

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

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

<b>Estimate 2007–08</b> .....	<b>\$35,799.1m</b>
<b>Establishment ceiling 2007–08</b> (notional annual mid-point salary value) representing an estimated 5 799 non-directorate posts as at 31 March 2007 (including 4 067 posts in government schools) increasing by 16 posts to 5 815 posts as at 31 March 2008 (including 3 984 posts in government schools).....	<b>\$2,225.9m</b>
In addition, there will be an estimated 35 directorate posts as at 31 March 2007 reducing by two posts to 33 posts as at 31 March 2008.	
<b>Commitment balance</b> .....	<b>\$2,813.3m</b>

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**Controlling Officer's Report**

**Programmes**

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

**Detail**

**Programme (1): Director of Bureau's Office**

	2005–06 (Actual)	2006–07 (Original)	2006–07 (Revised)	<b>2007–08 (Estimate)</b>
Financial provision (\$m)	7.7	7.2	7.2 (—)	<b>7.7</b> (+6.9%)
				(or +6.9% on 2006–07 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.

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

**Programme (2): Primary Education**

	2005-06 (Actual)	2006-07 (Original)	2006-07 (Revised)	<b>2007-08 (Estimate)</b>
Financial provision (\$m)				
Government sector	720.1	786.8	764.7	<b>783.0</b>
Subvented sector	9,503.9	9,844.0	9,412.1	<b>9,727.0</b>
	<u>10,224.0</u>	<u>10,630.8</u>	<u>10,176.8</u> (-4.3%)	<b>10,510.0</b> (+3.3%)
				(or -1.1% on 2006-07 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 (7.6%) and aided schools (92.4%).

**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** Since the introduction of the open and flexible curriculum framework with the main aim of learning to learn and whole person development, primary schools have implemented the curriculum reform with sustainable changes in the culture of learning and teaching as well as in teachers' professional development. Students have become more autonomous learners by developing generic capabilities and have acquired the core value and attitudes in realising the main goals of curriculum reform.

**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>		<b>2007/08 (Plan)</b>
	2005/06 (Actual)	2006/07 (Revised Estimate)	
government, aided and DSS primary school places provided on a whole-day basis (%)@ .....	84	90	<b>96</b>
government and aided primary schools under the Native-speaking English Teacher (NET) and English Language Teaching Assistant Scheme (%).....	100	100	<b>100</b>
government and aided primary schools provided with an additional teacher or staffing support for curriculum development (%).....	99.4	99.4	<b>100</b>

@ 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 about ten remaining bi-sessional schools by 2007.

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

*Indicators*

	<i>School Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	2007/08 (Estimate)
primary students .....	425 900	410 500	<b>392 300</b>
children in the six to 11 age group .....	436 800	416 900	<b>400 200</b>
student/teacher ratio in government and aided primary schools .....	18.4:1	17.6:1	<b>17.3:1</b>
government and aided primary schools .....	599	543	<b>520</b>
primary schools under DSS .....	14	18	<b>19</b>
whole-day government and aided primary schools.....	467	452	<b>451</b>
whole-day government and aided primary classes.....	8 273	8 591	<b>8 899</b>
teachers in government and aided primary schools .....	20 300	20 300	<b>19 800</b>
teachers in government primary schools with relevant teacher training qualification (%) .....	99.4	99.0	<b>99.0</b>
teachers in aided primary schools with relevant teacher training qualification (%).....	95.6	95.5	<b>95.5</b>
teacher wastage rate of government and aided primary schools (%)# .....	9.3	7.9	<b>7.5</b>
schools provided with school-based professional support§.....	461	460	<b>490</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	61	55	<b>50</b>

# 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.

§ Scope of the indicator expanded as from the 2007–08 Estimates to include schools supported by various programmes under the Education Development Fund.

***Matters Requiring Special Attention in 2007–08***

**11** During 2007–08, 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 support the curriculum development of all public sector primary schools by providing, from the 2007/08 school year, an additional teaching post in the permanent staff establishment for each school with six classes or above and a cash grant for each 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 implementation of 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 support specialised teaching by providing additional teaching posts in the permanent staff establishment for all public sector primary schools;
- continue to provide 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;
- continue to provide subsidy to schools with high concentration of disadvantaged students to implement small class teaching progressively from primary 1 to primary 3;
- 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
- continue to implement the School-based Professional Support Programmes for primary schools with a view to providing more coherent professional support to schools to strengthen their capacity in taking forward the education reform measures.

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

**Programme (3): Secondary Education**

	2005-06 (Actual)	2006-07 (Original)	2006-07 (Revised)	<b>2007-08 (Estimate)</b>
Financial provision (\$m)				
Government sector	1,223.8	1,308.0	1,274.6	<b>1,269.5</b>
Subvented sector	15,163.2	15,656.6	15,028.6	<b>15,896.9</b>
	<u>16,387.0</u>	<u>16,964.6</u>	<u>16,303.2</u> (-3.9%)	<b><u>17,166.4</u></b> (+5.3%)
				(or +1.2% on 2006-07 Original)

**Aim**

**12** The aim is to provide free and universal schooling for every child aged 12 to 14 inclusive, to make available 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 (8.2%), aided schools (90.5%), and caput schools (1.3%).

**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** Since the introduction of the open and flexible curriculum framework with the main aim of learning to learn and whole person development, secondary schools have implemented the curriculum reform with sustainable changes in the culture of learning and teaching as well as in teachers' professional development. Students have become more autonomous learners by developing generic capabilities and have acquired the core value and attitudes in realising the main goals of curriculum reform.

