

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2008–09	\$37,640.7m
Establishment ceiling 2008–09 (notional annual mid-point salary value) representing an estimated 5 800 non-directorate posts as at 31 March 2008 (including 3 970 posts in government schools) rising by 14 posts to 5 814 posts as at 31 March 2009 (including 3 890 posts in government schools).....	\$2,413.0m
In addition, there will be an estimated 33 directorate posts as at 31 March 2008 and as at 31 March 2009.	
Commitment balance	\$2,267.1m

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).
Programme (2) Primary Education Programme (3) Secondary Education Programme (4) Special Education Programme (5) Other Educational Services and Subsidies	These programmes contribute to Policy Area 16: Education (Secretary for Education).
Programme (6) Vocational Education Programme (7) Policy and Support	

Detail

Programme (1): Director of Bureau's Office

	2006–07 (Actual)	2007–08 (Original)	2007–08 (Revised)	2008–09 (Estimate)
Financial provision (\$m)	7.2	7.7	7.9 (+2.6%)	12.5 (+58.2%)
				(or +62.3% on 2007–08 Original)

Aim

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

Brief Description

3 The Office of the Secretary for Education is responsible for providing support to the Secretary for Education in undertaking political work. This includes the support provided by the Under Secretary and the Political Assistant. The Office is also responsible for providing administrative support to the Secretary for Education 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.

Programme (2): Primary Education

	2006–07 (Actual)	2007–08 (Original)	2007–08 (Revised)	2008–09 (Estimate)
Financial provision (\$m)				
Government sector	744.1	783.0	787.3	833.7
Subvented sector	9,339.9	9,727.0	9,815.1	10,264.1
	10,084.0	10,510.0	10,602.4 (+0.9%)	11,097.8 (+4.7%)
				(or +5.6% on 2007–08 Original)

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Aim

4 The aim is to provide free and universal schooling for every child in the relevant age group attending public sector primary schools 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 (7.7%) and aided schools (92.3%).

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 teacher posts in public sector primary schools are in the approved ratio of 35 per cent, 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, are moving forward smoothly.

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

Targets

	<i>School Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Plan)
government, aided and DSS primary school places provided on a whole-day basis (%)@	91	97	100
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%).....	100	100	100
government and aided primary schools provided with an additional teacher or staffing support for curriculum development (%)	99.4	100	100

@ 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 reach agreement on whole-day conversion plan with four remaining primary schools as soon as possible. The school places to be provided by government, aided and DSS whole-day primary schools are estimated to be sufficient to accommodate all primary school students.

Indicators

	<i>School Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Estimate)
primary students.....	410 500	385 900	370 300
children in the six to 11 age group.....	414 600	393 500	370 000
student/teacher ratio in government and aided primary schools.....	17.6:1	17.2:1	17.2:1
government and aided primary schools.....	543	518	495
primary schools under DSS	18	19	20
whole-day government and aided primary schools	454	452	443
whole-day government and aided primary classes.....	8 643	8 614	8 754
teachers in government and aided primary schools.....	20 400	19 400	18 300
teachers in government primary schools with relevant teacher training qualification (%).....	98.5	98.0	98.0
teachers in aided primary schools with relevant teacher training qualification (%)	95.4	96.0	96.0

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	<i>School Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Estimate)
teacher wastage rate of government and aided primary schools (%)#.....	7.7	9.0	10.4
schools provided with school-based professional support§	463	450	470
schools participating in collaborative research and development (“seed”) projects on curriculum development	55	54	50

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.

§ Scope of the indicator covers various school-based support programmes including those funded by the Education Development Fund.

Matters Requiring Special Attention in 2008–09

11 During 2008–09, 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;
- plan for the progressive implementation of small class teaching in public sector primary schools with effect from the 2009/10 school year;
- increase the ratio of graduate teacher posts in public sector primary schools to 45 per cent in the 2008/09 school year and to 50 per cent in the 2009/10 school year to raise the status and professional standards of teachers for enhancement of the overall quality of education; and
- make arrangements for the creation of a new deputy head rank in public sector primary schools.

Programme (3): Secondary Education

	2006–07 (Actual)	2007–08 (Original)	2007–08 (Revised)	2008–09 (Estimate)
Financial provision (\$m)				
Government sector	1,230.5	1,269.5	1,296.5	1,354.2
Subvented sector	14,951.0	15,896.9	15,980.9	17,739.4
	16,181.5	17,166.4	17,277.4 (+0.6%)	19,093.6 (+10.5%)
				(or +11.2% on 2007–08 Original)

Aim

12 The aim is to provide free and universal schooling for every child in the relevant age group attending public sector secondary schools, to provide free senior secondary education in public sector schools with effect from the 2008/09 school year 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 (8.0%), aided schools (91.0%), and caput schools (1.0%).

