

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

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

Estimate 2003–04	\$32,924.9m
Establishment ceiling 2003–04 (notional annual mid-point salary value) representing an estimated 6 595 non-directorate posts as at 31 March 2004 (including 4 587 posts in government schools).....	\$2,592.9m
In addition there will be an estimated 32 directorate posts as at 31 March 2004.	
Capital Account commitment balance	\$1,637.7m

Controlling Officer's Report

Programmes

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

Detail

Programme (1): Director of Bureau's Office

	2001–02 (Actual)	2002–03 (Approved)	2002–03 (Revised)	2003–04 (Estimate)
Financial provision (\$m)	—	—	—	7.3

Aim

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

Brief Description

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

Programme (2): Primary Education

	2001–02 (Actual)	2002–03 (Approved)	2002–03 (Revised)	2003–04 (Estimate)
Financial provision (\$m)				
Government sector	704.9	794.6	760.0	813.5
Subvented sector	9,698.3	10,904.4	10,102.8	11,008.0
	<hr/> 10,403.2	<hr/> 11,699.0 (+12.5%)	<hr/> 10,862.8 (–7.1%)	<hr/> 11,821.5 (+8.8%)

Aim

4 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.

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Brief Description

5 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 and Manpower Bureau (6.2%) and the rest provided in private schools (11.4%).

6 With a view to injecting more variety into our education system and providing parents with a wider choice, we have been implementing measures to foster, among others, the development of quality Direct Subsidy Scheme (DSS) schools and Private Independent Schools (PIS).

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

8 Teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap. 279) before they can be registered or permitted to teach. The policy target to upgrade 35% of all public sector primary school teaching posts to graduate status has been achieved by the end of the 2001/02 school year as scheduled.

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

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

Targets

	2001/02 (Actual)	School Year 2002/03 (Revised Estimate)	2003/04 (Plan)
(a) % of government, aided and DSS primary school places operating on a whole-day basis.....	49%	60%	66%
(b) % of government and aided primary schools under the Native-speaking English Teacher (NET) and English Language Teaching Assistant (ELTA) Scheme.....	N.A.	100%	100%
(c) % of government and aided primary schools provided with an additional teacher to lead curriculum development.....	N.A.	33%	67%

Indicators

	2001/02 (Actual)	School Year 2002/03 (Revised Estimate)	2003/04 (Estimate)
(a) primary pupils.....	493 100	483 200	478 100
(b) children in the 6 to 11 age group	488 400	481 300	475 700
(c) gross enrolment ratio (a)/(b).....	101.0%	100.4%	100.5%
(d) pupil/teacher ratio in government and aided primary schools.....	20.8:1	20.3:1	20.0:1
(e) government and aided primary schools	715	699	670
(f) primary schools under DSS	2	8	10
(g) whole-day government and aided primary schools.....	329	367	410
(h) whole-day government and aided primary classes	5 569	6 539	7 329
(i) teachers in government and aided primary schools	21 268	21 300	21 350
(j) % of graduate teacher posts in government and aided primary schools.....	35%	35%	35%
(k) % of teachers in government primary schools with relevant teacher training qualification	99.6%	99.7%	99.8%
(l) % of teachers in aided primary schools with relevant teacher training qualification	92.9%	93.5%	94.0%
(m) teacher wastage rate of government and aided primary schools.....	3.8%#	3.8%	3.8%
(n) number of schools provided with school-based curriculum development support	88	204	210
(o) schools participating in collaborative research and development ("seed") projects on curriculum development.....	136	95	70

Provisional figure for the period from October 2001 to September 2002.

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Matters Requiring Special Attention in 2003–04

11 During 2003–04, the bureau will:

- ensure that public sector primary school places are utilised in a cost-effective way for children in the 6 to 11 age group;
- continue to implement whole-day primary schooling by converting more bi-sessional schools to whole-day operation;
- continue to implement the curriculum reform, through the provision of an additional Primary School Master/Mistress by phases for five years to serve as curriculum development leader in each public sector primary school;
- continue to enhance English language teaching in public sector primary schools through enforcement of the language proficiency requirement and the NET and ELTA scheme;
- encourage mainstream schools to make reference to the curriculum resources developed by the Curriculum Development Council in catering for the special educational needs of students; and
- review the grants to public sector primary schools with a view to rationalising the funding arrangement and further enhancing the flexibility to schools in utilising the grants.

Programme (3): Secondary Education

	2001–02 (Actual)	2002–03 (Approved)	2002–03 (Revised)	2003–04 (Estimate)
Financial provision (\$m)				
Government sector	1,350.1	1,380.7	1,335.8	1,398.3
Subvented sector	14,204.1	15,255.3	14,468.5	15,210.8
	15,554.2	16,636.0 (+7.0%)	15,804.3 (–5.0%)	16,609.1 (+5.1%)

Aim

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

Brief Description

13 Public sector secondary places are provided in government, aided and caput schools, currently in the following proportions: government schools (8.8%), aided schools (89.5%), and caput schools (1.7%).

