 3 level after having launched the assessment for primary 3 to primary 6 levels in 2003, and conduct the System Assessment at primary 3 and primary 6 levels in mid-2005;
- enhance professional support to facilitate development of school-based curriculum by providing on-site support to public sector schools, organising professional development activities for teachers, jointly developing learning and teaching resources and materials and conducting collaborative research and development projects;

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- promote learning to learn through the four key tasks, namely, moral and civic education, reading to learn, project learning and the use of IT for interactive learning, under the new curriculum framework in public sector schools;
- review textbook policy in the overall context of curriculum resources;
- implement the School-based Professional Support Programmes under the Education Development Fund with a view to providing more coherent professional support to schools to enable them to build capacity to take forward the education reform measures;
- continue to support schools in conducting rigorous self-evaluation for improvement and development by providing relevant tools and data;
- continue to promote and support public sector schools in using the web-based School Administration and Management System after rollout; and
- oversee the implementation of means-tested student financial assistance schemes undertaken by the Student Financial Assistance Agency.

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ANALYSIS OF FINANCIAL PROVISION

Programme	2003-04 (Actual) (\$m)	2004-05 (Original) (\$m)	2004-05 (Revised) (\$m)	2005-06 (Estimate) (\$m)
(1) Director of Bureau's Office.....	6.9	6.9	6.9	6.9
(2) Primary Education.....	11,406.0	11,720.7	10,744.0	11,230.8
(3) Secondary Education.....	15,680.3	16,947.0	15,901.8	16,663.9
(4) Special Education.....	1,397.4	1,493.8	1,311.1	1,292.1
(5) Other Educational Services and Subventions.....	862.3	982.8	873.4	992.4
(6) Manpower Development.....	127.2	129.4	134.7	133.9
(7) Vocational Education and Training..	2,347.3	2,245.3	2,234.2	2,117.8
(8) Policy and Support.....	1,417.3	1,542.8	1,958.0	1,435.8
	33,244.7	35,068.7	33,164.1 (-5.4%)	33,873.6 (+2.1%)
				(or -3.4% on 2004-05 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2005-06 is the same as the revised estimate for 2004-05.

Programme (2)

Provision for 2005-06 is \$486.8 million (4.5%) higher than the revised estimate for 2004-05. This is mainly due to salary increments and increased provision for staff in primary schools, full-year provision for various initiatives including additional teachers to serve as curriculum development leaders and upgrading of teaching posts to lead English teaching and additional provision for NETs and improvement of teacher-to-class ratio, partly offset by the effect of the 2005 civil service pay cut, reduction of classes in primary schools and completion in the current exercise of replacement and upgrading of information technology facilities. There will be a deletion of 32 posts in 2005-06 due to reduced staffing requirement and contracting out of janitor services in government primary schools.

Programme (3)

Provision for 2005-06 is \$762.1 million (4.8%) higher than the revised estimate for 2004-05. This is mainly due to salary increments and increased provision for staff in secondary schools and provision for additional secondary classes, partly offset by the effect of the 2005 civil service pay cut and completion in the current exercise of replacement and upgrading of information technology facilities. There will be a net deletion of 22 posts due to reduced staffing requirement and contracting out of janitor services in government secondary schools.

Programme (4)

Provision for 2005-06 is \$19.0 million (1.4%) lower than the revised estimate for 2004-05. This is mainly due to the completion of mainstreaming of practical and skills opportunity schools, the effect of the 2005 civil service pay cut and completion in the current exercise of replacement and upgrading of information technology facilities, partly offset by the salary increments for staff in special schools and upgrading of teaching posts to lead English teaching.

Programme (5)

Provision for 2005-06 is \$119.0 million (13.6%) higher than the revised estimate for 2004-05. This is mainly due to the introduction of school-based after-school learning and other support services for needy students and the offering of additional professional upgrading courses for teachers. There will be a net deletion of eight posts in 2005-06.

Programme (6)

Provision for 2005-06 is \$0.8 million (0.6%) lower than the revised estimate for 2004-05. This is mainly due to the lower cash flow requirement for non-recurrent items including the Information Technology Assistant Course.