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 teacher posts in public sector secondary schools are in the approved ratio of 70 per cent, excluding those additional teachers provided under various improvement programmes.

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

Target

	<i>School Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Plan)
public sector secondary schools being provided with NETs to enhance English language teaching (%)	100	100	100

Indicators

	<i>School Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Estimate)
secondary 1 to 3 students	256 000	253 300	245 700
children in the 12 to 14 age group	248 300	246 700	243 600
student/teacher ratio in public sector secondary schools.....	17.2:1	17.0:1	16.8:1
public sector secondary schools.....	418	413	406
secondary schools under the DSS	55	56	60
subsidised secondary 4 and 5 places	166 200	167 200	168 000
children in the 15 to 16 age group	168 500	165 800	165 000
subsidised secondary 6 places.....	29 200	29 500	29 600
subsidised secondary 4 places two years earlier	81 600	82 300	83 100
subsidised secondary 6 places as percentage of subsidised secondary 4 places two years earlier (%)	35.8	35.8	35.6
subsidised secondary 7 places.....	29 000	29 200	29 200
teachers in public sector secondary schools.....	24 400	24 500	24 300
teachers in government secondary schools with relevant teacher training qualification (%).....	96.2	95.0	95.0
teachers in aided secondary schools with relevant teacher training qualification (%)	95.6	96.0	96.0
teacher wastage rate of public sector secondary schools (%)Ω.....	5.4	6.3	6.1
schools provided with school-based professional supportφ	312	320	330
schools participating in collaborative research and development (“seed”) projects on curriculum development	98	71	70

Ω 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.

φ Scope of the indicator covers various school-based support programmes including those funded by the Education Development Fund.

Matters Requiring Special Attention in 2008–09

18 During 2008–09, the Bureau will:

- ensure the provision of sufficient secondary 1 to 7 places in public sector schools to meet the relevant policy targets;
- provide free senior secondary education in public sector schools with effect from the 2008/09 school year;
- increase the ratio of graduate teacher posts in public sector secondary schools to 80 per cent in the 2008/09 school year and to 85 per cent in the 2009/10 school year to raise the status and professional standards of teachers for enhancement of the overall quality of education;
- finalise details of the curriculum and assessment frameworks for Chinese Language and English Language subjects in the new senior secondary curriculum;
- continue to pilot the Applied Learning courses at senior secondary level to pave way for the migration of Applied Learning to the new senior secondary curriculum;
- finalise details of the curriculum and assessment frameworks of the six areas of studies of Applied Learning in the new senior secondary curriculum; and
- continue to provide teacher training and develop resource materials to pave way for the implementation of the new senior secondary academic structure in 2009.

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Programme (4): Special Education

	2006–07 (Actual)	2007–08 (Original)	2007–08 (Revised)	2008–09 (Estimate)
Financial provision (\$m)	1,186.2	1,325.3	1,300.7 (–1.9%)	1,384.7 (+6.5%)

(or +4.5% on
2007–08 Original)

Aim

19 The aim is to provide nine years of free and universal education for children with special educational needs, to provide free senior secondary school places for those who can benefit from such education with effect from the 2008/09 school year and to further improve the quality of special 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 school education and rendered through the implementation of Programmes (2), (3), (5) and (7). Children who are unable to benefit from mainstream school education, despite having additional support, may attend aided special schools. Enrichment and enhancement programmes are conducted both within and outside schools 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 teacher posts in the primary section of special schools are in the approved ratio of 35 per cent, excluding those additional teachers provided under various improvement programmes. Graduate teacher posts in the secondary section of special schools operating junior secondary classes are in the approved ratio of 30 per cent, whereas the approved ratio for those with senior secondary classes is 70 per cent, 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>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Plan)
special schools with primary sections provided with an additional teacher or staffing support for curriculum development (%)	100	100	100

Indicators

	<i>School Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Estimate)
special schools	61	60	60
students in special schools	7 850	7 900	7 950
teachers in special schools	1 403	1 410	1 430
teachers in special schools with teacher training and special education training qualification (%)	73.2	73.9	73.9
teachers in special schools with teacher training qualification (%)	96.4	96.2	96.2
teachers in special schools with special education training qualification (%)	74.8	74.8	74.8
teacher wastage rate of special schools (%) ^β	9.9	9.6	9.6
schools provided with school-based professional support ^ψ	22	20	20

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	<i>School Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Estimate)
schools participating in collaborative research and development (“seed”) projects on curriculum development	11	15	17

β 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.

Ψ Scope of the indicator covers various school-based support programmes including those funded by the Education Development Fund.