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

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

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

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

Targets

	2001/02 (Actual)	School Year 2002/03 (Revised Estimate)	2003/04 (Plan)
(a) number of public sector secondary schools implementing mother-tongue teaching under the Medium of Instruction Guidance from the 1998/99 secondary 1 intakes.....	297	301	301
(b) % of public sector secondary schools being provided with NETs to enhance English language teaching.....	100%	100%	100%

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Indicators

	2001/02 (Actual)	School Year 2002/03 (Revised Estimate)	2003/04 (Estimate)
(a) secondary 1 to 3 students.....	246 100	251 600	254 000
(b) children in the 12 to 14 age group	247 100	252 400	254 800
(c) gross enrolment ratio (a)/(b).....	99.6%	99.7%	99.7%
(d) student/teacher ratio in public sector secondary schools.....	18.2:1	18.1:1	18.1:1
(e) public sector secondary schools.....	413	414	413
(f) secondary schools under the DSS.....	32	32	42
(g) subsidised secondary 4 and 5 places.....	149 600	149 700	156 600
(h) children in the 15 to 16 age group	168 300	165 500	169 700
(i) subsidised secondary 4 and 5 places as % of children in the 15 to 16 age group	88.9%	90.5%	92.3%
(j) subsidised secondary 6 places.....	27 400	27 300	27 600
(k) subsidised secondary 4 places two years earlier	75 200	74 300	74 700
(l) % of subsidised secondary 6 places provided on the basis of subsidised secondary 4 places two years earlier.....	36.4%	36.7%	36.9%
(m) subsidised secondary 7 places.....	26 900	27 000	27 300
(n) teachers in public sector secondary schools.....	22 771	23 000	23 200
(o) % of graduate teacher posts in public sector secondary schools.....	72.5%	72.5%	72.5%
(p) % of teachers in government secondary schools with relevant teacher training qualification	96.0%	96.5%	97.0%
(q) % of teachers in aided secondary schools with relevant teacher training qualification	88.2%	90.0%	92.0%
(r) teacher wastage rate of public sector secondary schools	3.3%#	3.3%	3.3%
(s) number of schools provided with school-based curriculum development support	110	103	106
(t) schools participating in collaborative research and development (“seed”) projects on curriculum development.....	161	87	60

Provisional figure for the period from October 2001 to September 2002.

Matters Requiring Special Attention in 2003–04

18 During 2003–04, the bureau will:

- ensure the provision of sufficient secondary 1 to 7 places in public sector schools to meet the relevant policy targets, and in particular, to provide all secondary 3 students in public sector schools who have the ability and wish to continue their study with subsidised secondary 4 places or vocational training places;
- continue to promote the use of Chinese as the medium of instruction;
- continue to enhance English language teaching in public sector secondary schools through enforcement of the language proficiency requirement and the NET scheme;
- continue to facilitate public sector secondary schools to strengthen students' self-discipline, confidence and resilience through the Smart Teen Challenge Project;
- encourage mainstream schools to make reference to the curriculum resources developed by the Curriculum Development Council in catering for the special educational needs of students; and
- review the grants to public sector secondary schools with a view to rationalising the funding arrangement and further enhancing the flexibility to schools in utilising the grants.

Programme (4): Special Education

	2001–02 (Actual)	2002–03 (Approved)	2002–03 (Revised)	2003–04 (Estimate)
Financial provision (\$m)	1,438.7	1,510.9 (+5.0%)	1,449.0 (–4.1%)	1,506.0 (+3.9%)

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Aim

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

Brief Description

20 Special educational needs include the needs of both the gifted and the less able who are mentally/physically handicapped or having other learning difficulties. Children with special educational needs are encouraged to receive education in ordinary schools as far as practicable. To achieve this goal, the necessary provisions, services and support are, as far as possible, incorporated into the resource requirements for mainstream education and rendered through the implementation of programmes (2), (3), (5) and (7). Children who are unable to benefit from mainstream education even with additional support can attend aided special schools. Following the advice of the Curriculum Development Council, the Education and Manpower Bureau has continued with the development of guides on different key learning areas for children with special educational needs and guidelines on school-based gifted development programmes.