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Programme (7)

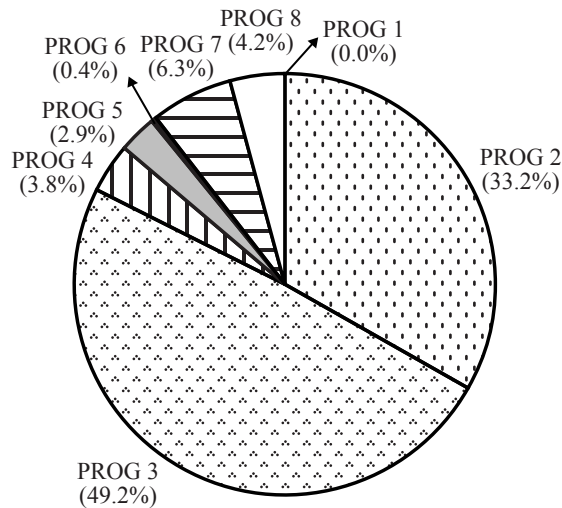
Provision for 2005–06 is \$116.4 million (5.2%) lower than the revised estimate for 2004–05. This is mainly due to the implementation of productivity enhancement measures and reduced operating expenditure for both VTC and ERB, and the price adjustment of subvention to VTC on the basis of the 2005 civil service pay cut.

Programme (8)

Provision for 2005–06 is \$522.2 million (26.7%) lower than the revised estimate for 2004–05. This is mainly due to the completion of payment for the injection into the Education Development Fund for the school-based professional support programmes and completion in the current exercise of upgrading of information technology facilities, and the effect of the 2005 civil service pay cut, partly offset by additional provision for implementing Curriculum Reform. There will be a deletion of 13 posts in 2005–06.

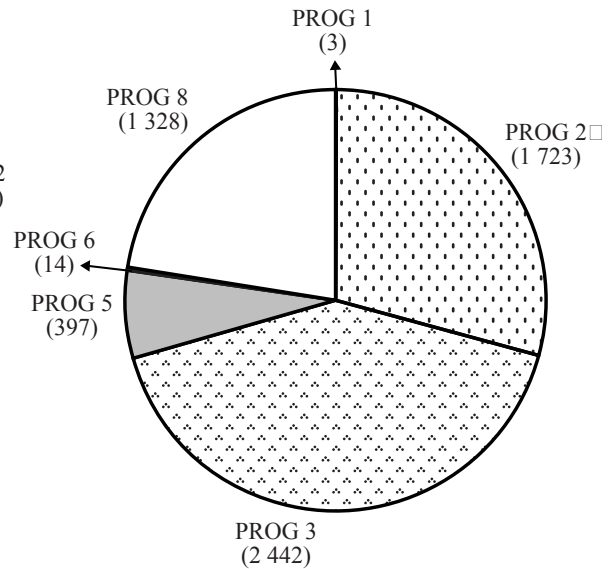
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*Allocation of provision
to programmes
(2005-06)*



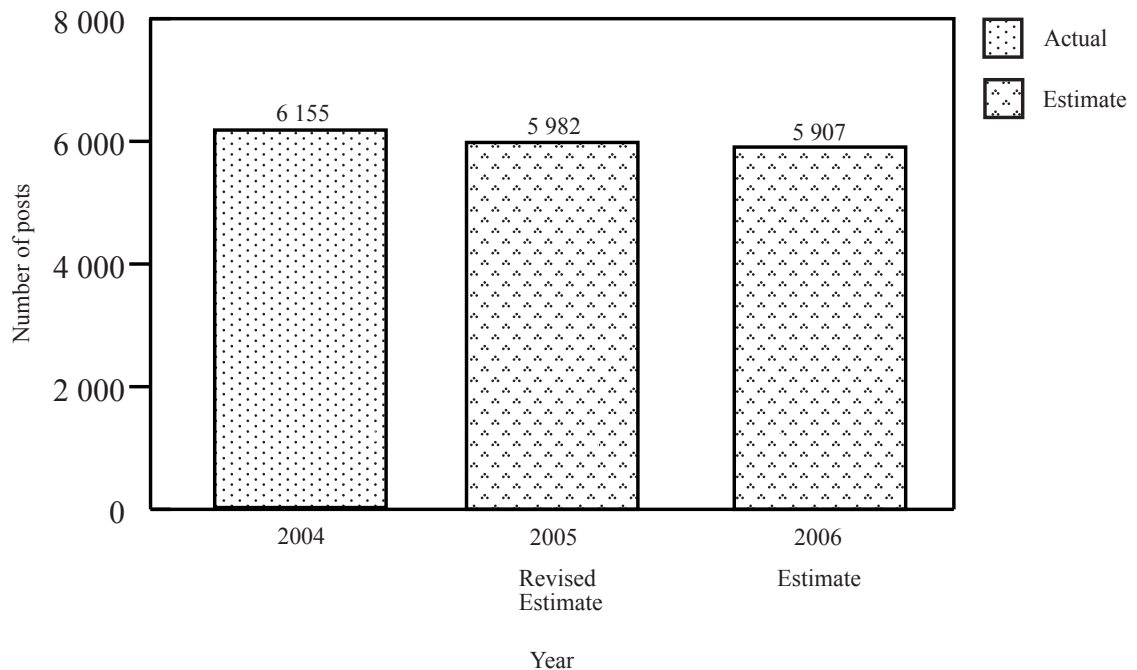
(Provision for PROG 1 represents 0.02% of the overall provision. The percentage is not shown here due to rounding.)

