

Head 40 — EDUCATION DEPARTMENT

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

Estimate 2000–01	\$29,299.2m
Establishment ceiling 2000–01 (notional annual mid-point salary value) representing an estimated 6 902 non-directorate posts at 31 March 2000 rising by 62 posts to 6 964 posts at 31 March 2001	\$2,663.2m
In addition there will be an estimated 23 directorate posts at 31 March 2000 and at 31 March 2001.	
Capital Account commitment balance	\$2,084.4m

Controlling Officer's Report

Programmes

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

Programme (1): Primary Education

	1998–99 (Actual)	1999–2000 (Approved)	1999–2000 (Revised)	2000–01 (Estimate)
Financial provision (\$m)				
Government sector	568.6	619.1	630.4	660.3
Subvented sector	8,004.8	9,111.3	8,864.4	9,484.0
	8,573.4	9,730.4 (+13.5%)	9,494.8 (–2.4%)	10,144.3 (+6.8%)

Aim

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

Brief Description

3 Primary school places are provided mainly in aided schools (82.4%) managed by voluntary bodies under a Code of Aid, with some others directly managed by the Education Department (6.3%) and the rest provided in private schools (11.3%).

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

5 On the advice of the Curriculum Development Council, the Education Department has developed a recommended curriculum for primary education. Schools are encouraged to adopt it and make necessary modifications to suit the needs of their students.

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

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

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

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Targets

	1999/2000 (Plan)	School Year 1999/2000 (Estimate)	2000/01 (Plan)
(a) to provide whole-day primary classes.....	3 440 classes	3 630 classes	4 578 classes
(b) to provide IT facilities, IT training for teachers and professional support to schools for implementing IT in education.....	all schools	all schools	all schools
(c) to upgrade teaching posts to graduate status.....	about 1 640 posts	about 1 640 posts	about 1 640 posts
(d) to provide training for the implementation of school-based management.....	550 schools	721 schools	all schools
(e) to encourage more public sector primary schools to adopt whole school approach to guidance.....	95% of schools	95% of schools	97% of schools

Indicators

	1998/99 (Actual)	School Year 1999/2000 (Estimate)	2000/01 (Estimate)
(a) primary pupils.....	476 700	491 600	492 400
(b) children in the 6 to 11 age group.....	477 000	482 300	486 800
(c) gross enrolment ratio (a)/(b).....	99.9%	101.9%	101.2%
(d) pupil/teacher ratio in government and aided primary schools.....	22.6:1	22.3:1	21.6:1
(e) government and aided primary schools.....	733	721	717
(f) primary schools in DSS.....	N.A.§	N.A.§	2
(g) whole-day government and aided primary schools.....	225	255	299
(h) % of government and aided primary schools operating on a whole-day basis.....	30.7%	35.4%	41.7%
(i) % of pupils attending whole-day primary schools.....	22.8%	30.8%	36.8%
(j) teachers in government and aided primary schools.....	18 863	19 800	20 400
(k) % of graduate teachers in government and aided primary schools.....	12.1%	19.5%	26.7%
(l) % of teachers in government primary schools who are trained.....	99.3%	99.4%	99.4%
(m) % of teachers in aided primary schools who are trained.....	89.8%	89.5%	89.5%
(n) % of government and aided primary school teachers having attended systematic re-training courses.....	44.1%	43.4%	43.6%
(o) teacher wastage rate of government and aided primary schools.....	4.0%	3.6%	3.6%
(p) % of primary 1 to 3 classes in government primary schools adopting the activity approach.....	84.5%	100%	100%
(q) % of primary 1 to 3 classes in aided primary schools adopting the activity approach.....	52.1%	55.4%	58.7%
(r) pupils served by one Student Guidance Officer/Teacher.....	2 000	1 680	1 680

§ Not applicable. The DSS is only extended to cover primary schools starting from 2000/01.

Matters Requiring Special Attention in 2000–01

9 During 2000–01, the department will:

- ensure sufficient public sector primary school places are available for children in the 6 to 11 age group;
- convert bi-sessional schools to whole-day operation wherever possible;
- improve the teaching and learning environment in primary schools under the School Improvement Programme;
- enhance the use of IT in teaching and learning in primary schools including the provision of IT facilities, IT training for teachers to all public sector schools and IT Co-ordinators to the more IT ready and willing schools;
- complete the site preparation work in all public sector primary schools to enable the installation of a school local area network for teaching and learning;
- continue to upgrade teaching posts to graduate status in primary schools;
- provide school-based support to schools in order to enhance effective implementation of education initiatives;

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- assist primary schools in practising school-based management by providing greater funding flexibility and streamlining administrative procedures;
- provide additional teachers to co-ordinate library services and support the Chinese and English Extensive Reading Schemes;
- strengthen support services for academically low achievers in primary schools;
- provide a grant for all public sector primary schools to make available their computers for use by students after the normal school opening hours; and
- administer the extension of the DSS to cover primary schools.

Programme (2): Secondary Education

	1998–99 (Actual)	1999–2000 (Approved)	1999–2000 (Revised)	2000–01 (Estimate)
Financial provision (\$m)				
Government sector	1,218.2	1,226.2	1,243.0	1,238.1
Subvented sector	12,167.5	13,869.0	13,374.0	14,077.5
	13,385.7	15,095.2 (+12.8%)	14,617.0 (–3.2%)	15,315.6 (+4.8%)

Aim

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

Brief Description

11 Public sector secondary places are provided in government, aided and caput schools, and in private schools from which the Government buys places to make up shortfalls, currently in the following proportions: government schools (8.7%), aided schools (86.0%), caput schools (1.7%) and bought place schools (3.6%).

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

13 A holistic review of the school curriculum at all levels of schooling, headed by the Curriculum Development Council, is now in the pipeline. A coherent, open, flexible and diverse curriculum framework will be developed with much emphasis on lifelong learning and whole-person development to meet the varied needs, interests and abilities of students as well as to suit the different contexts of schools in a knowledge-based society.