**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:

**Target**

	<i>School Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	<b>2007/08 (Plan)</b>
public sector secondary schools being provided with NETs to enhance English language teaching (%).....	100	100	<b>100</b>

**Indicators**

	<i>School Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	<b>2007/08 (Estimate)</b>
secondary 1 to 3 students.....	254 900	256 000	<b>250 300</b>
children in the 12 to 14 age group.....	254 300	256 100	<b>255 900</b>
student/teacher ratio in public sector secondary schools.....	18.0:1	17.2:1	<b>17.1:1</b>
public sector secondary schools.....	421	418	<b>413</b>
secondary schools under the DSS.....	48	55	<b>56</b>
subsidised secondary 4 and 5 places.....	165 500	166 200	<b>166 700</b>
children in the 15 to 16 age group.....	175 500	170 800	<b>169 600</b>
subsidised secondary 6 places.....	29 000	29 200	<b>29 500</b>
subsidised secondary 4 places two years earlier.....	80 800	81 600	<b>82 300</b>
subsidised secondary 6 places as percentage of subsidised secondary 4 places two years earlier (%).....	36.0	35.8	<b>35.8</b>
subsidised secondary 7 places.....	28 400	29 000	<b>29 100</b>

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

	<i>School Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	2007/08 (Estimate)
teachers in public sector secondary schools .....	23 400	24 300	<b>24 300</b>
teachers in government secondary schools with relevant teacher training qualification (%) .....	98.6	96.5	<b>96.5</b>
teachers in aided secondary schools with relevant teacher training qualification (%) .....	96.4	96.0	<b>96.0</b>
teacher wastage rate of public sector secondary schools (%)Ω .....	4.7	5.8	<b>6.0</b>
schools provided with school-based professional supportφ.....	305	300	<b>320</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	89	100	<b>90</b>
public sector secondary schools implementing mother- tongue teaching under the Medium of Instruction Guidance from the 1998/99 secondary 1 intakesΔ.....	310	307	<b>302</b>

Ω 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.

φ Scope of the indicator expanded as from the 2007–08 Estimates to include schools supported by various programmes under the Education Development Fund.

Δ This will be presented as an indicator as from the 2007–08 Estimates.

***Matters Requiring Special Attention in 2007–08***

**18** During 2007–08, the Bureau will:

- ensure the provision of sufficient secondary 1 to 7 places in public sector schools to meet the relevant policy targets;
- finalise details of the curriculum and assessment frameworks 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 implementation of NET scheme;
- continue to facilitate public sector secondary schools to strengthen students’ self-discipline, confidence and resilience through the Enhanced Smart Teen 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 Applied Learning courses (formerly known as Career Oriented Curriculum) at senior secondary level with a view to providing a wider spectrum of quality assured courses and facilitating the institutionalisation of Applied Learning in the new senior secondary curriculum;
- continue to provide professional and resource support for public sector secondary schools admitting students with low academic achievements or special educational needs;
- continue to provide teacher training and develop resource materials to pave way for the 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;
- 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; and
- continue to implement the School-based Professional Support Programmes for secondary schools with a view to providing more coherent professional support to schools to strengthen their capacity in taking forward the education reform measures.

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

**Programme (4): Special Education**

	2005–06 (Actual)	2006–07 (Original)	2006–07 (Revised)	<b>2007–08 (Estimate)</b>
Financial provision (\$m)	1,184.4	1,279.2	1,215.9 (–4.9%)	<b>1,325.3</b> (+9.0%)
				(or +3.6% on 2006–07 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 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** The key performance measures in respect of special education are:

**Target**

	<i>School Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	<b>2007/08 (Plan)</b>
special schools with primary sections provided with an additional teacher or staffing support for curriculum development (%).....	100	100	<b>100</b>

**Indicators**

	<i>School Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	<b>2007/08 (Estimate)</b>
special schools.....	62	61	<b>60</b>
students in special schools.....	7 800	7 850	<b>7 900</b>
teachers in special schools.....	1 380	1 390	<b>1 400</b>
teachers in special schools with teacher training and special education training qualification (%).....	74.9	74.7	<b>74.7</b>
teachers in special schools with teacher training qualification (%).....	96.0	96.3	<b>96.3</b>
teachers in special schools with special education training qualifications (%).....	76.9	76.3	<b>76.3</b>
teacher wastage rate of special schools (%) <sup>β</sup> .....	9.9	9.8	<b>9.8</b>
schools provided with school-based professional support <sup>ψ</sup> ....	15	20	<b>20</b>

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

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	<i>School Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	<b>2007/08 (Estimate)</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	0	11	<b>11</b>
β 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.			
Ψ Scope of the indicator expanded as from the 2007–08 Estimates to include schools supported by various programmes under the Education Development Fund.			

***Matters Requiring Special Attention in 2007–08***

**23** During 2007–08, 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 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 support the curriculum development by providing, from the 2007/08 school year, an additional teaching post in the permanent staff establishment for each aided special primary school with six classes or above and a cash grant for each 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 the new senior secondary academic structure in 2009;
- continue to provide teacher training and to develop resource materials to pave way for the 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;
- increase the provision of Capacity Enhancement Grant to special schools up to the 2007/08 school year to enhance support for teachers; and
- continue to implement the School-based Professional Support Programmes for special schools with a view to providing more coherent professional support to schools to strengthen their capacity in taking forward the education reform measures.