*Staff by programme
(as at 31 March 2006)*



(Government staff under PROG 4 & 7 are also engaged in, and reflected under, other programmes.)

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



**Head 156 — GOVERNMENT SECRETARIAT:
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Sub-head (Code)		Actual expenditure 2003-04	Approved estimate 2004-05	Revised estimate 2004-05	Estimate 2005-06
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	29,478,981	34,369,639	31,742,094	33,211,141
003	Recoverable salaries and allowances (General)	32,073			
	Deduct reimbursements..... <i>Cr.32,073</i>	—	—	—	—
	Total, Recurrent.....	29,478,981	34,369,639	31,742,094	33,211,141
Non-Recurrent					
700	General non-recurrent	1,022,399	189,662	761,285	180,682
	Self-employment Business Start-up Assistance Scheme	506	—	300	—
	Total, Non-Recurrent.....	1,022,905	189,662	761,585	180,682
	Total, Operating Account	30,501,886	34,559,301	32,503,679	33,391,823
Capital Account					
Plant, Equipment and Works					
603	Plant, vehicles and equipment.....	116	28,819	188,437	7,239
661	Minor plant, vehicles and equipment (block vote).....	4,013	540	—	2,700
	Total, Plant, Equipment and Works.....	4,129	29,359	188,437	9,939
Subventions					
871	Vocational Training Council.....	—	27,750	16,555	30,295
873	Codes of Aid for existing schools	—	8,867	6,548	6,599
898	Codes of Aid for existing schools - furniture and equipment (block vote)	2,668	4,780	4,170	3,995
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	352,606	407,404	407,404	404,348
976	Vocational Training Council (block vote)	—	26,850	26,850	26,649
	Equipment for computer studies	34,268	623	623	—
	Colour television receivers, videocassette recorders and tapes (block vote).....	857	3,815	326	—
	Miscellaneous educational services	—	—	6,000	—
	Hong Kong Council for Academic Accreditation	—	—	3,470	—
	Total, Subventions	390,399	480,089	471,946	471,886
	Total, Capital Account.....	394,528	509,448	660,383	481,825
Total Expenditure					
		30,896,414	35,068,749	33,164,062	33,873,648

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION AND MANPOWER BUREAU

Details of Expenditure by Subhead

The estimate of the amount required in 2005–06 for the salaries and expenses of the Education and Manpower Bureau is \$33,873,648,000. This represents an increase of \$709,586,000 over the revised estimate for 2004–05 and of \$2,977,234,000 over actual expenditure in 2003–04. The increase over actual expenditure in 2003–04 is primarily due to the transfer of subvention for the Open University of Hong Kong, Vocational Training Council and Employees Retraining Board from the former Head 176 and Head 177 with effect from 2004–05.

Operating Account

Recurrent

2 Provision of \$33,211,141,000 under *Subhead 000 Operational expenses* is for the salaries, allowances and other operating expenses of the Education and Manpower Bureau. This includes provision for introducing school-based after-school learning and other support services for needy students and provision for improving the teacher-to-class ratio in public sector primary schools with 12 or more classes.

3 The establishment as at 31 March 2005 will be 5 982 permanent posts. The Bureau expects a net deletion of 75 posts in 2005–06. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2005–06, but the notional annual mid-point salary value of all such posts must not exceed \$2,195,740,000.