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

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

Targets

	1999/2000 (Plan)	<i>School Year</i> 1999/2000 (Estimate)	2000/01 (Plan)
(a) to promote mother-tongue teaching through the implementation of the Medium of Instruction Guidance in secondary schools from the 1998/99 secondary 1 intakes	about 310 schools	294 schools	about 300 schools
(b) to provide additional Native-speaking English Teachers to secondary schools to enhance English language teaching	409 schools	400 schools	all schools
(c) to provide IT facilities, IT training for teachers and professional support for schools for implementing IT in education	all schools	all schools	all schools
(d) to provide training for the implementation of school-based management	230 schools	394 schools	all schools
(e) to improve the percentage of graduate teachers in all prevocational school by phases	27 schools	27 schools	27schools

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Indicators

	<i>School Year</i>		
	1998/99 (Actual)	1999/2000 (Estimate)	2000/01 (Estimate)
(a) secondary 1 to 3 students	238 900	236 100	238 700
(b) children in the 12 to 14 age group.....	238 700	234 500	237 400
(c) gross enrolment ratio (a)/(b).....	100.1%	100.7%	100.5%
(d) student/teacher ratio in public sector secondary schools	19.2:1	18.8:1	18.7:1
(e) public sector secondary schools (including caput and bought place schools)	411	411	417
(f) secondary schools in DSS	15	24	30
(g) secondary 1 to 3 students in bought places in private independent schools	8 243	1 986	600
(h) % of secondary 1 to 3 students in bought places in private independent schools	3.5%	0.8%	0.3%
(i) subsidised secondary 4 and 5 places	149 400	150 600	154 000
(j) children in the 15 to 16 age group.....	170 300	166 600	162 600
(k) subsidised secondary 4 and 5 places as % of children in the 15 to 16 age group.....	87.7%	90.4%	94.7%
(l) subsidised secondary 6 and 7 places	52 200	52 800	53 800
(m) subsidised secondary 4 places two years earlier	72 800	74 400	75 000
(n) % of subsidised secondary 6 places provided on the basis of subsidised secondary 4 places two years earlier	36.0%	35.6%	36.1%
(o) teachers in public sector secondary schools.....	21 821	21 900	22 000
(p) % of graduate teachers in public sector secondary schools	72.1%	72.5%	73.0%
(q) % of teachers in government secondary schools who are trained	90.9%	91.5%	92.0%
(r) % of teachers in aided secondary schools who are trained	82.2%	83.0%	84.0%
(s) % of public sector secondary school teachers having attended systematic re-training courses	24.2%	25.5%	27.0%
(t) teacher wastage rate of public sector secondary schools	3.7%	3.5%	3.5%

Matters Requiring Special Attention in 2000–01

16 During 2000–01, the department will:

- ensure the provision of sufficient secondary 1 to 7 places in public sector schools;
- continue to eliminate floating classes at secondary 1 to 5;
- improve the teaching and learning environment in secondary schools under the School Improvement Programme;
- enhance the use of IT in teaching and learning in secondary schools including the provision of IT facilities, IT training for teachers to all public sector schools, and IT Co-ordinators to the more IT ready and willing schools;
- complete the site preparation work in all public sector secondary schools to enable the installation of a school local area network for teaching and learning;
- continue to promote the use of Chinese as the medium of instruction;
- develop and implement measures to enhance language proficiency of students;
- implement the revised technical curriculum and upgrade the teaching facilities in prevocational and secondary technical schools;
- improve the graduate to non-graduate teacher ratio in prevocational schools from 65% to 70%;
- provide training and programme funds for schools to organise activities for students with behavioural problems, with a view to reaffirming and developing their potential for positive values and behaviour;
- assist secondary schools in practising school-based management by providing greater funding flexibility and streamlining administrative procedures; and
- provide a grant for public sector secondary schools to make available their computers for use by students after the normal school opening hours.

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Programme (3): Special Education

	1998–99 (Actual)	1999–2000 (Approved)	1999–2000 (Revised)	2000–01 (Estimate)
Financial provision (\$m)	1,197.7	1,418.4 (+18.4%)	1,356.4 (–4.4%)	1,458.9 (+7.6%)

Aim

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

Brief Description

18 Children with special educational needs are encouraged to receive education in ordinary schools as far as practicable. To achieve this goal, the necessary provisions, services and support in the mainstream are rendered through the implementation of programmes (1), (2), (4) and (5). For those children who are unable to benefit from mainstream education even with additional support, special school places are provided in aided special schools. Following the advice of the Curriculum Development Council, the Education Department has developed a series of Guides to Curriculum for Children with Special Educational Needs and is, presently, in the process of preparing Programmes of Study on different key learning areas for children with special educational needs. On the advice of the Curriculum Development Council, the Education Department has developed a recommended curriculum schema for practical and skills opportunity schools. These schools are encouraged to adopt it and make necessary modifications to suit the needs of their students. Special schools, practical and skills opportunity schools are managed in accordance with the Code of Aid for Special Schools, and the Education Ordinance and Regulations.

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

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

Targets

	1999/2000 (Plan)	School Year 1999/2000 (Estimate)	2000/01 (Plan)
(a) to provide sufficient school places in local public sector schools for children requiring education in special, practical and skills opportunity school settings.....	12 635 places	11 634 places	12 503 places
(b) to provide training for the implementation of school-based management	55 schools	73 schools	all schools
(c) to provide IT facilities, IT training for teachers and professional support for schools for implementing IT in education	all schools	all schools	all schools

Indicators

	1998/99 (Actual)	School Year 1999/2000 (Estimate)	2000/01 (Estimate)
(a) number of special schools	62	62	62
(b) pupils in special schools	7 344	7 486	7 533
(c) number of practical schools.....	4	4	4
(d) pupils in practical schools	1 171	1 377	1 620
(e) number of skills opportunity schools.....	7	7	7
(f) pupils in skills opportunity schools	950	1 024	1 120
(g) % of graduate teachers in special schools.....	22.4%	24.2%	28.5%
(h) % of graduate teachers in practical schools.....	35.6%	35.6%	38.9%
(i) % of graduate teachers in skills opportunity schools.....	30.8%	37.2%	40.0%
(j) % of teachers in special schools who are trained both in general education and special education	59.5%	66.0%	72.5%
(k) % of teachers in special schools who are trained in general education.....	74.2%	78.0%	81.8%
(l) % of teachers in special schools who are trained in special education	72.7%	77.8%	82.9%

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	1998/99 (Actual)	<i>School Year</i> 1999/2000 (Estimate)	2000/01 (Estimate)
(m) % of teachers in practical schools who are trained both in general education and special education.....	20.0%	16.9%	17.6%
(n) % of teachers in practical schools who are trained in general education.....	51.1%	55.1%	58.8%
(o) % of teachers in practical schools who are trained in special education.....	21.1%	18.6%	19.1%
(p) % of teachers in skills opportunity schools who are trained both in general education and special education.....	28.6%	28.8%	32.5%
(q) % of teachers in skills opportunity schools who are trained in general education.....	76.7%	80.8%	85.0%
(r) % of teachers in skills opportunity schools who are trained in special education.....	24.8%	29.5%	32.5%
(s) % of special school teachers having attended formal re-training courses.....	15.9%	17.2%	18.5%
(t) % of practical and skills opportunity school teachers having attended formal re-training courses.....	6.3%	6.6%	6.9%
(u) teacher wastage rate of special schools.....	6.0%	4.8%	3.9%
(v) teacher wastage rate of practical schools.....	10.9%	10.0%	9.2%
(w) teacher wastage rate of skills opportunity schools.....	3.1%	3.8%	3.2%

