

**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 2006–07	\$34,210.8m
Establishment ceiling 2006–07 (notional annual mid-point salary value) representing an estimated 5 903 non-directorate posts as at 31 March 2006 (including 4 168 posts in government schools) reducing by 103 posts to 5 800 posts as at 31 March 2007 (including 4 077 posts in government schools)	\$2,203.7m
In addition, there will be an estimated 34 directorate posts as at 31 March 2006 and as at 31 March 2007.	
Commitment balance	\$4,609.2m

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 Programme (3) Secondary Education Programme (4) Special Education Programme (5) Other Educational Services and Subventions	These programmes contribute to Policy Area 16: Education (Secretary for Education and Manpower).
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

	2004–05 (Actual)	2005–06 (Original)	2005–06 (Revised)	2006–07 (Estimate)
Financial provision (\$m)	6.8	6.9	7.8 (+13.0%)	7.2 (–7.7%)
				(or +4.3% on 2005–06 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

	2004-05 (Actual)	2005-06 (Original)	2005-06 (Revised)	2006-07 (Estimate)
Financial provision (\$m)				
Government sector	734.1	766.5	714.5	786.8
Subvented sector	9,586.7	10,464.3	9,651.3	9,844.0
	<hr/>	<hr/>	<hr/>	<hr/>
	10,320.8	11,230.8	10,365.8 (-7.7%)	10,630.8 (+2.6%)
				(or -5.3% on 2005-06 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 Public sector primary school places are provided in government and aided schools, currently in the following proportions: government schools (7.5%) and aided schools (92.5%).

6 Apart from public sector schools, subsidised primary school places are offered in Direct Subsidy Scheme (DSS) schools and English Schools Foundation (ESF) schools, both of which receive recurrent subsidies from the Government.

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. Graduate and non-graduate teaching posts in public sector primary schools are in the approved ratio of 35:65 excluding those additional teachers provided under various improvement programmes.

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

	<i>School Year</i>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Plan)
government, aided and DSS primary school places provided on a whole-day basis (%)@	72	84	90
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 (%).....	99.4	99.4	99.4

@ The Government's target, as stated in the 1998 Policy Address, is for virtually all primary school students to enjoy whole-day schooling from the start of the 2007/08 school year. In pursuing this aim, the Government must recognise constraints such as availability of sufficient school sites in individual districts and possible shifts in population distribution. The current goal is to continue to convert more bi-sessional schools to whole-day operation with a view to reaching agreement on whole-day conversion plan with the remaining bi-sessional schools by 2007.

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Indicators

	<i>School Year</i>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Estimate)
primary students	447 100	425 900	406 300
children in the six to 11 age group	452 100	429 200	410 800
gross enrolment ratio (%)	98.9	99.2	98.9
student/teacher ratio in government and aided primary schools.....	19.1:1	18.5:1	18.0:1
government and aided primary schools	653	599	549
primary schools under DSS	11	14	19
whole-day government and aided primary schools	438	467	450
whole-day government and aided primary classes	7 561	8 273	8 634
teachers in government and aided primary schools	20 800	20 200	19 700
teachers in government primary schools with relevant teacher training qualification (%).....	99.4	99.4	99.4
teachers in aided primary schools with relevant teacher training qualification (%).....	94.2	95.6	96.5
teacher wastage rate of government and aided primary schools (%)#.....	8.5	9.4	8.0
schools provided with school-based curriculum development support.....	190	190	190
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	88	61	50

Percentage of teachers of the previous school year who left/are projected to leave the teaching profession (including those joining the Early Retirement Schemes) in the 12-month period prior to September of the respective school years.

Matters Requiring Special Attention in 2006–07

11 During 2006–07, 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 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. The NET scheme will continue to expand with a view to providing one NET per school, subject to progress on recruitment;
- encourage schools to make reference to the curriculum resources developed by the Curriculum Development Council in catering for the special educational needs of students;
- continue to provide additional resources initially up to the 2007/08 school year for public sector primary schools with 12 or more classes to implement specialised teaching. The Bureau will review the effectiveness of the scheme in improving student learning and reducing teachers’ workload and decide on its long-term development;
- continue to enhance professional and resource support for public sector primary schools admitting students with special educational needs;
- continue to provide subsidy to schools for operating school-based after-school learning and support programmes for needy students;
- increase the provision of Capacity Enhancement Grant for public sector primary schools and DSS schools up to the 2007/08 school year to enhance support for teachers; and
- improve student guidance services to public sector primary schools and DSS schools by enhancing the ratio of student guidance personnel from 1:24 or more classes to 1:18 or more classes.

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Programme (3): Secondary Education

	2004-05 (Actual)	2005-06 (Original)	2005-06 (Revised)	2006-07 (Estimate)
Financial provision (\$m)				
Government sector	1,266.0	1,286.1	1,244.0	1,308.0
Subvented sector	14,312.8	15,377.8	15,275.4	15,656.6
	<hr/>	<hr/>	<hr/>	<hr/>
	15,578.8	16,663.9	16,519.4 (-0.9%)	16,964.6 (+2.7%)
				(or +1.8% on 2005-06 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 to meet approved provision targets; and to further improve the quality of secondary education.

Brief Description

13 Public sector secondary school places are provided in government, aided and caput schools, currently in the following proportions: government schools (8.4%), aided schools (90.1%), and caput schools (1.5%).

14 Apart from public sector schools, subsidised secondary school places are offered in DSS schools and ESF schools, both of which receive recurrent subsidies from the Government.