Matters Requiring Special Attention in 2008–09

23 During 2008–09, 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, and the provision of free senior secondary education with effect from the 2008/09 school year;
- increase the respective ratios of graduate teacher posts in the primary section and secondary section (including junior and senior secondary classes) of special schools to 45 per cent and 80 per cent in the 2008/09 school year and to 50 per cent and 85 per cent in the 2009/10 school year to raise the status and professional standards of teachers for enhancement of the overall quality of education;
- 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 in schools for children with intellectual disability 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 support network schools in gifted education to promote dissemination of good practices;
- 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 extend collaboration with associated organisations and tertiary institutions, first through the Support Measures for Exceptionally Gifted Students Scheme, and after smooth transition, through the Hong Kong Academy for Gifted Education; and
- continue to strengthen teacher professional development with a view to supporting students with special educational needs in school settings.

Programme (5): Other Educational Services and Subsidies

	2006–07 (Actual)	2007–08 (Original)	2007–08 (Revised)	2008–09 (Estimate)
Financial provision (\$m)	1,254.4	3,048.8	1,885.7 (–38.1%)	2,719.7 (+44.2%)

(or –10.8% on
2007–08 Original)

Aim

24 The aim is to strengthen the professional preparation and continuing professional 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, professional development of beginning teachers and continuing professional development for teachers. The Bureau also formulates measures to strengthen principalship preparation and continuing professional development of newly appointed and serving principals. The Bureau 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 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. Eligible 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 the child care centre portion of the kindergarten-cum-child care centres under the Kindergarten and Child Care Centre Subsidy Scheme (KCSS) to enable the operators to employ trained child care workers without having to raise their fees substantially. KCSS will be renamed as Child Care Centre Subsidy Scheme starting from the 2008/09 school year to reflect its scope upon the introduction of the Pre-primary Education Voucher Scheme (PEVS).

27 The Bureau introduced the PEVS with effect from the 2007/08 school year to provide direct fee subsidy for parents with eligible children attending classes in eligible kindergartens. The Bureau also provides financial support for professional upgrading of kindergarten principals and teachers.

Educational support for newly-arrived children and young people (including non-Chinese speaking children)

28 Apart from providing school places for newly-arrived children and 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 admitted newly-arrived students also receive grants from the Bureau for organising school-based support programmes to help these children integrate into the local education system.

Educational support for non-Chinese speaking students

29 Support measures for non-Chinese speaking students include, inter alia, organising Summer Bridging Programmes at primary 1 to primary 4 levels, providing on-site professional support and a special grant to primary and secondary schools designated for such intensive support, commissioning Chinese Language Learning Support Centres, running training programmes for Chinese Language teachers as well as developing a Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students.

Subsidies to educational bodies

30 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.

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

Target

	<i>School Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Plan)
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%)	100	100	100

Indicators

	<i>School Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Estimate)
(a) Teacher development programmes related to curriculum reform for all schools	702	818	895
(b) Training places for school managers on the implementation of school-based management	605	800	800

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	<i>School Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Estimate)
(c) Pre-primary education			
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres).....	1 015	989	998
students in kindergartens.....	140 800	138 400	141 400
students joining the PEVS	—	119 000	123 800
number of non-profit-making kindergartens joining PEVS#.....	—	749	776
kindergarten teachers with Certificate in Early Childhood Education or above (%).....	30.1	37.3	48.0
wastage rate of kindergarten teachers (%) α	11.5	10.4	10.4
(d) Educational support for newly-arrived children and young people, and non-Chinese speaking students			
enrolment of Induction Programmes for newly-arrived children and young people	5 023	2 600	2 600
enrolment of Initiation Programmes for newly-arrived children and young people	731	840	840
enrolment of Summer Bridging Programmes for non-Chinese speaking students.....	385	1 100	1 300
number of schools designated for intensive support by the Bureau in servicing the needs of non-Chinese speaking students.....	15	19	22
(e) Home-school co-operation activities subsidised.....	2 500	2 550	2 550

Counting by school registration.

α Percentage of teachers of the previous school year who did not serve/are projected not to serve in kindergartens in the 12-month period prior to September of the respective school years.

Matters Requiring Special Attention in 2008–09

32 During 2008–09, the Bureau will:

- continue to provide direct fee subsidies to parents of eligible children enrolled in eligible kindergartens under the PEVS and financial support for professional upgrading of kindergarten principals and teachers;
- provide principalship training courses for the continuous professional development of kindergarten principals;
- provide school-based professional support for kindergartens;
- conduct Quality Review for kindergartens joining the PEVS to support quality pre-primary education;
- provide training and support to 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;
- provide training to middle managers of primary and secondary schools to enhance their leadership skills and capacity; and
- finalise the Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students.