Matters Requiring Special Attention in 2000–01

21 During 2000–01, the department will:

- continue to monitor the enrolment situation in practical schools and skills opportunity schools;
- encourage more special schools to develop school-based curriculum with reference to those special education resources developed by the Curriculum Development Council;
- assist special schools, practical schools and skills opportunity schools in practising school-based management by providing greater funding flexibility and streamlining administrative procedures;
- continue to monitor building projects for reprovisioning and expanding existing special schools and projects under the School Improvement Programme;
- continue to ensure that sufficient special school places are provided in accordance with the policy of nine-year compulsory education and through the completion of special school building projects;
- continue to follow up the recommendations made by the Board of Education on the review of special education services;
- continue to provide enrichment programmes for gifted children;
- continue to develop Programmes of Study on different key learning Areas for children with special educational need;
- continue to promote the integration of children with special needs in ordinary schools;
- enhance the use of IT in teaching and learning in special, practical and skills opportunity schools including the provision of IT facilities, IT training for teachers to all schools and IT Co-ordinators to the more IT ready and willing schools;
- complete the site preparation work in these schools to enable the installation of a school local area network for teaching and learning; and
- provide a grant for public sector special schools to make available their computers for use by students after the normal school opening hours.

Programme (4): Departmental Support

	1998–99 (Actual)	1999–2000 (Approved)	1999–2000 (Revised)	2000–01 (Estimate)
Financial provision (\$m)	965.5	1,384.1 (+43.4%)	1,164.3 (–15.9%)	1,488.0 (+27.8%)

Aim

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

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

Brief Description

23 Departmental support encompasses the Headquarters' functions of policy formulation, planning, implementation and monitoring. It includes responsibility for the school building programme, places allocation, curriculum development, professional development of teachers, administration of schools, management information systems, and support services for students, including those with special needs. From 1 April 2000, the responsibility for the Non-local Courses Registry will be transferred to the Education and Manpower Bureau.

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

Targets

	1999/2000 (Plan)	<i>School Year</i> 1999/2000 (Estimate)	2000/01 (Plan)
(a) new primary and secondary schools to come into operation.....	14 primary schools and 14 secondary schools	14 primary schools and 14 secondary schools	24 primary schools and 12 secondary schools
(b) to carry out the School Improvement Programme —by carrying out improvement works at schools in Phases II to IV	120 schools	120 schools	120 schools
(c) to provide subject training to in-service teachers in the Music and Art and Craft subjects	600 teachers	600 teachers	600 teachers
(d) to provide IT technical services on a contract basis	all schools	all schools	all schools
(e) to develop an item bank for the proposed Academic Ability Assessment and carry out two pretests for the items	Feb 2000	May 2000	

Indicators

	1998/99 (Actual)	<i>School Year</i> 1999/2000 (Estimate)	2000/01 (Estimate)
(a) primary 1 pupils screened to identify special needs	76 066	78 900	81 900
(b) % of primary 1 pupils screened	99.8%	100%	100%
(c) primary schools implementing Target Oriented Curriculum.....	756	756	756

Matters Requiring Special Attention in 2000–01

25 During 2000–01, the department will:

- liaise with relevant departments to ensure that the on-going School Building Programme, School Maintenance Programme and School Improvement Programme are completed on schedule;
- continue to ensure a balanced, broad-based and high quality curriculum for different levels of school education;
- ensure all primary 1 students are screened to identify those with special needs, and provide relevant support services;
- provide training to enable serving language teachers to meet language benchmarks by 2005 and all other serving teachers by 2008;
- give advice to schools implementing the School-based Remedial Support Programme;
- provide training courses for school administrators;
- continue to provide professional support to facilitate the implementation of curriculum initiatives in primary schools: e.g. curriculum adaptation;
- continue to improve the teaching and learning of Putonghua in schools;

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- continue to promote civic education in primary and secondary schools;
- continue to promote sex education in schools from kindergarten to senior secondary levels;
- follow up on the recommendations made by the Education Commission on school-based management, whole-school approach to guidance, quality assurance and language proficiency;
- implement recommendations arising from the organisational and management review of the Education Department; and
- initiate complementary measures to support the Education Commission's review of the education system.

Programme (5): Other Direct Services and Subventions

	1998–99 (Actual)	1999–2000 (Approved)	1999–2000 (Revised)	2000–01 (Estimate)
Financial provision (\$m)	755.1	905.0 (+19.9%)	822.4 (–9.1%)	892.4 (+8.5%)

Aim

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

Brief Description

Pre-primary Education

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

Educational support for newly arrived children and young people

28 Apart from providing school places for newly arrived children/young people, the department also provides them with Induction Programmes through non-governmental organisations and grants to schools which have newly arrived students.

Adult Education

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

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

Subsidies to Educational Bodies

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

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

Targets

	1999/2000 (Plan)	School Year 1999/2000 (Estimate)	2000/01 (Plan)
(a) kindergartens joining the Kindergarten Subsidy Scheme.....	300	286	300
(b) pupils in kindergartens under the Kindergarten Subsidy Scheme#.....	80 950	67 800	68 000
(c) % of Qualified Kindergarten Teachers	45.1%	55.6%	65.0%
(d) enrolment in formal courses operated by the department for adults	11 685	13 625	13 935
(e) programmes for adults subvented by the department.....	650	661	720
(f) enrolment in the subvented programmes for adults	25 300	23 590	25 200

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	1999/2000 (Plan)	School Year 1999/2000 (Estimate)	2000/01 (Plan)
(g) home-school co-operation activities approved and subsidised†	2 500	1 111	1 200
# The previous target for the 1999/2000 school year was 80 950. It is revised to 67 800 due to the drop in the projected population of kindergarten pupils from 175 100 in the 1998/1999 school year to 170 900 in the 1999/2000 school year.			
† The previous target for the 1999/2000 school year was 2 500. It is revised to 1 111 as a result of the planned effort to co-ordinate activities on a larger scale on parent education with a view to enhancing participation of parents in their children's education process.			

Indicators

	1998/99 (Actual)	School Year 1999/2000 (Estimate)	2000/01 (Estimate)
(a) kindergartens	744	753	761
(b) non-profit-making kindergartens	455	457	461
(c) private independent kindergartens	289	296	300
(d) pupils in kindergartens	175 100	170 900	160 200
(e) % of kindergarten pupils in non-profit-making kindergartens	64.2%	63.7%	63.6%
(f) % of kindergarten pupils in private independent kindergartens	35.8%	36.3%	36.4%
(g) wastage rate of kindergarten teachers	11.8%	11.1%	11.1%
(h) enrolment of Induction Programme for newly arrived children/young people	14 495	14 400	12 800

Matters Requiring Special Attention in 2000–01

33 During 2000–01, the department will:

- continue to encourage kindergartens to employ more qualified teachers under the enhanced Kindergarten Subsidy Scheme;
- develop performance indicators for kindergartens;
- advance the target of requiring all newly recruited kindergarten principals to have completed the Certificate in Education (Kindergarten) course to September 2002;
- ensure kindergartens employ at least 60% Qualified Kindergarten Teachers;
- provide educational support services to newly arrived children/young people to help them integrate into the local education system as soon as possible;
- support the work of the Home-School Co-operation Committee, including the establishment of parent-teacher associations in schools, development of training materials to encourage better home-school co-operation; and disbursement of grants to schools with innovative approaches to improving home-school co-operation;
- encourage more aided schools to participate in the School Performance Pledge Programme; and
- support the work of the Council on Professional Conduct in Education.