**Programme (5): Other Educational Services and Subsidies**

	2005–06 (Actual)	2006–07 (Original)	2006–07 (Revised)	<b>2007–08 (Estimate)</b>
Financial provision (\$m)	874.7@	1,025.8	1,365.6 (+33.1%)	<b>3,048.8</b> (+123.3%)
				(or +197.2% on 2006–07 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 rent, rates and government rent) to all eligible kindergartens and kindergarten-cum-child care centres. For comparison purpose, relevant provision in 2005–06 under Head 170—Social Welfare Department is also reflected here.

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

### *Aim*

24 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*

25 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.

#### *Pre-primary education*

26 Upon harmonisation of pre-primary services on 1 September 2005, all pre-primary institutions 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). Kindergartens hereafter mentioned thus also include kindergarten-cum-child care centres. All kindergartens are privately run. Non-profit-making kindergartens may receive assistance towards rent, 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 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.

27 The Pre-primary Education Voucher Scheme (PEVS) will be introduced with effect from the 2007/08 school year to provide direct fee subsidy for parents with eligible children attending classes in eligible kindergartens, and to enhance the quality of pre-primary education. Financial support will also be provided for kindergarten principals and teachers for professional upgrading in the coming five years. Existing assistance schemes for kindergartens and their students, including the KCSS and the fee remission scheme mentioned above, will be realigned as appropriate with the implementation of the PEVS.

#### *Educational support for newly-arrived children and young people*

28 Apart from providing school places for newly-arrived children/young people (including newly-arrived non-Chinese speaking children and children of returning residents), 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.

#### *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 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:

#### *Target*

	<i>School Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	<b>2007/08 (Plan)</b>
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%).....	100	100	<b>100</b>

#### *Indicators*

	<i>School Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	<b>2007/08 (Estimate)</b>
(a) Teacher development programmes related to curriculum reform for all schools.....	641	580	<b>600</b>

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

	<i>School Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	2007/08 (Estimate)
(b) Training places for school managers on the implementation of school-based management $\Delta$ .....	833	960	<b>960</b>
(c) Pre-primary education#			
include kindergarten-cum-child care centres).....	1 062	1 015	<b>1 035</b>
students in kindergartens.....	158 300	150 400	<b>168 700<sup>^</sup></b>
students in kindergartens joining the PEVS.....	—	—	<b>151 800</b>
number of non-profit-making kindergartens under PEVS.....	—	—	<b>750</b>
qualified kindergarten teachers and child care staff (%).....	95.4	95.8	<b>96.0</b>
kindergarten teachers and child care staff with Certificate in Early Childhood Education or above (%).....	23.8	29.5	<b>38.0</b>
wastage rate of kindergarten teachers (%) $\alpha$ .....	11.1	11.5	<b>11.5</b>
(d) Educational support for newly-arrived children/young people			
enrolment of Induction Programme for newly-arrived children/young people.....	3 037	6 500	<b>6 500</b>
enrolment of Initiation Programme for newly-arrived children/young people.....	1 069	1 000	<b>1 000</b>
(e) Home-school co-operation activities subsidised.....	2 499	2 500	<b>2 550</b>

$\Delta$  This will be presented as an indicator as from the 2007–08 Estimates.

# Indicators under this section are to tie in with the implementation of the PEVS with effect from the 2007/08 school year.

<sup>^</sup> This represents the projected number of children in the relevant age cohorts for attending kindergarten classes.

$\alpha$  Percentage of teachers of the previous school year who left/are projected to leave the teaching profession in the 12-month period prior to September of the respective school years.

***Matters Requiring Special Attention in 2007–08***

**31** During 2007–08, the Bureau will:

- provide direct fee subsidies to parents of eligible children enrolled in eligible kindergartens under the PEVS;
- provide financial support for professional upgrading of kindergarten principals and teachers;
- continue to provide additional in-service Certificate in Education (Kindergarten) training places for serving kindergarten teachers to enhance the quality of pre-primary education;
- provide school-based professional support for kindergartens and monitor quality through school self-evaluation and external quality review;
- provide intensive principalship training courses for serving kindergarten principals;
- provide training and support to both school leaders, middle managers (panel heads and functional post holders) and teachers in preparation for the implementation of the new senior secondary curriculum;
- 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;
- continue to 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;
- continue to provide professional upgrading courses to enhance professionalism of teachers; and
- continue to support the work of the Home-School Co-operation Committee and facilitate schools in promoting home-school co-operation, including the establishment of parent-teacher associations, sharing of good practices, and disbursement of grants to schools to support innovative approaches to improve home-school co-operation.

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

**Programme (6): Manpower Development**

	2005–06 (Actual)	2006–07 (Original)	2006–07 (Revised)	<b>2007–08 (Estimate)</b>
Financial provision (\$m)	92.8	125.4	97.2 (–22.5%)	<b>102.4</b> (+5.3%)
				(or –18.3% on 2006–07 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.

**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 2007–08**

**35** During 2007–08, 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, implement the qualifications framework, including launching a web-based Qualifications Register containing information on qualifications, courses and providers recognised under the qualifications framework, and piloting the recognition of prior learning mechanism;
- 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**

	2005–06 (Actual)	2006–07 (Original)	2006–07 (Revised)	<b>2007–08 (Estimate)</b>
Financial provision (\$m)				
Vocational Training Council (VTC)	1,732.6	1,645.3	1,644.9	<b>1,616.0</b>
Employees Retraining Board (ERB)	378.6	381.6	377.7	<b>384.0</b>
	2,111.2	2,026.9	2,022.6 (–0.2%)	<b>2,000.0</b> (–1.1%)
				(or –1.3% on 2006–07 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.