Programme (6): Vocational Education

	2006–07 (Actual)	2007–08 (Original)	2007–08 (Revised)	2008–09 (Estimate)
Financial provision (\$m)@	1,463.2	1,450.9	1,516.6 (+4.5%)	1,549.5 (+2.2%)

(or +6.8% on
2007–08 Original)

@ For comparison purpose, these figures exclude relevant provision for vocational training and the Employees Retraining Board which has been transferred to Head 141—Government Secretariat: Labour and Welfare Bureau due to the re-organisation of the Government Secretariat with effect from 1 July 2007.

Aim

33 The aim is to provide, through subventions to the Vocational Training Council (VTC), vocational education services to enable students to acquire skills and knowledge that prepare them for employment and at the same time equip them with the foundation for further study.

Brief Description

34 The VTC, a statutory body established under the Vocational Training Council Ordinance (Cap. 1130), provides a comprehensive system of vocational education through bodies such as the Hong Kong Institute of Vocational Education, VTC School of Business and Information Systems, Training and Development centres, Youth College and Institute of Professional Education and Knowledge. In recent years, vocational education and training courses are becoming more and more integrated and increasingly more emphases are given to the whole person development of students. With the re-organisation of the Government Secretariat as from July 2007, the opportunity is taken to group together all these full-time and part-time long courses which lead to formal qualifications from post-secondary 3 up to sub-degree levels, and place them under vocational education. These courses are offered in nine disciplines ranging from applied science, design, engineering, information technology to hotel and tourism. Starting from the 2008/09 academic year, the Government will fully subsidise full-time programmes offered by VTC for secondary 3 school leavers upon implementation of free senior secondary education, to provide an alternative free avenue for students to further their studies other than in mainstream education.

35 The key performance indicators under this programme are:

Indicators^Δ

	<i>Academic Year</i>		
	2006/07 (Actual)	2007/08 (Revised Estimate)	2008/09 (Estimate)
full-time vocational education student places	43 670	44 280	45 580
part-time vocational education student places	28 726	30 050	32 140
enrolment rate (full-time equivalent) (%)	106 ^φ	100	100
retention rate			
full-time (%)	97	93	93
part-time (%).....	95	92	92
employment rate (of economically active graduates) – full-time students (%).....	87 [^]	88	88

^Δ Figures include trainee places and relevant statistics for some former vocational training courses which are now re-grouped under vocational education.

^φ Percentage exceeds 100 per cent due to over-enrolment.

[^] Provisional figure. Actual figure will be available in April 2008.

Matters Requiring Special Attention in 2008–09

36 During 2008–09, the VTC will:

- finalise a detailed implementation plan and review pilot schemes for aligning its revamped vocational education system with the new senior secondary academic structure and the Qualifications Framework;
- implement strategic development in a number of academic disciplines, including design, business administration, information technology and engineering, through strengthened industry input to course planning, curriculum development and quality assurance to meet the manpower needs of industries;
- continue to step up efforts in whole person development of students and enhancement of their English language proficiency;
- strengthen environmental studies in its programmes to help build an environmentally competent workforce; and
- step up efforts in equipping students and graduates for career development in the Mainland, including curriculum enrichment, seminars, familiarisation visits, workplace attachments in the Mainland, and vocational skills certification.

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Programme (7): Policy and Support

	2006–07 (Actual)	2007–08 (Original)	2007–08 (Revised)	2008–09 (Estimate)
Financial provision (\$m)@	1,837.4	1,665.4	2,609.6 (+56.7%)	1,782.9 (–31.7%)

(or +7.1% on
2007–08 Original)

@ For comparison purpose, these figures include relevant provision for the Qualifications Framework which has been transferred from former Programme (6) Manpower Development due to the re-organisation of the Government Secretariat with effect from 1 July 2007.

Aim

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

Brief Description

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

39 The Bureau continues to oversee the implementation of the education reform which spans across areas including, inter alia, new academic structure for senior secondary and higher education, school curriculum, student assessment, quality assurance and school places allocation.

40 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 2007/08 school year, 13 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.

41 The Bureau continues to implement the cross-sectoral Qualifications Framework, which aims to provide clear and diverse progression pathways and specify the outcome standards required for the award of qualifications at different levels.

42 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 Language, English Language and Mathematics.