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ANALYSIS OF FINANCIAL PROVISION

Programme	1998–99 (Actual) (\$m)	1999–2000 (Approved) (\$m)	1999–2000 (Revised) (\$m)	2000–01 (Estimate) (\$m)
(1) Primary Education	8,573.4	9,730.4	9,494.8	10,144.3
(2) Secondary Education	13,385.7	15,095.2	14,617.0	15,315.6
(3) Special Education.....	1,197.7	1,418.4	1,356.4	1,458.9
(4) Departmental Support	965.5	1,384.1	1,164.3	1,488.0
(5) Other Direct Services and Subventions.....	755.1	905.0	822.4	892.4
	24,877.4	28,533.1 (+14.7%)	27,454.9 (–3.8%)	29,299.2 (+6.7%)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2000–01 is \$649.5 million (6.8%) higher than the revised estimate for 1999–2000. This is mainly due to provision for additional primary school places, salary increments for teachers, upgrading of graduate teaching posts in primary schools, increased provision for enhancing IT in education, increased provision to support school-based management and provision of teachers to enhance school library services and implement the Extensive Reading Schemes. The staffing requirement of the Education Department will increase by 68 as a consequence of the implementation of whole-day schooling, enhancement of school library services and implementation of the Extensive Reading Schemes and implementation of IT in education in government primary schools.

Programme (2)

Provision for 2000–01 is \$698.6 million (4.8%) higher than the revised estimate for 1999–2000. This is mainly due to provision for additional secondary school places, salary increments for teachers, increased provision for the Native-speaking English Teacher Scheme in all public sector secondary schools, additional resources to schools adopting Chinese as medium of instruction, increased provision for enhancing IT in education, increased provision to support school-based management and increased number of DSS schools in 2000/01 school year. The staffing requirement of the Education Department will increase by 12 for providing additional support for implementing IT in education and the Medium of Instruction Guidance in government secondary schools.

Programme (3)

Provision for 2000–01 is \$102.5 million (7.6%) higher than the revised estimate for 1999–2000. This is mainly due to provision for additional school places, increased provision to support school-based management, salary increments for teachers, increased provision for the Native-speaking English Teacher Scheme in practical schools, skills opportunity schools and secondary section of special schools and increased provision for implementing recommendations of the Board of Education's review on special education.

Programme (4)

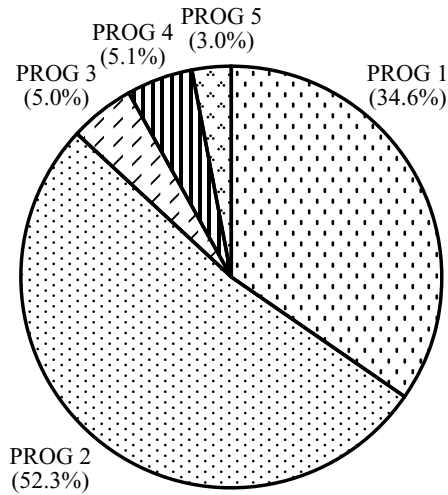
Provision for 2000–01 is \$323.7 million (27.8%) higher than the revised estimate for 1999–2000. This is mainly due to increased provision for contract technical support and maintenance services for IT in education, increased provision for language benchmarking for teachers, and expenses on recruitment of Native-speaking English Teachers, partly offset by reduced operating expenditure under the Enhanced Productivity Programme. The staffing requirement of the Education Department will decrease by 21, five due to the transfer of Non-local Courses Registry from Education Department to Education and Manpower Bureau and 16 under the Enhanced Productivity Programme.

Programme (5)

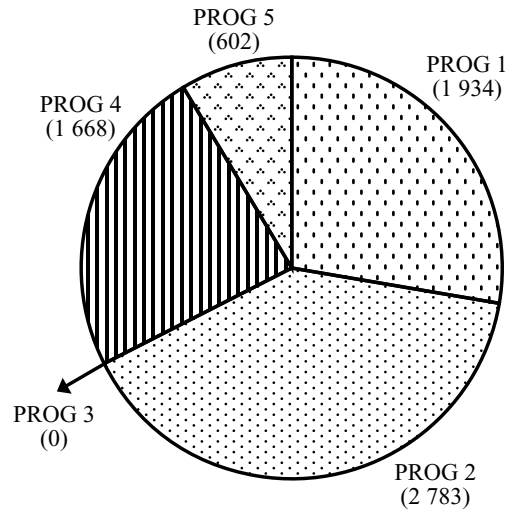
Provision for 2000–01 is \$70.0 million (8.5%) higher than the revised estimate for 1999–2000. This is mainly due to the full-year provision of payment under the Mortgage Interest Subsidy Scheme for applications approved in 1999–2000, provision for new applications to be approved in 2000–01, increased number of classes eligible for the subsidy and higher subsidy rate under the enhanced Kindergarten Subsidy Scheme and increased provision for implementing the project on integration of children with special needs. The staffing requirement of the Education Department will increase by three, which is the net result of an increase of five posts for implementing the project on integration of children with special needs in ordinary government schools, partly offset by deletion of two posts in 2000–01 under the Enhanced Productivity Programme.