4 An analysis of the financial provision under *Subhead 000 Operational expenses* is as follows:

	2003–04 (Actual) (\$'000)	2004–05 (Original) (\$'000)	2004–05 (Revised) (\$'000)	2005–06 (Estimate) (\$'000)
Personal Emoluments				
- Salaries	2,678,199	2,615,185	2,560,163	2,526,106
- Allowances	17,580	22,720	18,005	16,770
- Job-related allowances	3,747	3,171	2,766	2,666
Personnel Related Expenses				
- Mandatory Provident Fund contribution	5,859	5,887	5,887	6,350
- Civil Service Provident Fund contribution	—	—	—	150
Departmental Expenses				
- Temporary staff	188,606	276,671	196,095	224,052
- Remuneration for special appointments ...	49,412	84,831	61,291	66,854
- General departmental expenses	383,476	610,767	488,614	523,307
Other Charges				
- Teacher training	63,676	130,268	110,013	150,094
- Curriculum Development Institute	214,594	264,762	244,120	256,458
- Subject and curriculum block grant for government schools	60,377	67,525	73,793	78,744
- School extra-curricular activities, programmes, grants and prizes	15,085	26,049	23,217	23,053
Subventions				
- Code of Aid for primary schools	9,549,674	10,427,103	9,441,338	9,983,240
- Code of Aid for secondary schools	12,763,608	13,713,486	12,796,764	13,491,635
- Mortgage Interest Subsidy Scheme	35,711	36,840	28,410	24,210
- Code of Aid for special schools	1,377,903	1,467,447	1,275,745	1,270,825
- Direct Subsidy Scheme	1,067,079	1,373,477	1,233,266	1,423,903
- Kindergarten Subsidy Scheme	148,500	159,794	143,796	149,858
- Assistance to private secondary schools and bought places	239,953	246,111	238,105	234,335
- English Schools Foundation junior schools	126,599	120,808	120,709	117,296
- English Schools Foundation secondary schools	181,675	180,042	177,275	170,030
- Refund of rents and rates to kindergartens, private schools, educational institutes and study rooms ...	194,959 [^]	216,026	191,480	213,307
- Miscellaneous educational services	105,760	122,338	113,211	189,853

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION AND MANPOWER BUREAU

	2003–04 (Actual) (\$'000)	2004–05 (Original) (\$'000)	2004–05 (Revised) (\$'000)	2005–06 (Estimate) (\$'000)
Subventions— <i>Cont'd.</i>				
- Remedial services for mildly disabled children in kindergartens.....	6,949	7,578	7,578	7,209
- Vocational Training Council.....	—#	1,811,344	1,811,344	1,689,032
- Employees Retraining Board.....	—#	379,409	379,109	371,804
	<u>29,478,981</u>	<u>34,369,639</u>	<u>31,742,094</u>	<u>33,211,141</u>

^ Expenditure for the Open University of Hong Kong in 2003–04 was charged to the former Head 176—Subventions: Miscellaneous.

Expenditure in 2003–04 was charged to the former Head 177—Subventions: Non-departmental Public Bodies.

5 An estimated provision of \$32,073,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$1,830,000 to be reimbursed by the Schools Provident Funds for salaries and allowances of staff working in the Provident Funds Unit of the Education and Manpower Bureau; and
- \$30,243,000 to be reimbursed by the Vocational Training Council (VTC) for salaries and allowances of civil servants working in VTC and its skills centres.

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

Capital Account

Plant, Equipment and Works

6 Provision of \$2,700,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$2,700,000 over the revised estimate for 2004–05. This is mainly due to increased requirement for replacement and new equipment in government schools.

Subventions

7 Provision of \$3,995,000 under *Subhead 898 Codes of Aid for existing schools - furniture and equipment (block vote)* is for replacement and additional furniture and equipment for aided schools in operation requiring a subsidy of not more than \$500,000 each that is not covered by the recurrent Composite Furniture and Equipment Grant, such as new requirements arising from curriculum changes and opening of additional classes, and replacement of standard items lost in natural disasters, fire and burglary.

8 Provision of \$404,348,000 under *Subhead 900 Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects for aided schools in operation requiring a subsidy of not more than \$2,000,000 each.

9 Provision of \$26,649,000 under *Subhead 976 Vocational Training Council (block vote)* is for replacement and additional furniture and equipment for existing teaching and training venues under the Council requiring a subsidy of not more than \$2,000,000 each.