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

44 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 2008–09

45 During 2008–09, the Bureau will:

- implement a basket of measures to support the development of Hong Kong as a regional education hub;
- map out Project Yi Jin's future position under the new academic structure for senior secondary education;
- oversee the coming into effect of the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), and implement related measures such as launching a web-based Qualifications Register containing information on qualifications, courses and providers recognised under the framework, piloting the recognition of prior learning mechanism and launching the Qualifications Framework Support Schemes;
- continue to facilitate an increase in the supply of school places meeting the needs of the international community in Hong Kong, particularly through taking steps to allocate a number of greenfield sites and vacant school premises for the development of new international schools or expansion of existing international schools;
- continue to promote the use of information technology in education by implementing the third strategy on information technology;
- continue to broaden the range of School-based Professional Support Programmes for pre-primary, primary, secondary and special schools with a view to providing a greater variety of professional support to schools to strengthen their capacity in taking forward the education reform measures;

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- refine the assessment tools for School Self Evaluation and External School Review process for the second implementation cycle to commence in the 2008/09 school year;
- oversee the upgrading of the web-based School Administration and Management System to improve efficiency and reduce security risks;
- extend collaboration with associated organisations and tertiary institutions in gifted education, and continue to provide support for the exceptionally gifted students, professional development for their teachers, and enhancement measures for their parents;
- 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; and
- support 160 selected schools to use Putonghua as a medium of instruction to teach Chinese Language through SCOLAR's support scheme to be launched in the 2008/09 school year.

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ANALYSIS OF FINANCIAL PROVISION

Programme	2006–07 (Actual) (\$m)	2007–08 (Original) (\$m)	2007–08 (Revised) (\$m)	2008–09 (Estimate) (\$m)
(1) Director of Bureau's Office.....	7.2	7.7	7.9	12.5
(2) Primary Education.....	10,084.0	10,510.0	10,602.4	11,097.8
(3) Secondary Education.....	16,181.5	17,166.4	17,277.4	19,093.6
(4) Special Education.....	1,186.2	1,325.3	1,300.7	1,384.7
(5) Other Educational Services and Subsidies	1,254.4	3,048.8	1,885.7	2,719.7
(6) Vocational Education	1,463.2	1,450.9	1,516.6	1,549.5
(7) Policy and Support	1,837.4	1,665.4	2,609.6	1,782.9
	32,013.9#	35,174.5#	35,200.3# (+0.1%)	37,640.7 (+6.9%)
				(or +7.0% on 2007–08 Original)

In addition to the changes to Programmes (6) and (7) explained under individual programmes, the figures exclude relevant provision under former Programme (6) Manpower Development which has been transferred to Head 141—Government Secretariat: Labour and Welfare Bureau due to the re-organisation of the Government Secretariat with effect from 1 July 2007.

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2008–09 is \$4.6 million (58.2%) higher than the revised estimate for 2007–08. This is mainly due to the increased provisions for salary and general departmental expenses arising from the creation of one position of Under Secretary and one position of Political Assistant, both under the Political Appointment System, and other related expenses for administrative support. One post will be created in 2008–09.

Programme (2)

Provision for 2008–09 is \$495.4 million (4.7%) higher than the revised estimate for 2007–08. This is mainly due to the salary increments, additional school places for DSS primary schools, increased provision for schools establishing incorporated management committees, provision earmarked for initiatives including the proposed creation of a new deputy head rank and improving the ratios of graduate teacher posts in primary schools, and additional provision for maintenance and repairs of primary schools, partly offset by reduction of classes in primary schools. There will be a net decrease of 50 posts in 2008–09 due to reduced staffing requirement and contracting out of janitor services in government primary schools.

Programme (3)

Provision for 2008–09 is \$1,816.2 million (10.5%) higher than the revised estimate for 2007–08. This is mainly due to the salary increments, additional school places for DSS secondary schools, increased provision for schools establishing incorporated management committees, implementation of free senior secondary education with effect from the 2008/09 school year, provision for initiatives including improving the ratios of graduate teacher posts in secondary schools, 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 decrease of 30 posts in 2008–09 due to reduced staffing requirement and contracting out of janitor services in government secondary schools.

Programme (4)

Provision for 2008–09 is \$84.0 million (6.5%) higher than the revised estimate for 2007–08. This is mainly due to the salary increments, increased provision for schools establishing incorporated management committees, provision for improving the ratios of graduate teacher posts in special schools and implementation of free senior secondary education with effect from the 2008/09 school year, partly offset by lower cash flow requirements for maintenance and repairs of special schools.

Programme (5)

Provision for 2008–09 is \$834.0 million (44.2%) higher than the revised estimate for 2007–08. This is mainly due to the increased requirement for PEVS and measures to support the development of the new academic structure for senior secondary education. There will be a net decrease of one post in 2008–09.