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. Graduate and non-graduate teaching posts in public sector secondary schools are in the approved ratio of 70:30 excluding those additional teachers provided under various improvement programmes.

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

Targets

	<i>School Year</i>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Plan)
public sector secondary schools implementing mother-tongue teaching under the Medium of Instruction Guidance from the 1998/99 secondary 1 intakes	306	310	308
public sector secondary schools being provided with NETs to enhance English language teaching (%)	100	100	100

Indicators

	<i>School Year</i>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Estimate)
secondary 1 to 3 students.....	253 600	254 900	251 800
children in the 12 to 14 age group	255 600	253 300	252 500
gross enrolment ratio (%)	99.2	100.6	99.7
student/teacher ratio in public sector secondary schools	18.1:1	18.0:1	17.9:1
public sector secondary schools	417	421	419
secondary schools under the DSS.....	45	48	55
subsidised secondary 4 and 5 places.....	162 800	164 900	166 000
children in the 15 to 16 age group	174 300	175 500	170 300
subsidised secondary 4 and 5 places as percentage of children in the 15 to 16 age group (%).....	93.4	93.9	97.5

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	<i>School Year</i>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Estimate)
subsidised secondary 6 places	28 400	29 500	29 900
subsidised secondary 4 places two years earlier	75 400	80 800	81 600
subsidised secondary 6 places as percentage of subsidised secondary 4 places two years earlier (%)	37.6	36.5	36.6
subsidised secondary 7 places	27 600	28 500	29 600
teachers in public sector secondary schools	23 300	23 400	23 400
teachers in government secondary schools with relevant teacher training qualification (%)	97.8	98.4	99.0
teachers in aided secondary schools with relevant teacher training qualification (%)	94.3	96.1	97.0
teacher wastage rate of public sector secondary schools (%)#	4.7	4.7	5.9
schools provided with school-based curriculum development support	104	104	104
schools participating in collaborative research and development (“seed”) projects on curriculum development	84	88	85

Percentage of teachers of the previous school year who left/are projected to leave the teaching profession (including those joining the Early Retirement Schemes) in the 12-month period prior to September of the respective school years.

Matters Requiring Special Attention in 2006–07

18 During 2006–07, the Bureau will:

- ensure the provision of sufficient secondary 1 to 7 places in public sector schools to meet the relevant policy targets;
- finalise the curriculum aims and design for all subjects in the new senior secondary curriculum;
- 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;
- continue to pilot the Career Oriented Curriculum at senior secondary level with a view to assuring quality and smooth transition to the implementation of Career Oriented Studies in the new senior secondary curriculum;
- continue to enhance professional and resource support for public sector secondary schools admitting students with special educational needs;
- continue to provide teacher training and develop resource materials to pave the way for implementation of the new senior secondary academic structure in 2009;
- continue to provide subsidy to schools for operating school-based after-school learning and support programmes for needy students; and
- increase the provision of Capacity Enhancement Grant for public sector secondary schools and DSS schools up to the 2007/08 school year to enhance support for teachers.

Programme (4): Special Education

	2004–05 (Actual)	2005–06 (Original)	2005–06 (Revised)	2006–07 (Estimate)
Financial provision (\$m)	1,278.7	1,292.1	1,230.9 (–4.7%)	1,279.2 (+3.9%)
				(or –1.0% on 2005–06 Original)

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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 gifted students and students with various types of disabilities. Children with special educational needs are encouraged to receive education in mainstream 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, despite having additional support, may attend aided special schools. Enrichment and enhancement programmes are conducted to provide challenges and to cater for the needs of gifted students.

21 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. Graduate and non-graduate teaching posts in the primary section of aided special schools are in the approved ratio of 35:65 excluding those additional teachers provided under various improvement programmes. Graduate and non-graduate teaching posts in the secondary section of aided special schools operating junior secondary classes are in the approved ratio of 30:70, whereas the approved ratio for those with senior secondary classes is 70:30, excluding those additional teachers provided under various improvement programmes.

22 All skills opportunity schools completed mainstreaming in August 2005. They all offer secondary education and have been subsumed in Programme (3).

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

Target

	<i>School Year</i>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Plan)
special schools with primary sections provided with an additional teacher or temporary support staff for curriculum development (%).....	100	100	100

Indicators

	<i>School Year</i>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Estimate)
special schools.....	62	62	61
students in special schools.....	7 750	7 800	7 750
teachers in special schools with teacher training and special education training qualification (%).....	72.3	73.8	75.3
teachers in special schools with teacher training qualification (%).....	95.1	95.5	95.9
teachers in special schools with special education training qualifications (%).....	74.5	76.1	77.6
teacher wastage rate of special schools (%)#	8.2	9.6	8.9
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	29	29	8

Percentage of teachers of the previous school year who left/are projected to leave the teaching profession (including those joining the Early Retirement Schemes) in the 12-month period prior to September of the respective school years.

Matters Requiring Special Attention in 2006–07

24 During 2006–07, 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;

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- 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 resources for children with special educational needs and guidelines on school-based gifted development programmes, following the advice of the Curriculum Development Council;
- 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 primary 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 primary school with five or less classes;
- continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools in setting up support network and enabling knowledge and skill transfer to better support students with special educational needs;
- try out an adapted curriculum for the intellectually disabled and develop learning and teaching materials in preparation for the implementation of a six-year secondary education in 2009;
- 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;
- continue to provide teacher training and develop resource materials to pave the way for implementation of the new senior secondary academic structure in 2009;
- continue to provide subsidy to schools for operating school-based after-school learning and support programmes for needy students; and
- increase the provision of Capacity Enhancement Grant to special schools up to the 2007/08 school year to enhance support for teachers.