**Head 156 — GOVERNMENT SECRETARIAT:
EDUCATION AND MANPOWER BUREAU**

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2004	Revised estimated expenditure for 2004–05	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account</i>						
700		<i>General non-recurrent</i>				
	010	Consultancy on Language Benchmarking for Teachers	7,000	2,200	—	4,800
	018	Survey on opinions of employers on major aspects of performance of graduates	4,100	2,430	350	1,320
	026	IT Assistant Course.....	90,000	60,385	20,924	8,691
	027	Project Yi Jin and Website on Continuing Education.....	200,000	99,321	42,800	57,879
	028	Teacher Education Study	7,000	721	500	5,779
	031	Skills Upgrading Scheme.....	400,000	124,696	56,193	219,111
	032	Consultation relating to and publicity for the Education Reform.....	7,500	1,956	2,000	3,544
	034	Accreditation grant to providers of post-secondary programmes.....	30,000	12,089	3,759	14,152
	290	Development of self-access training materials on Target Oriented Curriculum Assessment.....	12,400	10,186	1,100	1,114
	301	An evaluation and development of classification and assessment tools for children with special education needs	5,490	37	1,056	4,397
	305	Implementation of a new technical curriculum in prevocational and secondary technical schools	162,700	144,361	500	17,839
	319	Study on strategies to cope with individual differences in academic abilities of primary school pupils	22,360	21,523	338	499
	321	Hiring of outside expertise for Quality Assurance Inspection.....	10,000	9,416	150	434
	323	Introducing a new subject on Word Processing and Business Communication (English) (Secondary 4 and 5)	5,998	3,921	390	1,687
	324	Consultancy study to review the progress and achievements of the use of information technology in school education	10,000	5,095	3,800	1,105
	329	Commissioning a consultancy study for further evaluation of the implementation of the Medium of Instruction Guidance for secondary schools (Secondary 4 and 5).....	5,000	1,146	1,605	2,249

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Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2004	Revised estimated expenditure for 2004–05	Balance
			\$'000	\$'000	\$'000	\$'000
Operating Account—Cont'd.						
700	<i>General non-recurrent—Cont'd.</i>					
	331	Parent education	50,000	28,918	10	21,072
	332	Supporting uniformed group activities for students.....	50,000	20,717	9,967	19,316
	334	Provision of gifted education services ...	9,900	5,477	200	4,223
	335	Study on Enrichment of Language Learning Environment.....	6,300	3,857	1,598	845
	338	Impact of the reform of the Primary One Admission System on primary education	8,500	93	465	7,942
	339	Impact of the reform of the Secondary School Places Allocation System on primary education.....	8,500	313	1,135	7,052
	340	Impact of the reform of the Secondary School Places Allocation System on secondary education	9,200	350	1,453	7,397
	344	Stakeholder monitoring survey on education reform and major education initiatives.....	2,000	500	—	1,500
	433	Youth Sustainable Development and Engagement Fund.....	50,000	—	11,530	38,470
	444	Publicising the new school-based management governance structure	1,360	—	1,060	300
			<u>1,175,308</u>	<u>559,708</u>	<u>162,883</u>	<u>452,717</u>

Capital Account

603	<i>Plant, vehicles and equipment</i>					
	295	Computer system and additional teaching and reading materials for Fung Hon Chu Gifted Education Centre.....	2,300	300	100	1,900
	296	Furniture and equipment for Phase II Development of Fung Hon Chu Gifted Education Centre.....	4,988	1,366	20	3,602
	511	Enhancement of use of information technology in school education	2,924,683	2,122,235	15,739	786,709
			<u>2,931,971</u>	<u>2,123,901</u>	<u>15,859</u>	<u>792,211</u>

**Head 156 — GOVERNMENT SECRETARIAT:
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Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2004	Revised estimated expenditure for 2004–05	Balance
			\$'000	\$'000	\$'000	\$'000
Capital Account—Cont'd.						
871		<i>Vocational Training Council</i>				
	138	Enhancement of information technology infrastructure and services	176,900	138,580	16,555	21,765
	460	Extension and conversion of the library at Chai Wan Campus into a one-stop resource centre	2,700	—	—	2,700
	465	Setting up the Advanced Digital Intermediate Technology Centre	5,830	—	—	5,830
			<u>185,430</u>	<u>138,580</u>	<u>16,555</u>	<u>30,295</u>
873		<i>Codes of Aid for existing schools</i>				
	275	Periodic inspection and testing of electrical installation	34,273	26,181	660	7,432
	276	Asbestos investigation at school premises	27,519	8,969	5,488	13,062
	337	Furniture and equipment for one new primary school in Quarry Bay built by a private developer	3,784	2,331	400	1,053
			<u>65,576</u>	<u>37,481</u>	<u>6,548</u>	<u>21,547</u>
		Total	<u>4,358,285</u>	<u>2,859,670</u>	<u>201,845</u>	<u>1,296,770</u>