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Programme (6)

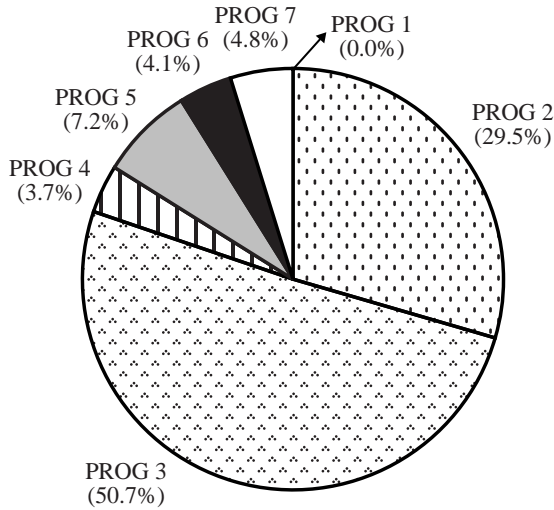
Provision for 2008–09 is \$32.9 million (2.2%) higher than the revised estimate for 2007–08. This is mainly due to implementation of free senior secondary education with effect from the 2008/09 school year.

Programme (7)

Provision for 2008–09 is \$826.7 million (31.7%) lower than the revised estimate for 2007–08. This is mainly due to lower cash flow requirement for non-recurrent and capital items, partly offset by the increase in salary provision for filling existing vacancies, creation of posts and additional provision for other operating expenses of the Bureau. There will be a net increase of 94 posts in 2008–09.

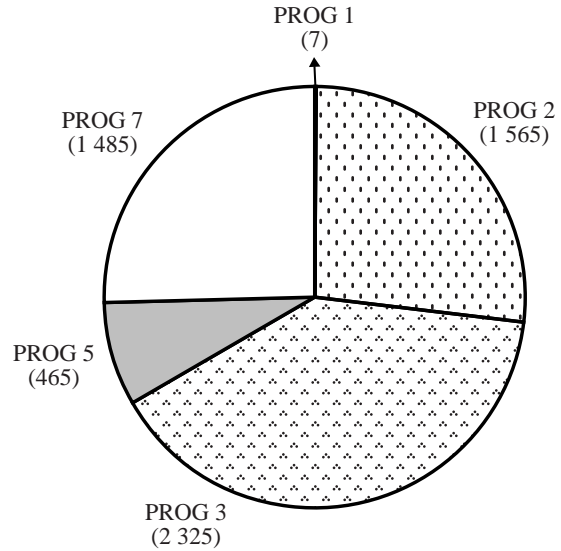
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Allocation of provision to programmes (2008-09)



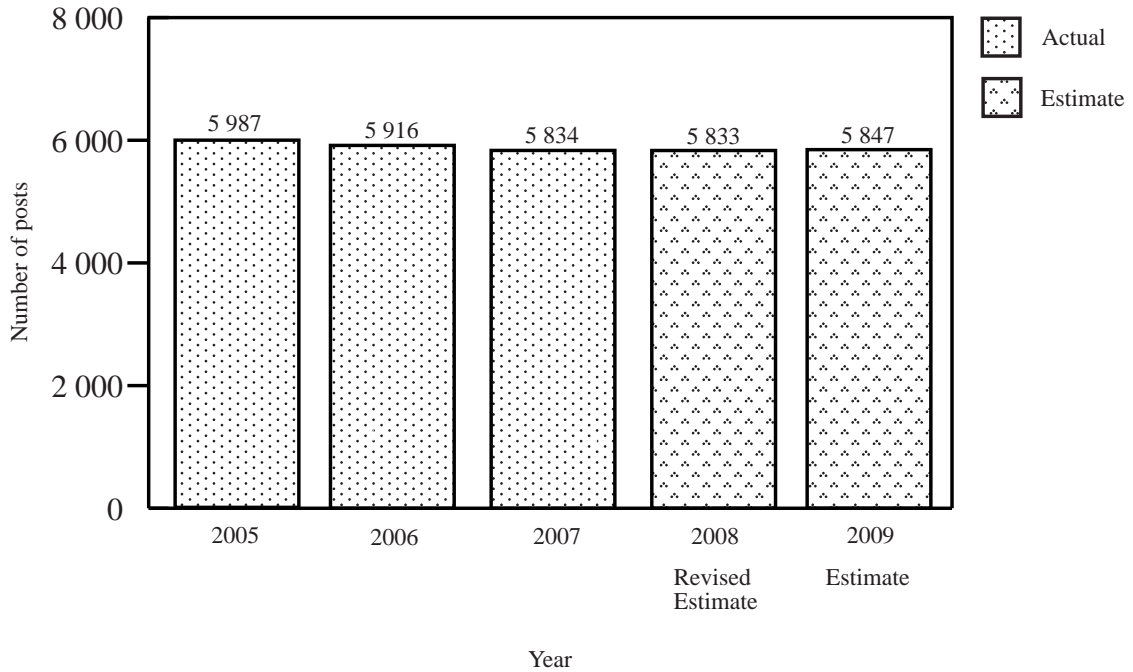
(Provision for PROG 1 represents 0.03% of the overall provision. The percentage is not shown here due to rounding.)