Programme (5): Other Educational Services and Subventions

	2004–05 (Actual)	2005–06 (Original)	2005–06 (Revised)	2006–07 (Estimate)
Financial provision# (\$m)	880.3	1,082.2	950.9 (–12.1%)	1,025.8 (+7.9%)
				(or –5.2% on 2005–06 Original)

Upon harmonisation of pre-primary services with effect from 1 September 2005, the Bureau has implemented the expansion of the former Kindergarten Subsidy Scheme (which is renamed as Kindergarten and Child Care Centre Subsidy Scheme) to cover not just all eligible kindergartens but also kindergarten-cum-child care centres originally subsidised by the Social Welfare Department and provided financial assistance (such as reimbursement of rents, rates and government rent) to all eligible kindergartens and kindergarten-cum-child care centres. For comparison purpose, relevant provisions in 2004–05 and 2005–06 under Head 170—Social Welfare Department are also reflected here.

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. The Bureau also gives due recognition to teachers with excellent performance and fosters professional development and a collaborative culture among teachers.

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Pre-primary education

27 Upon harmonisation of pre-primary services on 1 September 2005, all pre-primary institutions providing services for children aged zero to six, two to six or three to six, including child care centres supervised by the Social Welfare Department before then, are registered as kindergartens under the Education Ordinance (Cap.279) and are operated as kindergartens or kindergarten-cum-child care centres (except for standalone child care centres for children aged below three which will remain to be supervised by the Social Welfare Department upon harmonisation). Kindergartens hereafter mentioned thus also include kindergarten-cum-child care centres. All kindergartens are privately run. Non-profit-making kindergartens may receive assistance towards rents, rates and government rent so that they can direct more funds to improving the quality of education. Subsidy is also available to kindergartens under the Kindergarten and Child Care Centre Subsidy Scheme (KCSS) to enable the operators to employ trained teachers and child care workers and to pay them the salaries recommended by the Government without having to raise their fees substantially. To ensure that children have access to pre-primary 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>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Plan)
training places for school managers on the implementation of school-based management	827	960	960
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%)	100	100	100

Indicators

	<i>School Year</i>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Estimate)
(a) Teacher development programmes related to curriculum reform for all schools.....	435	460	530
(b) Pre-primary education			
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres)	737#	1 062	1 040
non-profit making kindergartens joining the KCSS	304#	544	554
non-profit-making kindergartens outside the KCSS.....	183#	209	197
private independent kindergartens.....	250#	309	289
students in kindergartens	130 200#	158 300	152 900
students in non-profit-making kindergartens joining the KCSS (%).....	44.7#	48.4	50.5

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	<i>School Year</i>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Estimate)
students in non-profit-making kindergartens outside the KCSS (%).....	28.8#	25.1	24.1
students in private independent kindergartens (%).....	26.5#	26.5	25.4
qualified kindergarten teachers and child care workers (%).....	92.0#	95.1	96.5
<i>(c)</i> Educational support for newly-arrived children/young people			
enrolment of Induction Programme for newly-arrived children/young people.....	1 588	3 240	3 240
enrolment of Initiation Programme for newly-arrived children/young people.....	786	900	900
<i>(d)</i> Home-school co-operation activities subsidised.....	2 425	2 591	2 950

Figures for the 2004/05 school year include only those relating to kindergartens prior to harmonisation of pre-primary services, and do not include those relating to child care centres.

Matters Requiring Special Attention in 2006–07

31 During 2006–07, 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;
- plan and organise the Chief Executive's Award for Teaching Excellence to recognise and encourage teaching excellence and collaborate with various educational bodies in the dissemination of the awarded teaching practices;
- provide additional professional upgrading courses to enhance professionalism of teachers;
- support kindergartens in launching self-evaluation and the quality review mode;
- ensure that all newly-recruited kindergarten principals will have completed the Certificate in Education (Kindergarten) course;
- continue to provide additional in-service Certificate in Education (Kindergarten) training places for serving kindergarten teachers to enhance the quality of pre-primary education;
- continue to provide a principalship training course for serving kindergarten principals;
- continue to provide subsidy under the KCSS and to ensure that kindergartens have achieved 100% qualified kindergarten teaching force (on the basis of the required teaching establishment calculated on a teacher-to-student ratio of 1:15); and
- provide training and support to both school leaders and teachers in preparation for the implementation of the new senior secondary curriculum.

Programme (6): Manpower Development

	2004–05 (Actual)	2005–06 (Original)	2005–06 (Revised)	2006–07 (Estimate)
Financial provision (\$m)	106.4	133.9	115.2 (–14.0%)	125.4 (+8.9%)
				(or –6.3% on 2005–06 Original)

Aim

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

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Brief Description

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

34 The Bureau is advised by the Manpower Development Committee on strategies for developing human resources to meet the manpower needs of Hong Kong. To provide clear and diverse 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 2006–07

35 During 2006–07, 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:

- continue to set up Industry Training Advisory Committees by phases to develop specifications for competency-standards for different industries;
- subject to the enactment of the Accreditation of Academic and Vocational Qualifications Bill, launch a web-based Qualifications Register containing information on qualifications, courses and providers recognised 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

	2004–05 (Actual)	2005–06 (Original)	2005–06 (Revised)	2006–07 (Estimate)
Financial provision (\$m)				
Vocational Training Council (VTC)	1,797.8	1,746.0	1,745.8	1,645.3
Employees Retraining Board (ERB)	374.2	371.8	378.5	381.6
	2,172.0	2,117.8	2,124.3 (+0.3%)	2,026.9 (–4.6%)
				(or –4.3% on 2005–06 Original)

Aim

36 The aim is to provide vocational education and training (VET), 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 a comprehensive system and services of VET and skills upgrading. The services are provided through its training and development (T&D) centres and the Hong Kong Institute of Vocational Education (IVE). Its 18 T&D 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. Moreover, VTC is assisted by a complex of general committees and training boards which advise on cross-sector and sector-specific vocational education and training matters respectively.