Head 40 — EDUCATION DEPARTMENT

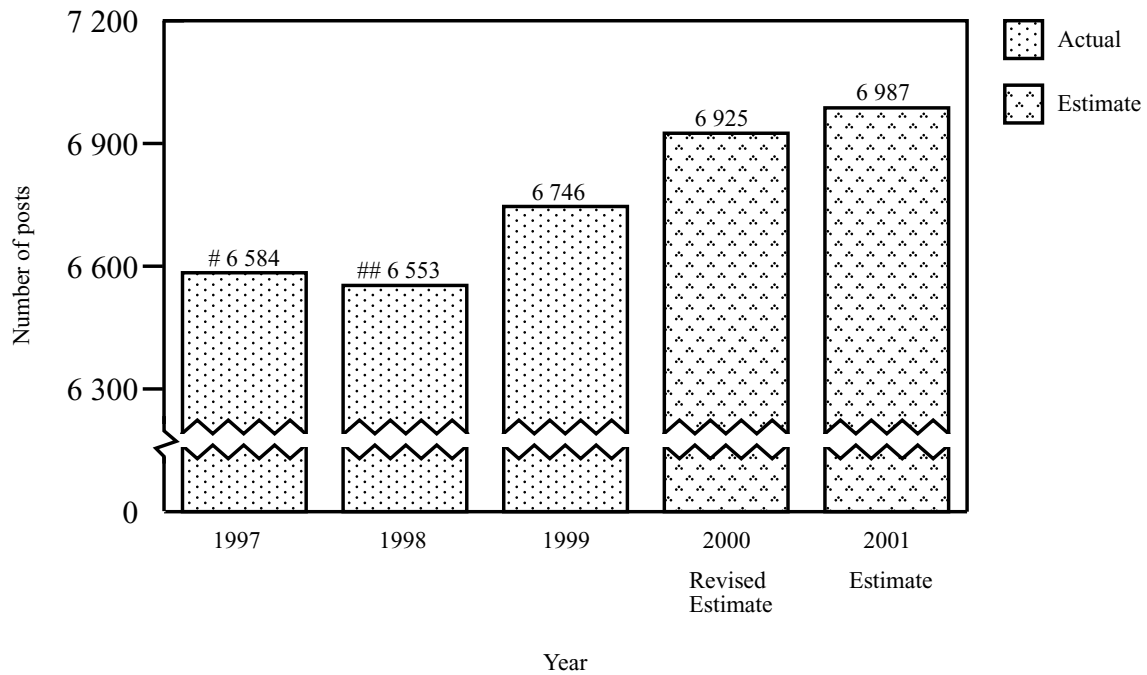
*Allocation of provision
to programmes
(2000-01)*



*Staff by programme
(as at 31 March 2001)*



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



Including 18 posts to accommodate officers on secondment to the Hong Kong Institute of Education.

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

Head 40 — EDUCATION DEPARTMENT

Sub-head (Code)		Actual expenditure 1998–99	Approved estimate 1999–2000	Revised estimate 1999–2000	Estimate 2000–01
	\$'000	\$'000	\$'000	\$'000	\$'000
Recurrent Account					
I — Personal Emoluments					
001	Salaries	2,464,461	2,502,155	2,534,641	2,549,532
002	Allowances	24,913	31,489	25,717	26,043
003	Recoverable salaries and allowances (Grant/Subsidised Schools Provident Fund and Vocational Training Council) 52,644)				
	<i>Deduct</i> reimbursements..... <i>Cr. 52,644</i>	—	—	—	—
007	Job-related allowances	4,639	5,191	4,980	5,502
	Total, Personal Emoluments	<u>2,494,013</u>	<u>2,538,835</u>	<u>2,565,338</u>	<u>2,581,077</u>
III — Departmental Expenses					
106	Temporary staff	128,570	148,273	161,546	175,595
108	Remuneration for special appointments	4,189	9,799	9,629	27,585
149	General departmental expenses	203,220	395,234	306,088	563,600
	Total, Departmental Expenses	<u>335,979</u>	<u>553,306</u>	<u>477,263</u>	<u>766,780</u>
IV — Other Charges					
150	In-service teacher training	48,339	134,970	40,247	75,175
164	Curriculum Development Institute	113,779	136,394	120,965	128,956
235	School extra-curricular activities, programmes, grants and prizes	39,999	51,545	48,968	60,083
	Total, Other Charges	<u>202,117</u>	<u>322,909</u>	<u>210,180</u>	<u>264,214</u>
V — Subventions					
300	Code of Aid for primary schools	7,594,347	8,247,155	8,184,111	8,738,003
305	Code of Aid for secondary schools	10,565,088	11,521,100	11,286,018	11,960,308
317	Mortgage Interest Subsidy Scheme	95,111	133,430	98,160	124,090
320	Code of Aid for special schools	1,172,633	1,336,487	1,289,502	1,382,854
325	Direct Subsidy Scheme	259,715	483,231	460,502	665,830
326	Kindergarten Subsidy Scheme	78,363	138,973	114,000	140,307
330	Assistance to private secondary schools and bought places	753,198	523,137	501,603	338,798
340	English Schools Foundation junior schools	120,419	117,022	114,153	127,603
345	English Schools Foundation secondary schools	166,162	172,643	157,748	176,194
350	Refund of rents, Government rents and rates to kindergartens, private schools and study rooms	185,104	233,717	196,891	208,650
489	Miscellaneous educational services	85,116	93,154	84,588	87,753
491	Remedial services for mildly disabled children in kindergartens	6,425	7,083	7,172	7,383
	Total, Subventions	<u>21,081,681</u>	<u>23,007,132</u>	<u>22,494,448</u>	<u>23,957,773</u>
	Total, Recurrent Account	<u>24,113,790</u>	<u>26,422,182</u>	<u>25,747,229</u>	<u>27,569,844</u>
Capital Account					
I — Plant, Equipment and Works					
603	Plant, vehicles and equipment	2,518	4,879	3,415	3,286

Head 40 — EDUCATION DEPARTMENT

Sub-head (Code)	Actual expenditure 1998-99	Approved estimate 1999-2000	Revised estimate 1999-2000	Estimate 2000-01	
	\$'000	\$'000	\$'000	\$'000	
Capital Account—Cont'd.					
I — Plant, Equipment and Works—Cont'd.					
661	Minor plant, vehicles and equipment (block vote)	1,648	5,307	4,882	2,381
	Total, Plant, Equipment and Works.....	4,166	10,186	8,297	5,667
II — Other Non-Recurrent					
700	General other non-recurrent.....	85,716	166,838	99,167	178,738
834	Equipment for computer studies	336,029	1,295,428	1,139,614	927,718
835	Colour television receivers, videocassette recorders and tapes (block vote).....	15,451	10,136	7,095	5,587
	Total, Other Non-Recurrent.....	437,196	1,472,402	1,245,876	1,112,043
III — Subventions					
850	Code of Aid for primary schools—building and furniture and equipment (new grants)	419	590	472	510
851	Code of Aid for primary schools—maintenance, repairs and minor improvement (block vote)..	87,253	179,029	128,900	161,220
852	Code of Aid for primary schools—furniture and equipment (existing schools) (block vote)	14,870	23,100	17,325	27,147
853	Code of Aid for secondary schools—building and furniture and equipment (new grants)	107	624	200	195
855	Code of Aid for secondary schools— maintenance, repairs and minor improvement (block vote)	150,323	326,280	228,396	289,762
856	Code of Aid for secondary schools—furniture and equipment (existing schools)(block vote)	55,660	79,750	63,800	103,675
858	Code of Aid for special schools—maintenance, repairs and minor improvement (block vote)..	11,170	14,241	10,680	22,017
859	Code of Aid for special schools—furniture and equipment (existing schools) (block vote)	2,408	4,750	3,728	7,139
	Total, Subventions.....	322,210	628,364	453,501	611,665
	Total, Capital Account.....	763,572	2,110,952	1,707,674	1,729,375
	Total Expenditure	<u>24,877,362</u>	<u>28,533,134</u>	<u>27,454,903</u>	<u>29,299,219</u>

Head 40 — EDUCATION DEPARTMENT

Details of Expenditure by Subhead

The estimate of the amount required in 2000–01 for the salaries and expenses of the Education Department is \$29,299,219,000. This represents an increase of \$1,844,316,000 over the revised estimate for 1999–2000 and of \$4,421,857,000 on actual expenditure in 1998–99.