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

### 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 15 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 mainly 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.

39 Since 2004–05, the VTC has developed short vocational development programmes, in collaboration with non-governmental organisations, primarily for the non-engaged youths, in particular those aged 14 to 24 at below secondary 3 educational level. The objective is to provide these youths with training on vocational, life and generic skills to help them find their interest and equip them to pursue further education/training or to find employment on completion of the programme. To expand the services for the less privileged youths, the VTC now operates five youth colleges at the three VTC Training Centre Complexes in Kowloon Bay, Kwai Chung and Pokfulam in addition to its Kennedy Town and So Uk campuses. The VTC has also helped the Bureau to diversify the senior secondary curriculum and enrich the learning experience of senior secondary students through the pilot Applied Learning (formerly known as Career Oriented Curriculum) courses.

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 enhanced skills to enhance their employability. The retraining programmes and placement services are currently delivered through a network of 57 training bodies under the steer, funding and quality assurance of the ERB.

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

43 The key performance indicators under this programme are:

#### VTC

	<i>Academic Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	<b>2007/08 (Estimate)</b>
<i>(a) Vocational Training</i>			
pre-employment training courses			
trainee places provided.....	9 561	11 269	<b>11 600</b>
trainee hours provided.....	6 123 756	6 622 320	<b>7 053 550</b>
enrolment rate (%).....	88	100	<b>100</b>
completion rate (%).....	87	80	<b>80</b>
employment rate (of economically active graduates) (%).....	85 <sup>v</sup>	85	<b>85</b>
in-service skills upgrading and other training courses			
trainee places provided.....	100 757	98 270	<b>98 940</b>
trainee hours provided.....	1 723 840	1 548 887	<b>1 555 227</b>
enrolment rate (%).....	100	100	<b>100</b>
completion rate (%).....	97	90	<b>90</b>

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

	<i>Academic Year</i>		
	2005/06 (Actual)	2006/07 (Revised Estimate)	2007/08 (Estimate)
(b) Vocational Education			
full-time student places.....	36 458	36 040	<b>37 850</b>
part-time student places.....	30 059	30 230	<b>30 550</b>
total.....	66 517	66 270	<b>68 400</b>
enrolment rate (full-time equivalent) (%).....	109φ	100	<b>100</b>
retention rate			
full-time (%).....	95	92	<b>92</b>
part-time (%).....	92	87	<b>87</b>
employment rate (of economically active graduates) – full-time students (%).....	87∇	85	<b>85</b>
(c) Apprentice Training			
inspections of establishments employing registered apprentices.....	15 381	15 000	<b>15 000</b>
registered apprentices (as at the end of the academic year).....	3 019	3 300	<b>3 300</b>

∇ Provisional figures. Actual figures will be available in April 2007.

φ Percentage exceeds 100% due to over-enrolment.

**ERB**

	<i>Financial Year</i>		
	2005–06 (Actual)	2006–07 (Revised Estimate)	2007–08 (Estimate)
retraining places provided			
full-time courses.....	53 622	53 430	<b>53 900</b>
part-time courses.....	52 871	42 510	<b>39 500§</b>
special programmesβ.....	2 716	2 380	<b>3 040</b>
totalΩ.....	109 209	98 320	<b>96 440</b>
capacity utilisation rate (%).....	95	85¶	<b>85¶</b>
completion rate (%).....	94	80¶	<b>80¶</b>
placement rate of full-time placement-tied retraining courses (%).....	83	70¶	<b>70¶</b>
placement rate in jobs relevant to training (%).....	66	60¶	<b>60¶</b>

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

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

Ω The decreasing number of training places is primarily due to the reduction of part-time courses on basic general skills. However, the overall trainee hours for all courses will actually increase compared to 2006–07.

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

***Matters Requiring Special Attention in 2007–08***

**VTC**

**44** During 2007–08, the VTC will:

- continue to map out strategies and implementation plans to align the VTC's academic and training system with the new senior secondary academic structure and the qualifications framework;
- implement discipline strategic development to strengthen industry input to course planning, curriculum development and quality assurance to meet the manpower needs of industries;
- step up efforts in whole person development of students and enhancement of their English language proficiency;
- steer the curriculum improvements, branding, industry linkage and the construction of a new campus for the Hong Kong Design Institute which will bring together the main design and related departments in IVE; and
- expand VET services in the Mainland that are of benefit to Hong Kong residents, including vocational skills certification, and staff and student exchanges.

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

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### *ERB*

**45** During 2007–08, the ERB will:

- strive to develop new retraining courses with potential employment opportunities and introduce standardised skill assessments for the courses;
- continue to develop the local employment market on foot reflexology, healthcare massage and homecare services along the model of the Integrated Scheme for LDHs or other novel means; and
- strengthen its quality assurance mechanism to ensure recognition of its courses and modules under the qualifications framework.

### **Programme (8): Policy and Support**

	2005–06 (Actual)	2006–07 (Original)	2006–07 (Revised)	2007–08 (Estimate)
Financial provision (\$m)	1,785.6	2,150.9	1,958.5 (–8.9%)	<b>1,638.5</b> (–16.3%)
				(or –23.8% on 2006–07 Original)

### *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 pathway 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. In the 2006/07 school year, 14 secondary schools participate in 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.