38 In achieving its objectives, the VTC provides full-time pre-employment VET courses mainly for secondary 3 and secondary 5 school leavers in a wide range of disciplines from applied science, design and engineering to information technology and hotel and tourism, at levels ranging from post secondary 3 to technologist level. It also offers part-time VET courses in various disciplines of studies for people who are already in employment aspiring to acquire a higher qualification or to upgrade their skills to meet market needs.

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39 Since 2003–04, the VTC has supported the Bureau to diversify the senior secondary curriculum and to enrich the learning experiences of senior secondary students through participation in the pilot Career Oriented Curriculum (COC) scheme by offering a wide range of vocational courses for secondary 4 and secondary 5 students. To step up efforts to help address the non-engaged youth (NEY) problems, particularly those at below secondary 3 level, VTC has expanded its pilot Vocational Development Programme (VDP) to include new areas such as sports, hair design fundamental, professional beauty care and dancing performance. The VTC has also set up a Youth College at its So Uk campus as a “home base” for these youths and more youth colleges will be set up in the coming years at the three VTC Training Centre Complexes in Kowloon Bay, Kwai Chung and Pokfulam.

40 The VTC is also responsible, through its Apprenticeship Unit, 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), and other trades registered on a voluntary basis.

ERB

41 The ERB, a statutory body established under the Employees Retraining Ordinance (Cap. 423), is responsible for the provision of retraining and placement services to assist eligible persons, most being less educated and of older age, to acquire new or more advanced skills to enhance their employability. The retraining programmes and placement services are currently delivered through a network of 57 training bodies.

42 Through vigilant monitoring of the employment market, the ERB develops and offers a wide range of training courses geared to the competence of its retrainees. It has operated successfully the Integrated Scheme for Local Domestic Helpers (LDHs) which combines retraining, skill assessments and job matching services for LDHs. Similar model has been applied to training for personal care workers, security and property attendants, masseurs and other job categories, earning credibility amongst relevant industries.

43 The key performance indicators under this programme are:

VTC

	<i>Academic Year</i>		
	2004/05 (Actual)	2005/06 (Revised Estimate)	2006/07 (Estimate)
<i>(a) Vocational Training</i>			
pre-employment training courses			
trainee places provided	8 064	9 500	13 420
trainee hours provided	6 795 677	6 785 890	7 602 410
enrolment rate (%)	89	100	100
completion rate (%)	85	80	80
employment rate (of economically active graduates) (%)	85@	85	85
in-service skills upgrading and other training courses			
trainee places provided	104 906	101 040	103 080
trainee hours provided	1 630 892	1 697 170	1 698 390
enrolment rate (%)	108#	100	100
completion rate (%)	96	90	90
<i>(b) Vocational Education</i>			
full-time students places	32 912	32 660	34 220
part-time day students places	6 267	8 410	8 850
part-time evening students places	19 255	22 890	23 500
total	58 434	63 960	66 570
enrolment rate (full-time equivalent) (%)	106#	100	100
retention rate			
full-time (%)	95	92	92
part-time day (%)	86	85	85
part-time evening (%)	94	85	85
employment rate (of economically active graduates) – full-time students (%)	85@	85	85
<i>(c) Apprentice Training</i>			
inspections of establishments employing registered apprentices	15 377	16 000	16 000
registered apprentices (as at the end of the financial year)	2 910	3 800	3 800

@ Provisional figure. Actual figure will be available in April 2006.

Percentage exceeds 100% due to over-enrolment.

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

ERB

	2004–05 (Actual)	2005–06 (Revised Estimate)	2006–07 (Estimate)
retraining places			
full-time courses	53 811	52 560	53 200
part-time courses.....	57 656	53 290	47 100§
special programmes^	2 898	3 140	3 040
total@	114 365	108 990	103 340
capacity utilisation rate (%).....	94	85#	85#
completion rate (%)	93	80#	80#
placement rate of full-time placement-tied retraining courses (%).....	82	70#	70#
placement rate of full-time placement-tied retraining courses in jobs relevant to training (%).....	67	60#	60#

§ This includes 500 part-time training places for LDH which are placement-tied.

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

@ The decreasing number of training places is primarily due to reduction of part-time courses on basic general skills.

These performance indicators set out the minimum levels for training bodies to achieve.

Matters Requiring Special Attention in 2006–07

VTC

44 During 2006–07, the VTC will:

- map out the strategies and implementation plans to align the VTC's academic and training system with the new academic structure for senior secondary and higher education;
- support more social programmes for the NEYs and develop courses for the ethnic minority groups to help the Government's efforts in alleviating poverty;
- closely monitor the effectiveness of the integration of IVE campuses and T&D Centres, with focus on curriculum integration;
- steer curriculum improvements, branding, enhancement of industry linkage and improvement of the learning environment to support a quality foundation design education under the Design Institute of Hong Kong set up by integrating the main design and related departments in IVE; and
- expand VET services in the Mainland that are of benefits to Hong Kong residents, including vocational skills certification, staff and student exchanges and mutual recognition of academic qualifications.