Recurrent Account

Personal Emoluments

2 Provision of \$2,581,077,000 for personal emoluments represents an increase of \$15,739,000 over the revised estimate for 1999–2000 and takes into account salary increments for existing staff and posts to be created in 2000–01, partly offset by savings from deletion of posts under the Enhanced Productivity Programme.

3 The establishment at 31 March 2000 will be 6 925 permanent posts. It is expected that a net 62 additional posts will be created in 2000–01.

4 Subject to certain conditions, the controlling officer may under delegated powers create or delete non-directorate posts during 2000–01, but the notional annual mid-point salary value of all such posts must not exceed \$2,663,155,000.

5 Provision of \$26,043,000 under *Subhead 002 Allowances* is for standard allowances and the following non-standard allowance—

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

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

6 An estimated provision of \$52,644,000 under *Subhead 003 Recoverable salaries and allowances (Grant/Subsidised Schools Provident Fund and Vocational Training Council)* comprises—

- \$2,400,000 for salaries and allowances of civil servants working in the Provident Funds Unit of the Education Department; and
- \$50,244,000 for salaries and allowances of civil servants working in the Vocational Training Council.

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

7 Provision of \$5,502,000 under *Subhead 007 Job-related allowances* is for the following non-standard job-related allowances—

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

The increase of \$522,000 (10.5%) over the revised estimate for 1999–2000 is mainly due to more teachers taking or completing in-service training courses in special education.

Departmental Expenses

8 Provision of \$175,595,000 under *Subhead 106 Temporary staff* includes provision for the employment of supply teachers in government primary and secondary schools, part-time staff in adult education centres and temporary staff engaged in activities run by government and non-government bodies in schools and centres. The increase of

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\$14,049,000 (8.7%) over the revised estimate for 1999–2000 is mainly due to the employment of non-civil service contract staff recruited, partly offset by savings from reduced requirement for temporary staff under the Enhanced Productivity Programme.

9 Provision of \$27,585,000 under *Subhead 108 Remuneration for special appointments* is for the payment of salaries, gratuities and fringe benefits for Native-speaking English Teachers employed on non-civil service terms in government secondary schools. The increase of \$17,956,000 (186.5%) over the revised estimate for 1999–2000 is mainly due to the full-year provision for Native-speaking English Teachers employed in 1999–2000 and increased provision for additional recruits in 2000–01.

10 Provision of \$563,600,000 under *Subhead 149 General departmental expenses* represents an increase of \$257,512,000 (84.1%) over the revised estimate for 1999–2000. This is mainly due to the full-year provision of contract technical services to support the use of IT in schools, maintenance for IT facilities in aided and government schools, expenses on recruitment of Native-speaking English Teachers and examination costs for teachers under the Language Benchmarking Scheme, partly offset by savings from reduced operating expenditure under the Enhanced Productivity Programme.

Other Charges

11 Provision of \$75,175,000 under *Subhead 150 In-service teacher training* is for meeting expenses on training for teachers on various subjects and refunding course fees to in-service teachers. The increase of \$34,928,000 (86.8%) over the revised estimate for 1999–2000 is mainly due to the provision for re-training courses for teachers under the Language Benchmarking Scheme, leadership training programme for principals and refresher training on IT in education, partly offset by savings from reduced operating expenditure for in-service training under the Enhanced Productivity Programme.

12 Provision of \$128,956,000 under *Subhead 164 Curriculum Development Institute (CDI)* is for the payment of salaries, gratuities and fringe benefits for the non-civil service staff employed by the CDI and its general expenses. The increase of \$7,991,000 (6.6%) over the revised estimate for 1999–2000 is mainly due to the full-year provision for non-civil service staff employed in 1999–2000, partly offset by savings from reduced operating expenditure under the Enhanced Productivity Programme.

13 Provision of \$60,083,000 under *Subhead 235 School extra-curricular activities, programmes, grants and prizes* is for meeting the expenses of school programmes such as the Award for Young People Scheme, the Community Youth Club Scheme and the student guidance scheme. It also covers expenditure on subject grants, school-based curriculum development project grants, library books, prizes and subsidies to government schools' extra-curricular activities funds. The increase of \$11,115,000 (22.7%) over the revised estimate for 1999–2000 is mainly due to the full-year provision of a supplementary grant to support school-based management in government schools.

Subventions

14 Provision of \$8,738,003,000 under *Subhead 300 Code of Aid for primary schools* is for the payment of salary grants, other charges grants, provident fund donations and for the refund of rates and Government rents to aided primary schools in accordance with the Code of Aid for primary schools. The increase of \$553,892,000 (6.8%) over the revised estimate for 1999–2000 is mainly due to provision for additional school places, and increased provision for upgrading of graduate teaching posts, enhancing IT in education, supporting school-based management, enhancing school library services and implementing the Extensive Reading Schemes.

15 Provision of \$11,960,308,000 under *Subhead 305 Code of Aid for secondary schools* is for the payment of salary grants, other charges grants, provident fund donations and for the refund of rates and Government rents to aided secondary schools in accordance with the Code of Aid for secondary schools. The increase of \$674,290,000 (6.0%) over the revised estimate for 1999–2000 is mainly due to provision for additional school places, and increased provision for implementing the Native-speaking English Teacher Scheme, adopting Chinese as medium of instruction, enhancing IT in education and supporting school-based management.

16 Provision of \$124,090,000 under *Subhead 317 Mortgage Interest Subsidy Scheme* is for the payment of interest subsidy under the scheme. The increase of \$25,930,000 (26.4%) over the revised estimate for 1999–2000 is mainly due to the full-year provision for beneficiaries who joined the scheme in 1999–2000 and provision for new applicants joining the scheme in 2000–01.

17 Provision of \$1,382,854,000 under *Subhead 320 Code of Aid for special schools* is for the payment of salary grants, other charges grants, provident fund donations and for the refund of rates and Government rents to boarding sections and school sections in aided special schools in accordance with the Code of Aid for special schools. The increase of \$93,352,000 (7.2%) over the revised estimate for 1999–2000 is mainly due to provision for additional classes and boarding places, enhancing IT in education, increased provision for supporting school-based management, implementing the Native-speaking English Teacher Scheme in practical school, skills opportunity schools and secondary section of special schools, and implementing recommendations of the Board of Education's review on special education.