**50** The Bureau continues to oversee the implementation of the Basic Competency Assessments, including the Territory-wide System Assessment which aims at assessing the performance of students at primary 3, primary 6 and secondary 3 in attaining basic competency in Chinese, English and Mathematics.

**51** The Bureau continues to collaborate with the Standing Committee on Language Education and Research in supporting language education at all key stages and improving the language skills of the community in general.

**52** The Bureau continues to support the modernisation and development of the examination systems of the Hong Kong Examinations and Assessment Authority.

### *Matters Requiring Special Attention in 2007–08*

**53** During 2007–08, the Bureau will:

- support the long-term development of the post-secondary education sector;
- provide support to the Steering Committee on Developing Hong Kong as a Regional Education Hub to examine the strategic issues relating to the Education Hub initiative, and its policy and resources implications;
- review the future development of Project Yi Jin 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;

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

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- continue to facilitate an increase in the supply of school places meeting the needs of the international community in Hong Kong, primarily through allocation of suitable vacant school premises to non-profit-making international schools;
- continue to support the initiatives on enhancing quality education through the Quality Education Fund (QEF) with streamlined application procedure to reduce teachers' workload, promote sharing of good practices emanating from successful QEF projects among schools, and collaborate with the private sector to further develop and promote QEF products;
- finalise the third strategy on information technology in education in the second half of 2007 after consulting the public;
- continue to provide support to aided schools in setting up an Incorporated Management Committee under the Education Ordinance (Cap. 279) and implementing school-based management;
- oversee the implementation of education reform measures leading to the implementation of a new academic structure for senior secondary and higher education;
- 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 with teachers 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;
- continue to implement the School-based Professional Support Programmes under the Education Development Fund with a view to providing more coherent professional support to schools to strengthen their capacity in taking forward the education reform measures, and to extend the support services to the pre-primary education sector;
- continue to provide schools with refined tools and relevant data to conduct self-evaluation to complete the first cycle of the External School Review, and review the implementation of the External School Review for enhancement for the second cycle which will commence in the 2008/09 school year;
- continue to promote and support public sector schools in using the web-based School Administration and Management System;
- oversee the implementation of financial assistance schemes administered by the Student Financial Assistance Agency;
- extend collaboration with associated organisations and tertiary institutions in gifted education, 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
- ensure that the Hong Kong Academy for Gifted Education provides more structured, articulated and challenging off-site programmes for students with exceptional talent, and promotes the concepts and practices of gifted education.

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

**ANALYSIS OF FINANCIAL PROVISION**

<b>Programme</b>	<b>2005-06 (Actual) (\$m)</b>	<b>2006-07 (Original) (\$m)</b>	<b>2006-07 (Revised) (\$m)</b>	<b>2007-08 (Estimate) (\$m)</b>
(1) Director of Bureau's Office .....	7.7	7.2	7.2	7.7
(2) Primary Education .....	10,224.0	10,630.8	10,176.8	<b>10,510.0</b>
(3) Secondary Education .....	16,387.0	16,964.6	16,303.2	<b>17,166.4</b>
(4) Special Education .....	1,184.4	1,279.2	1,215.9	<b>1,325.3</b>
(5) Other Educational Services and Subsidies.....	874.7	1,025.8	1,365.6	<b>3,048.8</b>
(6) Manpower Development.....	92.8	125.4	97.2	<b>102.4</b>
(7) Vocational Education and Training .	2,111.2	2,026.9	2,022.6	<b>2,000.0</b>
(8) Policy and Support.....	1,785.6	2,150.9	1,958.5	<b>1,638.5</b>
	<hr/>	<hr/>	<hr/>	<hr/>
	32,667.4	34,210.8	33,147.0 (-3.1%)	<b>35,799.1</b> <b>(+8.0%)</b>
				<b>(or +4.6% on 2006-07 Original)</b>

**Analysis of Financial and Staffing Provision**

**Programme (1)**

Provision for 2007-08 is \$0.5 million (6.9%) higher than the revised estimate for 2006-07. This is mainly due to the payment of contract gratuity for two staff in Director of Bureau's Office in 2007-08.

**Programme (2)**

Provision for 2007-08 is \$333.2 million (3.3%) higher than the revised estimate for 2006-07. This is mainly due to the salary increments, additional school places for DSS primary schools, increased provision for grants on integrated education and for schools establishing incorporated management committees, and additional provision for maintenance and repairs of primary schools, partly offset by reduction of classes in primary schools. There will be a deletion of 56 posts in 2007-08 due to reduced staffing requirement and contracting out of janitor services in government primary schools.

**Programme (3)**

Provision for 2007-08 is \$863.2 million (5.3%) higher than the revised estimate for 2006-07. This is mainly due to the salary increments, additional secondary classes, additional school places for DSS secondary schools, increased provision for schools establishing incorporated management committees, measures to support the development of the new academic structure for senior secondary education, and additional provision for maintenance and repairs of secondary schools. There will be a net deletion of 27 posts in 2007-08 due to reduced staffing requirement and contracting out of janitor services in government secondary schools.

**Programme (4)**

Provision for 2007-08 is \$109.4 million (9.0%) higher than the revised estimate for 2006-07. This is mainly due to the salary increments, increased provision for schools establishing incorporated management committees, and additional provision for maintenance and repairs of special schools.