ERB

45 During 2006–07, the ERB will:

- develop more new retraining courses with potential employment opportunities, including massage and foot reflexology training, courses for hotel and catering industries, and introduce common skill assessments for these courses;
- offer more skill training courses and modules related to home services training, including cookery, baby-sitting, child care and home elderly care to LDH retrainees as well as other eligible applicants to meet the changing market needs, 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

	2004–05 (Actual)	2005–06 (Original)	2005–06 (Revised)	2006–07 (Estimate)
Financial provision (\$m)	2,211.2	1,435.8	1,980.8 (+38.0%)	2,150.9 (+8.6%)

(or +49.8% on
2005–06 Original)

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION AND MANPOWER BUREAU

Aim

46 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

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

48 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 implements the reform proposals for the academic structure for senior secondary and higher education.

49 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 extended to 18 secondary schools in the 2005/06 school year the pilot Yi Jin/Secondary Schools Collaboration Project that provides an additional progression pathway for students who do not wish to pursue the conventional senior secondary curriculum.

Matters Requiring Special Attention in 2006–07

50 During 2006–07, the Bureau will:

- support the provision of sufficient post-secondary education opportunities so that 60% of our senior secondary school leavers will have access to post-secondary education;
- continue to facilitate the development of Hong Kong as the regional education hub by allowing more non-local students to enter Hong Kong for studies and by encouraging student exchange activities;
- review the future development of Project Yi Jin and Yi Jin/Secondary Schools Collaboration Project under the new academic structure for senior secondary education;
- oversee the implementation of 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;
- continue to support the 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;
- continue to implement the information technology in education strategy for further integration of information technology into the learning and teaching process;
- assist and provide support to aided schools in setting up an Incorporated Management Committee under the Education Ordinance (Cap. 279);
- work with the Standing Committee on Language Education and Research in implementing the recommendations of a comprehensive review of language education and continuing to identify further measures to strengthen support in language education at all key stages and in the community;
- oversee the implementation of education reform measures recommended by the Education Commission;
- oversee the implementation of education reform measures leading to the implementation of a new academic structure of senior secondary and higher education;
- oversee the design of Basic Competency Assessments comprising Student Assessment and Territory-wide System Assessment and conduct the Territory-wide System Assessment at primary 3, primary 6 and secondary 3 levels in mid-2006 after having launched the Student Assessment for these three levels;
- 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;
- promote learning to learn through the four key tasks, namely, moral and civic education, reading to learn, project learning and the use of information technology for interactive learning, under the new curriculum framework in public sector schools;
- 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;

**Head 156 — GOVERNMENT SECRETARIAT:
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- continue to provide schools with relevant tools and data to conduct self-evaluation to complete the first cycle of External School Review;
- continue to promote and support public sector schools in using the web-based School Administration and Management System after rollout;
- oversee the implementation of financial assistance schemes undertaken by the Student Financial Assistance Agency; and
- support the modernisation and development of the examination systems of the Hong Kong Examinations and Assessment Authority.

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

ANALYSIS OF FINANCIAL PROVISION

Programme	2004-05 (Actual) (\$m)	2005-06 (Original) (\$m)	2005-06 (Revised) (\$m)	2006-07 (Estimate) (\$m)
(1) Director of Bureau's Office	6.8	6.9	7.8	7.2
(2) Primary Education.....	10,320.8	11,230.8	10,365.8	10,630.8
(3) Secondary Education.....	15,578.8	16,663.9	16,519.4	16,964.6
(4) Special Education.....	1,278.7	1,292.1	1,230.9	1,279.2
(5) Other Educational Services and Subventions.....	880.3	1,082.2	950.9	1,025.8
(6) Manpower Development.....	106.4	133.9	115.2	125.4
(7) Vocational Education and Training.....	2,172.0	2,117.8	2,124.3	2,026.9
(8) Policy and Support.....	2,211.2	1,435.8	1,980.8	2,150.9
	<hr/>	<hr/>	<hr/>	<hr/>
	32,555.0	33,963.4	33,295.1 (-2.0%)	34,210.8 (+2.8%)
				(or +0.7% on 2005-06 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2006-07 is \$0.6 million (7.7%) lower than the revised estimate for 2005-06. This is mainly due to payment of contract gratuity for two staff in Director of Bureau's Office in 2005-06.

Programme (2)

Provision for 2006-07 is \$265.0 million (2.6%) higher than the revised estimate for 2005-06. This is mainly due to the salary increments, full-year provision for various initiatives including upgrading of teaching posts to lead English teaching, additional provision for NETs, improvement of teacher-to-class ratio, school-based after-school learning and support programmes for needy students and full-year effect of enhancing the provision of Capacity Enhancement Grant, partly offset by reduction of classes in primary schools. There will be a deletion of 21 posts in 2006-07 due to reduced staffing requirement and contracting out of janitor services in government primary schools.

Programme (3)

Provision for 2006-07 is \$445.2 million (2.7%) higher than the revised estimate for 2005-06. This is mainly due to the salary increments, provision for additional secondary classes, additional provision for NETs, school-based after-school learning and support programmes for needy students, full-year effect of enhancing the provision of Capacity Enhancement Grant, and measures to support the development of the new academic structure for senior secondary education, partly offset by the completion of payment for the injection into the Early Retirement Ex-gratia Payment Fund for Aided Secondary School Teachers in 2005-06. There will be a net deletion of 70 posts in 2006-07 due to reduced staffing requirement and contracting out of janitor services in government secondary schools.