18 Provision of \$665,830,000 under *Subhead 325 Direct Subsidy Scheme* is for the payment of subsidy to primary and secondary schools which have joined the Scheme. The financial provision sought has taken account of the revisions to the DSS to be introduced from the 2000/01 school year onwards, including the admission of primary schools to DSS and improvements to the income banding system. The increase of \$205,328,000 (44.6%) over the revised estimate for 1999–2000 is mainly due to an estimated increase in the number of schools joining the DSS.

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19 Provision of \$140,307,000 under *Subhead 326 Kindergarten Subsidy Scheme* is for the payment of subsidy to kindergartens which have joined the scheme. The increase of \$26,307,000 (23.1%) over the revised estimate for 1999–2000 is mainly due to the increased number of classes eligible for the subsidy and higher subsidy rate arising from the implementation of the enhanced Kindergarten Subsidy Scheme.

20 Provision of \$338,798,000 under *Subhead 330 Assistance to private secondary schools and bought places* is for the payment of per caput grants, fee subsidy for bought places in private schools and recurrent grants to private non-profit-making schools teaching integrated science, practical and technical subjects. The decrease of \$162,805,000 (32.5%) against the revised estimate for 1999–2000 is mainly due to the phasing out of the Bought Place Scheme and some schools under the Bought Place Scheme switching to the Direct Subsidy Scheme.

21 Provision of \$127,603,000 under *Subhead 340 English Schools Foundation junior schools* is for the payment of recurrent grants to the English Schools Foundation for operating English-speaking junior schools. The increase of \$13,450,000 (11.8%) over the revised estimate for 1999–2000 is mainly due to the rescheduling of one month's subsidy payment from 1999–2000 to 2000–01 as a result of streamlining the payment schedule.

22 Provision of \$176,194,000 under *Subhead 345 English Schools Foundation secondary schools* is for the payment of recurrent grants to the English Schools Foundation for operating English-speaking secondary schools. The increase of \$18,446,000 (11.7%) over the revised estimate for 1999–2000 is mainly due to the rescheduling of one month's subsidy payment from 1999–2000 to 2000–01 as a result of streamlining the payment schedule.

23 Provision of \$208,650,000 under *Subhead 350 Refund of rents, Government rents and rates to kindergartens, private schools and study rooms* is for the refund of rents, Government rents and rates to private non-profit-making kindergartens and voluntary agencies operating study rooms. It also includes provision for the refund of rates and Government rents to private non-profit-making primary and secondary schools and eligible post-secondary colleges, and of fees for certificates of structural and fire safety to eligible kindergartens, primary and secondary schools. The increase of \$11,759,000 (6.0%) over the revised estimate for 1999–2000 is mainly due to lower requirement in 1999–2000 as a result of a 50% rate concession for the second quarter of 1999–2000.

24 Provision of \$87,753,000 under *Subhead 489 Miscellaneous educational services* is for contribution towards the expenses of running the annual joint school science exhibition; subventions on a discretionary basis to the Hong Kong Schools Music and Speech Association, the Hong Kong Schools Sports Federation, the Hong Kong Association of Careers Masters and Guidance Masters, and the Hong Kong Society for the Blind for the operation of the centralised braille production centre; assistance to the Hong Kong Teachers' Association towards the cost of producing an annual publication designed for teachers; subscription to the International Association for the Evaluation of Education Achievement; subventions on school recreational programmes and Hong Kong Schools Drama Festival; subventions to voluntary agencies operating adult education projects and induction programmes for newly arrived children; subventions for the purchase of educational services from the Mai Po Wildlife Education Centre, the operation of the Home-School Co-operation Scheme, the promotion of Target Oriented Curriculum, and the running of young drug abusers programmes. The increase of \$3,165,000 (3.7%) over the revised estimate for 1999–2000 is mainly due to increase in payment of subsidies to Parent-Teacher Associations in 2000–01.

25 Provision of \$7,383,000 under *Subhead 491 Remedial services for mildly disabled children in kindergartens* is for the reimbursement of one additional teacher salary to each non-profit-making kindergarten which provides six places for mildly disabled children referred by the Education Department.

Capital Account

Plant, Equipment and Works

26 Provision of \$2,381,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents a decrease of \$2,501,000 (51.2%) against the revised estimate for 1999–2000. This is mainly due to reduced requirements for replacement and maintenance works in government schools.

Other Non-Recurrent

27 Provision of \$5,587,000 under *Subhead 835 Colour television receivers, videocassette recorders and tapes (block vote)* is for the provision and replacement of colour television receivers, videocassette recorders and tapes for aided schools and private secondary schools with bought places. The decrease of \$1,508,000 (21.3%) against the revised estimate for 1999–2000 is mainly due to reduced requirement for replacement items.

Subventions

28 Provision of \$161,220,000 under *Subhead 851 Code of Aid for primary schools-maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects requiring a subsidy of not more than \$2,000,000 each. The increase of \$32,320,000 (25.1%) over the revised estimate for 1999–2000 is mainly due to increased requirement for maintenance and repairs.

29 Provision of \$27,147,000 under *Subhead 852 Code of Aid for primary schools-furniture and equipment (existing schools) (block vote)* is for replacement and additional furniture and equipment for existing schools requiring a subsidy of not more than \$500,000 each. It includes provision for new furniture and equipment required as a result of curriculum changes and the opening of additional classes. The increase of \$9,822,000 (56.7%) over the revised estimate for 1999–2000 is mainly due to increased requirement for the replacement of furniture and equipment for ordinary classes.

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30 Provision of \$289,762,000 under *Subhead 855 Code of Aid for secondary schools-maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects requiring a subsidy of not more than \$2,000,000 each. The increase of \$61,366,000 (26.9%) over the revised estimate for 1999–2000 is mainly due to increased requirement for maintenance and repairs.

31 Provision of \$103,675,000 under *Subhead 856 Code of Aid for secondary schools-furniture and equipment (existing schools) (block vote)* is for replacement and additional furniture and equipment for existing schools requiring a subsidy of not more than \$500,000 each. It includes provision for new furniture and equipment required as a result of curriculum changes and the opening of additional classes. The increase of \$39,875,000 (62.5%) over the revised estimate for 1999–2000 is mainly due to increased requirement for replacement of furniture and equipment items.

32 Provision of \$22,017,000 under *Subhead 858 Code of Aid for special schools-maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects requiring a subsidy of not more than \$2,000,000 each. The increase of \$11,337,000 (106.2%) over the revised estimate for 1999–2000 is mainly due to increased requirement for maintenance and repairs.

33 Provision of \$7,139,000 under *Subhead 859 Code of Aid for special schools-furniture and equipment (existing schools) (block vote)* is for replacement and additional furniture and equipment for existing schools requiring a subsidy of not more than \$500,000 each. It includes provision for new furniture and equipment required as a result of curriculum changes and the opening of additional classes. The increase of \$3,411,000 (91.5%) over the revised estimate of 1999–2000 is mainly due to increased requirement for replacement of furniture and equipment items.