**Programme (5)**

Provision for 2007-08 is \$1,683.2 million (123.3%) higher than the revised estimate for 2006-07. This is mainly due to the introduction of the Pre-primary Education Voucher Scheme, provision for professional development for teachers in special education and offering of additional early childhood education courses, partly offset by lower cash flow requirements for non-recurrent items. There will be a creation of four posts in 2007-08.

**Programme (6)**

Provision for 2007-08 is \$5.2 million (5.3%) higher than the revised estimate for 2006-07. This is mainly due to the additional provision for developing and implementing qualifications framework and higher cash flow requirements for non-recurrent items.

**Programme (7)**

Provision for 2007-08 is \$22.6 million (1.1%) lower than the revised estimate for 2006-07. This is mainly due to the lower cash flow requirements for non-recurrent items.

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

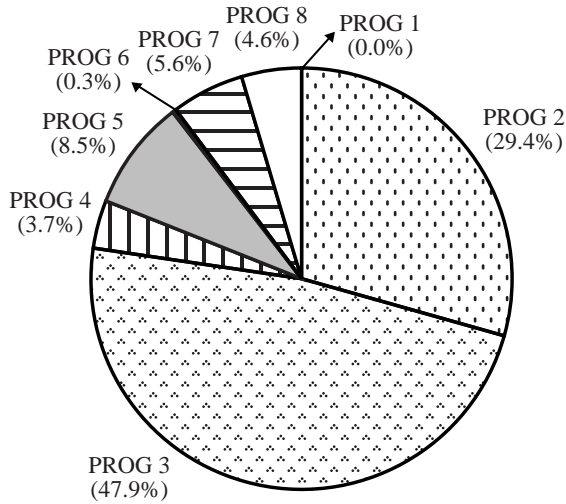
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**Programme (8)**

Provision for 2007–08 is \$320.0 million (16.3%) lower than the revised estimate for 2006–07. This is mainly due to the lower cash flow requirements for non-recurrent items, partly offset by the increase in salaries provision for creation of posts and additional requirement for basic competency assessments. There will be a net creation of 93 posts in 2007–08.

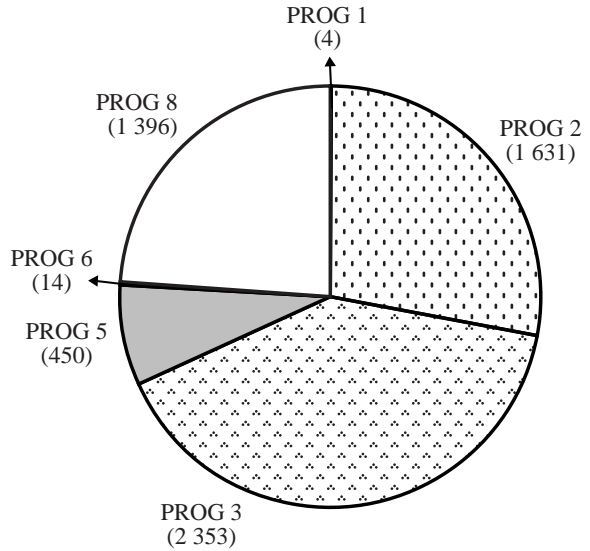
**Head 156 — GOVERNMENT SECRETARIAT:  
EDUCATION AND MANPOWER BUREAU**

*Allocation of provision  
to programmes  
(2007-08)*



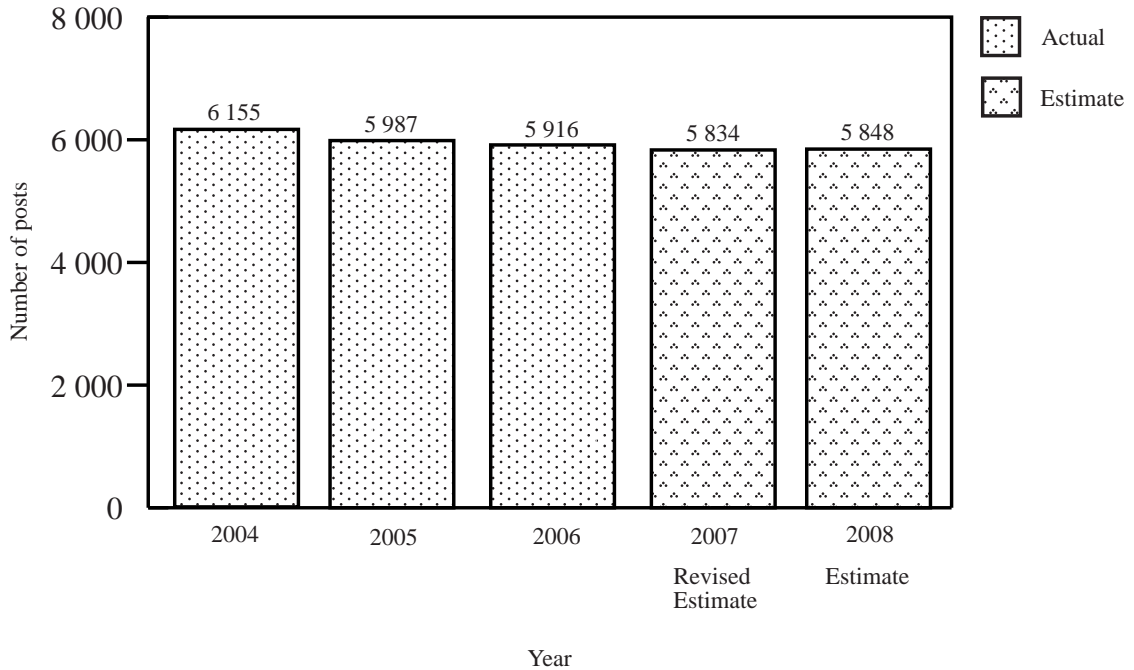
(Provision for PROG 1 represents 0.02% of the overall provision. The percentage is not shown here due to rounding.)