Programme (4)

Provision for 2006-07 is \$48.3 million (3.9%) higher than the revised estimate for 2005-06. This is mainly due to the salary increments, additional provision for NETs, school-based after-school learning and support programmes for needy students and measures to support the development of the new academic structure for senior secondary education.

Programme (5)

Provision for 2006-07 is \$74.9 million (7.9%) higher than the revised estimate for 2005-06. This is mainly due to the offering of additional early childhood education courses and measures to support the development of the new academic structure for senior secondary education. There will be a deletion of five posts in 2006-07.

Programme (6)

Provision for 2006-07 is \$10.2 million (8.9%) higher than the revised estimate for 2005-06. This is mainly due to the additional provision for developing and implementing qualifications framework, and higher cash flow requirements for non-recurrent items.

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Programme (7)

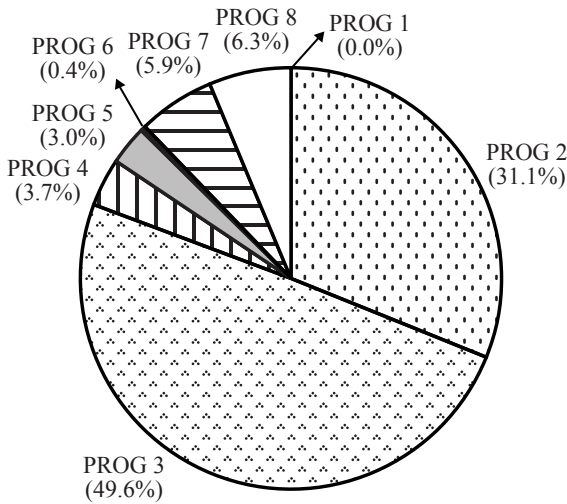
Provision for 2006–07 is \$97.4 million (4.6%) lower than the revised estimate for 2005–06. This is mainly due to the implementation of productivity enhancement measures and reduced capital expenditure for VTC.

Programme (8)

Provision for 2006–07 is \$170.1 million (8.6%) higher than the revised estimate for 2005–06. This is mainly due to the additional provision for payment of grant to support the modernisation and development of the examination systems of the Hong Kong Examinations and Assessment Authority, implementing curriculum reform, information technology in education strategy, measures to support the development of the new academic structure for senior secondary education and additional requirement for basic competency assessment. There will be a deletion of seven posts in 2006–07.

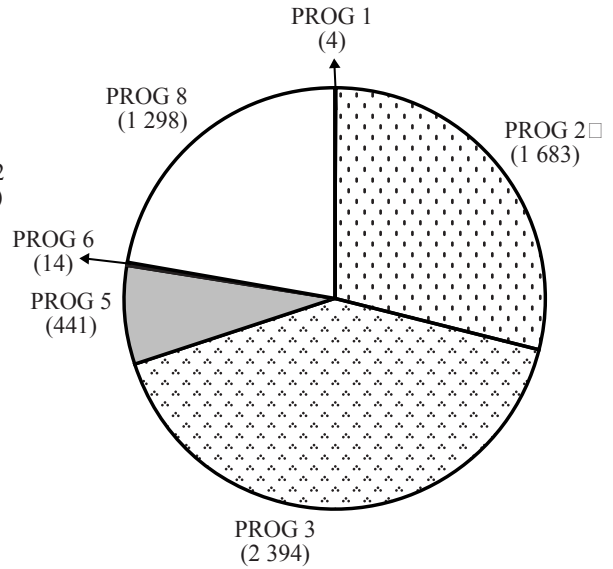
**Head 156 — GOVERNMENT SECRETARIAT:
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*Allocation of provision
to programmes
(2006-07)*



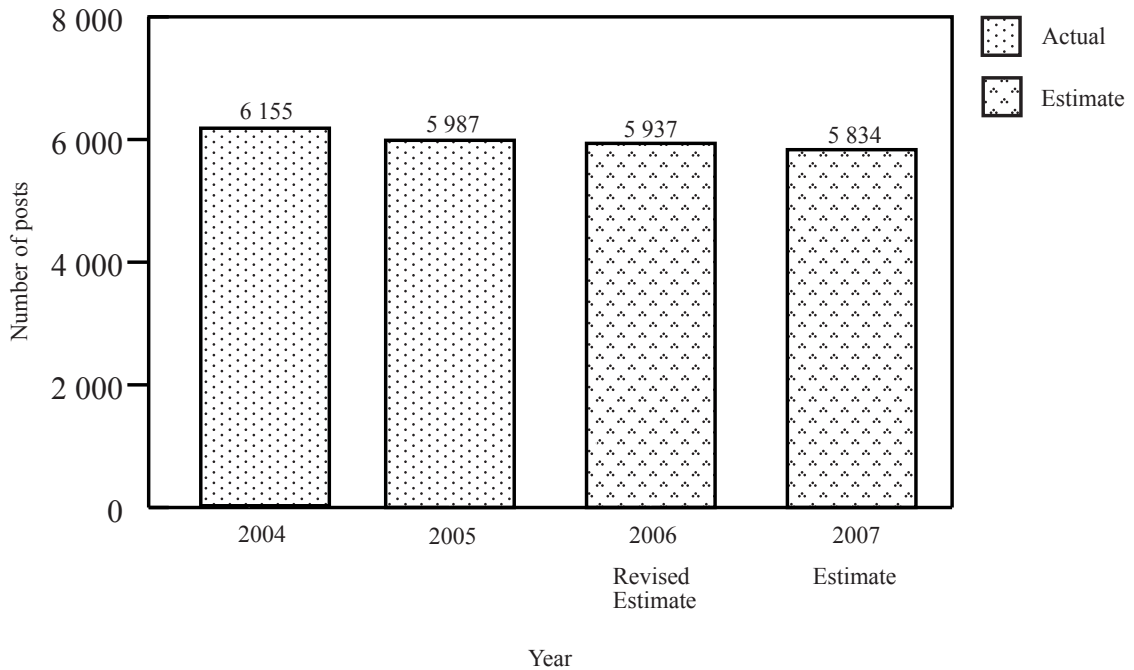
(Provision for PROG 1 represents 0.02% of the overall provision. The percentage is not shown here due to rounding.)