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Capital Account

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.99	Revised estimated expenditure for 1999–2000	Balance
			\$'000	\$'000	\$'000	\$'000
603		<i>Plant, vehicles and equipment</i>				
	268	Teaching equipment for new sixth form subjects	4,000	3,492	282	226
	270	Replacement computer equipment	853	807	22	24
	294	Provision of additional ETV equipment to government schools	2,001	1,016	400	585
	295	Computer system and additional teaching and reading materials for Fung Hon Chu Gifted Education Centre	2,300	—	—	2,300
	296	Furniture and equipment for Phase II Development of Fung Hon Chu Gifted Education Centre	4,988	—	10	4,978
	320	Establishment of a Resource Centre for Special Education Teachers	2,112	—	1,235	877
	502	Equipment computer studies	4,154	4,072	10	72
			<u>20,408</u>	<u>9,387</u>	<u>1,959</u>	<u>9,062</u>
700		<i>General other non-recurrent</i>				
	257	Programmes and copies of software packages for computer literacy	1,666	1,280	5	381
	274	The Establishment of AS Level Subject Electronics	7,945	3,590	900	3,455
	275	Periodic inspection and testing of electrical installation	34,273	13,902	923	19,448
	276	Asbestos investigation of school premises	27,519	72	5,343	22,104
	278	Provision of additional resources to schools participating the Target Oriented Curriculum Scheme	27,870	21,072	1,785	5,013
	290	Development of self-access training materials on Target Oriented Curriculum Assessment	12,400	1,183	1,258	9,959
	291	One-off induction grant for schools newly joining the School Management Initiative Scheme	45,816	35,190	1,300	9,326
	292	Evaluation of the Target Oriented Curriculum (Key Stage One) implementation	3,600	1,718	600	1,282
	298	Positive discrimination measures for caput and bought place schools using Chinese as the medium of instruction	1,755	—	878	877
	299	Positive discrimination measures for government secondary schools using Chinese as the medium of instruction	2,067	—	278	1,789
	300	A study on the remedial services for students with learning difficulties or weak academic performance	2,681	—	680	2,001
	301	An evaluation of the existing classification and assessment tools and referral and placement procedures for children with special education needs	2,153	—	450	1,703

Head 40 — EDUCATION DEPARTMENT

Capital Account—Cont'd.

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.99	Revised estimated expenditure for 1999–2000	Balance
			\$'000	\$'000	\$'000	\$'000
700		<i>General other non-recurrent—Cont'd.</i>				
	302	A study on the multiplicity of handicap among students of special schools, practical schools and skills opportunity schools.....	2,839	—	1,105	1,734
	303	Odyssey of the Mind Programme.....	4,570	1,173	1,586	1,811
	304	Training for prevocational and secondary technical school teachers on new technical curriculum.....	9,000	897	3,803	4,300
	305	Implementation of a new technical curriculum in prevocational and secondary technical schools.....	162,700	1,496	47,164	114,040
	306	One-off grant to public sector secondary schools adopting Chinese as the medium of instruction.....	36,050	26,953	2,325	6,772
	307	Conducting research on the benefits of whole-day primary schooling.....	2,250	529	529	1,192
	308	One-off grant to aided secondary schools and special schools for installing air-conditioners in the preparation rooms of laboratories.....	23,100	—	9,210	13,890
	309	Conducting a research based on the pilot study on the feasibility of a Language Ability Assessment and a Mathematical Ability Assessment.....	500	—	—	500
	310	A research on the effective mode of remedial teaching.....	800	—	500	300
	311	Provision of short-term refresher courses for co-ordinators of remedial teaching in secondary schools.....	1,460	—	300	1,160
	312	A research on the needs of both potential and genuine drop-outs.....	800	—	400	400
	313	A research on the optimum age of entry to P1.....	800	—	—	800
	314	Provision of in-service training courses for teachers in schools admitting at least one class of territory-wide bottom 25% S1 pupils.....	6,960	—	2,320	4,640
	315	Policy-related research projects conducted by Board of Education.....	4,800	—	400	4,400
	316	Evaluation on the implementation of the Medium of Instruction Guidance for Secondary Schools.....	5,360	—	1,340	4,020
	317	Provision of FM systems for severely and profoundly hearing impaired ordinary school integrators.....	1,980	—	990	990
	318	Provision of hearing aids to hearing impaired children.....	4,000	—	800	3,200
	319	Study on strategies to cope with individual differences in academic abilities of primary school pupils.....	22,360	—	—	22,360
	321	Hiring of outside expertise for Quality Assurance Inspection.....	10,000	—	3,110	6,890
	322	Educational activities for celebrating the 50 th anniversary of the People's Republic of China.....	8,860	—	8,340	520

Head 40 — EDUCATION DEPARTMENT

Capital Account—Cont'd.

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.99	Revised estimated expenditure for 1999–2000	Balance
			\$'000	\$'000	\$'000	\$'000
700		<i>General other non-recurrent—Cont'd.</i>				
	323	Introducing a new subject on Word Processing and Business Communication (English) (Secondary 4 and 5)	5,998	—	—	5,998
	324	Consultancy study to review the progress and achievements of the use of information technology in school education	10,000	—	—	10,000
			<u>494,932</u>	<u>109,055</u>	<u>98,622</u>	<u>287,255</u>
834		<i>Equipment for computer studies</i>				
	499	Equipment for computer studies	30,420	29,833	393	194
	505	Equipment for computer studies (special schools)	6,078	5,404	389	285
	506	Provision of additional computer equipment and the related conversion works in schools.....	113,960	105,804	1,000	7,156
	507	Provision of software packages for computer education in special schools ..	3,600	602	900	2,098
	508	Provision of computer-aided design, computer aided manufacturing and computer-assisted learning packages for prevocational schools.....	22,680	15,366	7,300	14
	509	Establishment of Information Technology Learning Centres in prevocational and secondary technical schools	55,467	12,623	38,844	4,000
	510	Provision of multimedia computers to government and aided primary schools	252,550	117,659	43,000	91,891
	511	Enhancement of use of information technology in school education.....	2,924,683	197,665	1,047,788	1,679,230
			<u>3,409,438</u>	<u>484,956</u>	<u>1,139,614</u>	<u>1,784,868</u>
850		<i>Code of Aid for primary schools—building and furniture and equipment (new grants)</i>				
	210	Revised resource classes for children with learning difficulties (primary)	2,983	1,961	472	550
853		<i>Code of Aid for secondary schools—building and furniture and equipment (new grants)</i>				
	398	Second wire-free induction loop system for aided schools using Chinese as the medium of instruction.....	4,120	1,278	200	2,642
		Total.....	<u>3,931,881</u>	<u>606,637</u>	<u>1,240,867</u>	<u>2,084,377</u>