Staff by programme (as at 31 March 2009)



(Government staff under PROG 4 & 6 are also engaged in, and reflected under, other programmes.)

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



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Sub-head (Code)		Actual expenditure 2006-07	Approved estimate 2007-08	Revised estimate 2007-08	Estimate 2008-09
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	30,780,987	34,477,580	32,943,619	36,270,856
003	Recoverable salaries and allowances (General)	18,530			
	Deduct reimbursements..... <i>Cr.18,530</i>	—	—	—	—
	Total, Recurrent	30,780,987	34,477,580	32,943,619	36,270,856
Non-Recurrent					
700	General non-recurrent	1,340,381	756,393	1,651,700	828,330
	Self-employment Business Start-up Assistance Scheme	30	—	—	—
	Total, Non-Recurrent	1,340,411	756,393	1,651,700	828,330
	Total, Operating Account	32,121,398	35,233,973	34,595,319	37,099,186
Capital Account					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	—	1,122	1,122	2,300
	Plant, vehicles and equipment.....	3,955	2,323	2,251	—
	Total, Plant, Equipment and Works.....	3,955	3,445	3,373	2,300
Subventions					
871	Vocational Training Council.....	15,835	18,577	18,577	7,800
873	Codes of Aid for existing schools	758	16,800	3,300	3,200
880	Open University of Hong Kong	—	—	44,800	10,000
898	Codes of Aid for existing schools - furniture and equipment (block vote)	1,381	3,406	1,797	1,508
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	365,834	442,669	380,695	442,669
950	Hong Kong Examinations and Assessment Authority	89,126	53,609	25,428	47,416
976	Vocational Training Council (block vote)	26,649	26,649	26,649	26,649
	Hong Kong Council for Accreditation of Academic and Vocational Qualifications	—	—	3,720	—
	Total, Subventions	499,583	561,710	504,966	539,242
	Total, Capital Account.....	503,538	565,155	508,339	541,542
	Total Expenditure	32,624,936	35,799,128	35,103,658	37,640,728

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Details of Expenditure by Subhead

The estimate of the amount required in 2008–09 for the salaries and expenses of the Education Bureau is \$37,640,728,000. This represents an increase of \$2,537,070,000 over the revised estimate for 2007–08 and of \$5,015,792,000 over actual expenditure in 2006–07.

Operating Account

Recurrent

2 Provision of \$36,270,856,000 under *Subhead 000 Operational expenses* is for the salaries, allowances and other operating expenses of the Education Bureau. The provision in 2008–09 represents an increase of \$3,327,237,000 (10.1%) over the revised estimate for 2007–08. This is mainly due to the salary increments, additional school places for Direct Subsidy Scheme schools, increased requirement for Pre-primary Education Voucher Scheme and implementation of free senior secondary education with effect from the 2008/09 school year. The financial provision includes provision for increasing the ratios of graduate teacher posts in public sector schools and implementing free senior secondary education.

3 The establishment as at 31 March 2008 will be 5 831 permanent posts and two supernumerary posts. It is expected that there will be a net increase of 14 posts in 2008–09. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2008–09, but the notional annual mid-point salary value of all such posts must not exceed \$2,412,996,000.

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

	2006–07 (Actual) (\$'000)	2007–08 (Original) (\$'000)	2007–08 (Revised) (\$'000)	2008–09 (Estimate) (\$'000)
Personal Emoluments				
- Salaries	2,333,133	2,434,846	2,430,707	2,590,441
- Allowances	18,634	19,353	20,604	20,900
- Job-related allowances.....	1,242	983	1,013	935
Personnel Related Expenses				
- Mandatory Provident Fund contribution	4,973	6,500	5,456	4,549
- Civil Service Provident Fund contribution	—	—	4,070	12,594
- Severance Payment/Long Service Payment	—	—	255	63
Departmental Expenses				
- Temporary staff	297,610	358,740	325,268	347,581
- Remuneration for special appointments....	64,575	78,364	70,806	79,016
- General departmental expenses	345,588	520,493	470,819	524,508
Other Charges				
- Teacher training	67,378	172,355	100,435	135,043
- Curriculum Development Institute.....	176,331	195,538	182,707	185,382
- Subject and curriculum block grant for government schools	112,390	127,063	114,241	129,199
- School extra-curricular activities, programmes, grants and prizes	19,902	49,099	27,902	52,418
- Pre-primary Education Voucher Scheme	—	1,973,000	977,993	1,707,581
Subventions				
- Code of Aid for primary schools	8,824,571	9,089,788	9,227,185	9,553,061
- Code of Aid for secondary schools.....	12,802,018	13,396,816	13,675,700	15,010,736
- Mortgage Interest Subsidy Scheme	19,055	17,010	12,140	8,020
- Code of Aid for special schools.....	1,159,591	1,268,110	1,256,929	1,343,212
- Direct Subsidy Scheme	1,542,691	1,800,494	1,760,229	2,161,505
- Child Care Centre Subsidy Scheme	180,397	99,466	94,865	11,959
- Assistance to caput schools	196,722	181,648	163,173	156,851
- English Schools Foundation junior schools.....	114,232	115,098	115,002	115,227
- English Schools Foundation secondary schools.....	165,720	167,780	167,463	168,196
- Refund of rent, rates and government rent to kindergartens, kindergarten- cum-child care centres, private schools, educational institutes and study rooms...	221,715	261,650	230,505	263,064