*Staff by programme
(as at 31 March 2007)*



(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:
EDUCATION AND MANPOWER BUREAU**

Sub-head (Code)		Actual expenditure 2004-05	Approved estimate 2005-06	Revised estimate 2005-06	Estimate 2006-07
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	30,723,618	33,211,141	31,105,654	32,406,459
003	Recoverable salaries and allowances (General)	23,233			
	<i>Deduct reimbursements</i> <i>Cr.23,233</i>	—	—	—	—
	Total, Recurrent.....	30,723,618	33,211,141	31,105,654	32,406,459
Non-Recurrent					
700	General non-recurrent.....	1,220,335	180,682	1,651,635	1,211,457
	Self-employment Business Start-up Assistance Scheme	58	—	100	—
	Total, Non-Recurrent.....	1,220,393	180,682	1,651,735	1,211,457
	Total, Operating Account	31,944,011	33,391,823	32,757,389	33,617,916
Capital Account					
Plant, Equipment and Works					
603	Plant, vehicles and equipment	137,201	7,239	5,042	425
	Minor plant, vehicles and equipment (block vote)	—	2,700	2,700	—
	Total, Plant, Equipment and Works	137,201	9,939	7,742	425
Subventions					
871	Vocational Training Council	5,450	30,295	30,295	17,319
873	Codes of Aid for existing schools.....	2,983	6,599	5,205	1,205
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	2,339	3,995	3,842	3,406
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote).....	331,567	404,348	404,348	404,348
950	Hong Kong Examinations and Assessment Authority	—	—	16,510	139,530
976	Vocational Training Council (block vote).....	26,850	26,649	26,649	26,649
	Colour television receivers, videocassette recorders and tapes (block vote)	325	—	—	—
	Miscellaneous educational services	5,976	—	—	—
	Hong Kong Council for Academic Accreditation	3,470	—	—	—
	Total, Subventions.....	378,960	471,886	486,849	592,457
	Total, Capital Account	516,161	481,825	494,591	592,882
	Total Expenditure	<u>32,460,172</u>	<u>33,873,648</u>	<u>33,251,980</u>	<u>34,210,798</u>

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

Details of Expenditure by Subhead

The estimate of the amount required in 2006–07 for the salaries and expenses of the Education and Manpower Bureau is \$34,210,798,000. This represents an increase of \$958,818,000 over the revised estimate for 2005–06 and of \$1,750,626,000 over actual expenditure in 2004–05.

Operating Account

Recurrent

2 Provision of \$32,406,459,000 under *Subhead 000 Operational expenses* is for the salaries, allowances and other operating expenses of the Education and Manpower Bureau. The financial provision has taken into account transitional subsidy to caput schools in a way similar to the existing arrangements for aided schools if they receive less recurrent subsidy as if they were caput schools after joining the Direct Subsidy Scheme in the first five years.

3 The establishment as at 31 March 2006 will be 5 935 permanent posts and two supernumerary posts. It is expected that there will be a net deletion of 103 posts in 2006–07. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2006–07, but the notional annual mid-point salary value of all such posts must not exceed \$2,203,673,000.

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

	2004–05 (Actual) (\$'000)	2005–06 (Original) (\$'000)	2005–06 (Revised) (\$'000)	2006–07 (Estimate) (\$'000)
Personal Emoluments				
- Salaries	2,509,273	2,526,106	2,412,898	2,453,387
- Allowances	15,659	16,770	16,413	16,554
- Job-related allowances	2,399	2,666	1,943	1,778
Personnel Related Expenses				
- Mandatory Provident Fund contribution	5,696	6,350	6,350	6,350
- Civil Service Provident Fund contribution	—	150	—	—
Departmental Expenses				
- Temporary staff	175,188	224,052	230,221	266,968
- Remuneration for special appointments	56,183	66,854	54,269	74,704
- General departmental expenses	331,883	523,307	420,665	473,075
Other Charges				
- Teacher training	70,174	150,094	124,573	134,652
- Curriculum Development Institute	223,886	256,458	245,007	267,337
- Subject and curriculum block grant for government schools	65,274	78,744	80,680	147,675
- School extra-curricular activities, programmes, grants and prizes	14,337	23,053	22,492	34,772
Subventions				
- Code of Aid for primary schools	9,122,584	9,983,240	9,139,454	9,261,952
- Code of Aid for secondary schools	12,547,843	13,491,635	12,689,623	13,363,393
- Mortgage Interest Subsidy Scheme	23,499	24,210	21,170	20,100
- Code of Aid for special schools	1,254,231	1,270,825	1,201,815	1,245,414
- Direct Subsidy Scheme	1,218,485	1,423,903	1,382,879	1,606,117
- Kindergarten and Child Care Centre Subsidy Scheme	138,050	149,858	161,628	194,017
- Assistance to private secondary schools and bought places	235,872	234,335	232,138	209,338
- English Schools Foundation junior schools	119,820	117,296	116,874	113,727
- English Schools Foundation secondary schools	174,635	170,030	170,369	166,752
- Refund of rents and rates to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms ..	175,611	213,307	200,985	243,055
- Miscellaneous educational services	96,845	189,853	104,326	122,446