*Staff by programme  
(as at 31 March 2008)*



(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 2005-06	Approved estimate 2006-07	Revised estimate 2006-07	Estimate 2007-08
	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Operating Account</b>					
Recurrent					
000	Operational expenses.....	30,719,776	32,406,459	31,209,533	<b>34,477,580</b>
003	Recoverable salaries and allowances (General).....23,259				
	Deduct reimbursements..... <i>Cr.23,259</i>	—	—	—	—
	Total, Recurrent .....	<u>30,719,776</u>	<u>32,406,459</u>	<u>31,209,533</u>	<u><b>34,477,580</b></u>
Non-Recurrent					
700	General non-recurrent.....	1,527,874	1,211,457	1,464,542	<b>756,393</b>
	Self-employment Business Start-up Assistance Scheme.....	17	—	100	—
	Total, Non-Recurrent .....	<u>1,527,891</u>	<u>1,211,457</u>	<u>1,464,642</u>	<u><b>756,393</b></u>
	Total, Operating Account.....	<u>32,247,667</u>	<u>33,617,916</u>	<u>32,674,175</u>	<u><b>35,233,973</b></u>
<b>Capital Account</b>					
Plant, Equipment and Works					
603	Plant, vehicles and equipment .....	247	425	5,181	<b>2,323</b>
661	Minor plant, vehicles and equipment (block vote).....	2,339	—	—	<b>1,122</b>
	Total, Plant, Equipment and Works .....	<u>2,586</u>	<u>425</u>	<u>5,181</u>	<u><b>3,445</b></u>
Subventions					
871	Vocational Training Council .....	17,154	17,319	15,835	<b>18,577</b>
873	Codes of Aid for existing schools.....	1,280	1,205	1,160	<b>16,800</b>
898	Codes of Aid for existing schools - furniture and equipment (block vote) .....	1,661	3,406	3,406	<b>3,406</b>
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote).....	325,460	404,348	335,197	<b>442,669</b>
950	Hong Kong Examinations and Assessment Authority.....	—	139,530	85,358	<b>53,609</b>
976	Vocational Training Council (block vote).....	26,649	26,649	26,649	<b>26,649</b>
	Hong Kong Council for Academic Accreditation.....	1,232	—	—	—
	Total, Subventions .....	<u>373,436</u>	<u>592,457</u>	<u>467,605</u>	<u><b>561,710</b></u>
	Total, Capital Account .....	<u>376,022</u>	<u>592,882</u>	<u>472,786</u>	<u><b>565,155</b></u>
	Total Expenditure.....	<u><u>32,623,689</u></u>	<u><u>34,210,798</u></u>	<u><u>33,146,961</u></u>	<u><u><b>35,799,128</b></u></u>

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

**Details of Expenditure by Subhead**

The estimate of the amount required in 2007–08 for the salaries and expenses of the Education and Manpower Bureau is \$35,799,128,000. This represents an increase of \$2,652,167,000 over the revised estimate for 2006–07 and of \$3,175,439,000 over actual expenditure in 2005–06.

*Operating Account*

Recurrent

**2** Provision of \$34,477,580,000 under *Subhead 000 Operational expenses* is for the salaries, allowances and other operating expenses of the Education and Manpower Bureau. The provision in 2007–08 represents an increase of \$3,268,047,000 (10.5%) over the revised estimate for 2006–07. This is mainly due to the inclusion of provision for implementing the Pre-primary Education Voucher Scheme starting from the 2007/08 school year.

**3** The establishment as at 31 March 2007 will be 5 831 permanent posts and three supernumerary posts. It is expected that there will be a net creation of 14 posts in 2007–08. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2007–08, but the notional annual mid-point salary value of all such posts must not exceed \$2,225,866,000.