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	2006–07 (Actual) (\$'000)	2007–08 (Original) (\$'000)	2007–08 (Revised) (\$'000)	2008–09 (Estimate) (\$'000)
Subventions— <i>Cont'd.</i>				
- Miscellaneous educational services	151,309	188,599	154,092	178,573
- Vocational Training Council	1,582,420	1,570,757	1,262,803	1,510,242
- Employees Retraining Board	378,790	384,030	91,257	—@
	30,780,987	34,477,580	32,943,619	36,270,856

@ The portfolio for the Employees Retraining Board has been transferred to Head 141—Government Secretariat: Labour and Welfare Bureau due to the re-organisation of the Government Secretariat with effect from 1 July 2007.

5 Provision of \$18,530,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$1,921,000 to be reimbursed by the Schools Provident Funds for salaries and allowances of staff working in the Provident Funds Unit of the Education Bureau; and
- \$16,609,000 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

Plant, Equipment and Works

6 Provision of \$2,300,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$1,178,000 (105.0%) over the revised estimate for 2007–08. This is mainly due to increased requirement for replacement and new equipment.

Subventions

7 Provision of \$1,508,000 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 2008–09 represents a decrease of \$289,000 (16.1%) against the revised estimate for 2007–08. This is mainly due to decreased requirement for replacement and new furniture and equipment.

8 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 2008–09 represents an increase of \$61,974,000 (16.3%) over the revised estimate for 2007–08. This is mainly due to increased requirement for maintenance, repairs and minor improvement works in aided schools.

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

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Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2007	Revised estimated expenditure for 2007–08	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account</i>						
700	<i>General non-recurrent</i>					
027	Project Yi Jin		435,000	240,913	80,000	114,087
301	An evaluation and development of classification and assessment tools for children with special education needs		5,490	37	395	5,058
338	Impact of the reform of the Primary One Admission System on primary education		8,500	1,487	1,054	5,959
339	Impact of the reform of the Secondary School Places Allocation System on primary education.....		8,500	3,447	1,000	4,053
340	Impact of the reform of the Secondary School Places Allocation System on secondary education.....		9,200	5,275	2,604	1,321
344	Stakeholder monitoring survey on education reform and major education initiatives.....		2,000	1,089	—	911
496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education		2,447,200	489,362	416,573	1,541,265
498	Opening up school premises for community use		10,000	4,147	3,390	2,463
918	Implementation of Qualifications Framework		42,639	9,969	13,570	19,100
924	Grant for establishment of incorporated management committee in aided schools.....		350,000	86,975	52,500	210,525
948	Trends in Mathematics and Science Study 2007		4,000	2,251	671	1,078
949	Promotion of Gifted Education.....		5,680	1,892	1,892	1,896
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	1,606	4,407	9,987
987	Qualifications Framework Support Schemes		208,000	—	27,500	180,500
988	Tracking Survey of Graduates from Self-financing Associate Degree and Higher Diploma Programmes.....		2,000	—	1,200	800
			3,554,209	848,450	606,756	2,099,003

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Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2007	Revised estimated expenditure for 2007–08	Balance
			\$'000	\$'000	\$'000	\$'000
Capital Account						
871		<i>Vocational Training Council</i>				
	867	Digital Media Asset Management System of Vocational Training Council	7,800	—	—	7,800
			7,800	—	—	7,800
873		<i>Codes of Aid for existing schools</i>				
	835	Asbestos management plan for school premises	55,440	—	3,300	52,140
			55,440	—	3,300	52,140
880		<i>Open University of Hong Kong</i>				
	889	Grant to the Open University of Hong Kong for Establishing a Centre For Innovation	62,800	—	44,800	18,000
			62,800	—	44,800	18,000
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	83,670	25,000	90,200
			198,870	83,670	25,000	90,200
		Total	3,879,119	932,120	679,856	2,267,143