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

	2004–05 (Actual) (\$'000)	2005–06 (Original) (\$'000)	2005–06 (Revised) (\$'000)	2006–07 (Estimate) (\$'000)
Subventions— <i>Cont'd.</i>				
- Remedial services for mildly disabled children in kindergartens.....	6,514	7,209	1,656	—
- Vocational Training Council.....	1,765,544	1,689,032	1,688,832	1,601,320
- Employees Retraining Board	374,133	371,804	378,394	381,576
	30,723,618	33,211,141	31,105,654	32,406,459

5 Provision of \$23,233,000 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
- \$21,403,000 to be reimbursed by the Vocational Training Council for salaries and allowances of civil servants working in the Council and its skills centres.

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

Capital Account

Subventions

6 Provision of \$3,406,000 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. The provision in 2006–07 represents a decrease of \$436,000 (11.3%) against the revised estimate for 2005–06. This is mainly due to decreased requirement for replacement and new furniture and equipment.

7 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.

8 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 31.3.2005	Revised estimated expenditure for 2005–06	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	2,400	2,400
	027	Project Yi Jin	435,000	135,040	57,800	242,160
	031	Skills Upgrading Scheme	400,000	173,552	57,000	169,448
	032	Consultation relating to and publicity for the Education Reform.....	7,500	3,485	2,500	1,515
	034	Accreditation grant to providers of post-secondary programmes.....	30,000	14,324	3,700	11,976
	301	An evaluation and development of classification and assessment tools for children with special education needs	5,490	37	1,049	4,404
	319	Study on strategies to cope with individual differences in academic abilities of primary school pupils.....	22,360	21,758	350	252
	321	Hiring of outside expertise for Quality Assurance Inspection	10,000	9,753	100	147
	324	Consultancy study to review the progress and achievements of the use of information technology in school education	10,000	7,375	1,105	1,520
	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	2,750	1,834	416
	331	Parent education	50,000	29,571	10	20,419
	334	Provision of gifted education services...	9,900	5,756	900	3,244
	335	Study on Enrichment of Language Learning Environment	6,300	4,935	423	942
	338	Impact of the reform of the Primary One Admission System on primary education	8,500	93	1,984	6,423
	339	Impact of the reform of the Secondary School Places Allocation System on primary education	8,500	1,447	1,000	6,053
	340	Impact of the reform of the Secondary School Places Allocation System on secondary education.....	9,200	1,802	2,171	5,227
	433	Youth Sustainable Development and Engagement Fund	50,000	4,280	18,000	27,720
	496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education	2,447,200	—	255,025	2,192,175

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

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2005	Revised estimated expenditure for 2005–06	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account—Cont'd.</i>						
700	<i>General non-recurrent—Cont'd.</i>					
498	Opening up school premises for community use		10,000	—	2,290	7,710
914	Implementation of information technology in education strategy.....		164,500	32,914	30,586	101,000
923	Promotion of national education.....		10,000	—	5,798	4,202
924	Grant for establishment of incorporated management committee in aided schools.....		350,000	—	72,100	277,900
936	Grant to the Language Fund		1,100,000	—	600,000	500,000
			<u>5,156,450</u>	<u>451,072</u>	<u>1,118,125</u>	<u>3,587,253</u>
<i>Capital Account</i>						
603	<i>Plant, vehicles and equipment</i>					
511	Enhancement of use of information technology in school education.....		2,924,683	2,125,220	622	798,841
			<u>2,924,683</u>	<u>2,125,220</u>	<u>622</u>	<u>798,841</u>
871	<i>Vocational Training Council</i>					
138	Enhancement of information technology infrastructure and services.....		176,900	144,030	21,765	11,105
818	Installation of integrated cooking and ventilation facilities in the kitchens of the training restaurants at Hotel, Services and Tourism Studies Department of Institute of Vocational Education, Chai Wan Campus		2,001	—	—	2,001
821	Replacement of the library automated system of Vocational Training Council.....		8,165	—	—	8,165
			<u>187,066</u>	<u>144,030</u>	<u>21,765</u>	<u>21,271</u>
873	<i>Codes of Aid for existing schools</i>					
275	Periodic inspection and testing of electrical installation		34,273	26,460	629	7,184
276	Asbestos investigation at school premises		27,519	10,940	4,300	12,279
			<u>61,792</u>	<u>37,400</u>	<u>4,929</u>	<u>19,463</u>

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

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2005	Revised estimated expenditure for 2005–06	Balance
			\$'000	\$'000	\$'000	\$'000
Capital Account—Cont'd.						
950		<i>Hong Kong Examinations and Assessment Authority</i>				
	808	Grant to support the modernisation and development of the examination systems of the Hong Kong Examinations and Assessment Authority	198,870	—	16,510	182,360
			<u>198,870</u>	<u>—</u>	<u>16,510</u>	<u>182,360</u>
		Total	<u>8,528,861</u>	<u>2,757,722</u>	<u>1,161,951</u>	<u>4,609,188</u>