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

	2005–06 (Actual) (\$'000)	2006–07 (Original) (\$'000)	2006–07 (Revised) (\$'000)	<b>2007–08 (Estimate) (\$'000)</b>
Personal Emoluments				
- Salaries.....	2,390,247	2,453,387	2,355,230	<b>2,434,846</b>
- Allowances.....	15,144	16,554	18,964	<b>19,353</b>
- Job-related allowances .....	1,910	1,778	1,346	<b>983</b>
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	5,330	6,350	5,500	<b>6,500</b>
Departmental Expenses				
- Temporary staff.....	205,784	266,968	336,677	<b>358,740</b>
- Remuneration for special appointments ...	51,397	74,704	75,018	<b>78,364</b>
- General departmental expenses.....	349,938	473,075	413,565	<b>520,493</b>
Other Charges				
- Teacher training .....	101,498	134,652	98,484	<b>172,355</b>
- Curriculum Development Institute .....	211,647	267,337	187,558	<b>195,538</b>
- Subject and curriculum block grant for government schools .....	76,017	147,675	147,032	<b>127,063</b>
- School extra-curricular activities, programmes, grants and prizes .....	16,033	34,772	32,545	<b>49,099</b>
- Pre-primary Education Voucher Scheme .	—	—	—	<b>1,973,000</b>
Subventions				
- Code of Aid for primary schools.....	9,043,062	9,261,952	8,888,975	<b>9,089,788</b>
- Code of Aid for secondary schools .....	12,657,912	13,363,393	12,854,969	<b>13,396,816</b>
- Mortgage Interest Subsidy Scheme .....	21,688	20,100	22,150	<b>17,010</b>
- Code of Aid for special schools .....	1,160,413	1,245,414	1,190,875	<b>1,268,110</b>
- Direct Subsidy Scheme .....	1,368,137	1,606,117	1,565,479	<b>1,800,494</b>
- Kindergarten and Child Care Centre Subsidy Scheme .....	157,774	194,017	184,688	<b>99,466</b>
- Assistance to caput schools.....	227,216	209,338	193,176	<b>181,648</b>
- English Schools Foundation junior schools .....	116,828	113,727	114,793	<b>115,098</b>
- English Schools Foundation secondary schools .....	170,033	166,752	167,781	<b>167,780</b>
- Refund of rent, rates and government rent to kindergartens, kindergarten- cum-child care centres, private schools, educational institutes and study rooms ..	199,190	243,055	231,604	<b>261,650</b>
- Miscellaneous educational services .....	103,614	122,446	163,128	<b>188,599</b>
- Remedial services for mildly disabled children in kindergartens .....	1,552	—	—	<b>—</b>
- Vocational Training Council.....	1,688,832	1,601,320	1,582,420	<b>1,570,757</b>
- Employees Retraining Board .....	378,580	381,576	377,576	<b>384,030</b>
	<u>30,719,776</u>	<u>32,406,459</u>	<u>31,209,533</u>	<u><b>34,477,580</b></u>

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

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**5** Provision of \$23,259,000 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;
- \$19,894,000 to be reimbursed by the Vocational Training Council for salaries and allowances of civil servants working in the Council and its skills centres; and
- \$1,535,000 to be reimbursed by the Employees Retraining Board for salaries and allowances of a civil servant working in the Board.

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.

**7** Provision of \$442,669,000 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. The provision in 2007–08 represents an increase of \$107,472,000 (32.1%) over the revised estimate for 2006–07. This is mainly due to increased requirement for maintenance, repairs and minor improvement works in aided schools.

**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 31.3.2006	Revised estimated expenditure for 2006–07	Balance
			\$'000	\$'000	\$'000	\$'000
<b><i>Operating Account</i></b>						
700	<i>General non-recurrent</i>					
	027	Project Yi Jin.....	435,000	189,228	53,000	192,772
	031	Skills Upgrading Scheme .....	400,000	216,956	42,600	140,444
	032	Consultation relating to and publicity for the Education Reform.....	7,500	5,827	400	1,273
	034	Accreditation grant to providers of post-secondary programmes .....	30,000	15,689	5,110	9,201
	301	An evaluation and development of classification and assessment tools for children with special education needs .....	5,490	37	158	5,295
	338	Impact of the reform of the Primary One Admission System on primary education.....	8,500	93	2,448	5,959
	339	Impact of the reform of the Secondary School Places Allocation System on primary education .....	8,500	2,447	1,000	5,053
	340	Impact of the reform of the Secondary School Places Allocation System on secondary education.....	9,200	3,973	1,321	3,906
	344	Stakeholder monitoring survey on education reform and major education initiatives .....	2,000	899	190	911
	433	Youth Sustainable Development and Engagement Fund .....	50,000	11,154	9,000	29,846
	496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education .....	2,447,200	197,450	362,866	1,886,884
	498	Opening up school premises for community use .....	10,000	1,259	3,480	5,261
	914	Implementation of information technology in education strategy.....	164,500	49,980	52,700	61,820
	924	Grant for establishment of incorporated management committee in aided schools .....	350,000	58,450	46,550	245,000
	948	Trends in Mathematics and Science Study 2007 .....	4,000	—	2,340	1,660
	949	Promotion of Gifted Education .....	5,680	—	1,892	3,788
	952	Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island .....	16,000	—	2,500	13,500

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

**Commitments—Cont'd.**

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2006	Revised estimated expenditure for 2006–07	Balance
			\$'000	\$'000	\$'000	\$'000
<b>Operating Account—Cont'd.</b>						
700	<i>General non-recurrent—Cont'd.</i>					
	970	One-off facilitation grant for eligible private independent kindergartens .....	5,000	—	—	5,000
			3,958,570	753,442	587,555	2,617,573
<b>Capital Account</b>						
603	<i>Plant, vehicles and equipment</i>					
	837	Furniture and equipment for North Point Government Primary (PM) School upon its relocation to Cloud View Road .....	3,144	—	821	2,323
			3,144	—	821	2,323
871	<i>Vocational Training Council</i>					
	138	Enhancement of information technology infrastructure and services .....	176,900	152,654	11,105	13,141
	821	Replacement of the library automated system of Vocational Training Council.....	8,165	—	2,729	5,436
			185,065	152,654	13,834	18,577
873	<i>Codes of Aid for existing schools</i>					
	835	Asbestos management plan for school premises .....	55,440	—	—	55,440
			55,440	—	—	55,440
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	—	79,458	119,412
			198,870	—	79,458	119,412
	Total.....		4,401,089	906,096	681,668	2,813,325