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

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

Target

	2001/02 (Actual)	<i>School Year</i> 2002/03 (Revised Estimate)	2003/04 (Plan)
(a) % of special schools with primary sections provided with an additional teacher to lead curriculum development.....	N.A.	10%	67%

Indicators

	2001/02 (Actual)	<i>School Year</i> 2002/03 (Revised Estimate)	2003/04 (Estimate)
(a) special schools			
number of special schools.....	62	62	62
pupils in special schools.....	7 688	7 722	7 793
% of graduate teacher posts in special schools.....	31.1%	35.0%	35.0%
% of teachers in special schools who are trained in both general education and special education.....	69.3%	72.5%	75.7%
% of teachers in special schools who are trained in general education.....	83.5%	85.9%	88.3%
% of teachers in special schools who are trained in special education.....	79.1%	80.5%	81.9%
teacher wastage rate of special schools.....	6.0%#	6.0%	6.0%
schools participating in collaborative research and development ("seed") projects on curriculum development.....	1	1	2
(b) practical schools			
number of practical schools.....	4	4	4
pupils in practical schools.....	1 068@	1 590@	1 770@
% of graduate teacher posts in practical schools.....	38.1%	40.2%	50.5%
% of teachers in practical schools who are trained in both general education and special education.....	29.9%	15.1%	13.8%
% of teachers in practical schools who are trained in general education.....	75.3%	75.3%	80.0%
% of teachers in practical schools who are trained in special education.....	30.9%	15.1%	13.8%
teacher wastage rate of practical schools.....	5.9%	3.0%	3.0%

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	2001/02 (Actual)	School Year 2002/03 (Revised Estimate)	2003/04 (Estimate)
(c) skills opportunity schools			
number of skills opportunity schools.....	7	7	7
pupils in skills opportunity schools	707@	940@	1 330@
% of graduate teacher posts in skills opportunity schools	33.6%	32.8%	40.0%
% of teachers in skills opportunity schools who are trained in both general education and special education.....	38.8%	32.1%	28.6%
% of teachers in skills opportunity schools who are trained in general education.....	89.5%	90.5%	85.0%
% of teachers in skills opportunity schools who are trained in special education.....	40.8%	33.6%	28.6%
teacher wastage rate of skills opportunity schools.....	9.4%	5.0%	5.0%

Provisional figure for the period from October 2001 to September 2002.

@ Figures include students in the ordinary classes during the transition period of mainstreaming.

Matters Requiring Special Attention in 2003–04

23 During 2003–04, 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;
- monitor the mainstreaming of practical schools and skills opportunity schools and their enrolment situation;
- encourage more special schools to develop school-based curriculum with reference to the curriculum resources developed by the Curriculum Development Council;
- encourage schools to start school-based gifted development programmes while continuing to provide enrichment programmes for gifted children;
- continue with the development of guidelines on different key learning areas for children with special educational needs and the development of resource packages and guidelines on school-based gifted development programmes; and
- review the grants to special schools with a view to rationalising the funding arrangement and further enhancing the flexibility to schools in utilising the grants.

Programme (5): Other Educational Services and Subventions

	2001–02 (Actual)	2002–03 (Approved)	2002–03 (Revised)	2003–04 (Estimate)
Financial provision (\$m)	812.3	1,066.9 (+31.3%)	949.5 (–11.0%)	1,109.9 (+16.9%)

Aim

24 The aim is to strengthen professional training 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, induction and continuing professional development for teachers.

Pre-primary Education

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

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Educational support for newly arrived children and young people

27 Apart from providing school places for newly arrived children/young people, the bureau also provides them with Induction Programmes through non-governmental organisations and full-time Initiation Programmes before they enrol in mainstream schools. Schools which admit newly arrived children also receive grants from the bureau to organise school-based support services to help these children integrate into the local education system. The Induction Programme, the Initiation Programme and the school-based support services have been extended to cover newly arrived non-Chinese speaking children and children of returning residents.

Uniformed Group Activities in Schools

28 To widen the scope and participation of students in extra-curricular activities, the bureau promotes the setting up and expansion of uniformed groups in schools, subsidises their activities, and launches programmes to recruit and train parents and outside school personnel to become leaders of uniformed groups.

Parent Education

29 The bureau promotes parent education through provision of grants for the organisation of district-based, school-based, workplace-based and other outreach parent education programmes, development and production of parent education materials, and training of parent education programme organisers.

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, District Teacher Network Scheme and subject-related organisations. The bureau also provides subventions to the Hong Kong Education City Limited for the delivery of healthy and quality education information to schools, teachers, parents and the public through e-platform.

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

Targets

	2001/02 (Actual)	School Year 2002/03 (Revised Estimate)	2003/04 (Plan)
(a) number of training places for school managers on the implementation of school-based management.....	444	454	420
(b) % of schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change	100%	100%	100%
(c) % of newly appointed principals receiving induction training before taking up principalship	100%	100%	100%

Indicators

	2001/02 (Actual)	School Year 2002/03 (Revised Estimate)	2003/04 (Estimate)
(a) number of teacher development programmes related to curriculum reform for all schools	719	772	850
(b) kindergartens	784	777	770
(c) non-profit making kindergartens joining the KSS.....	322	324	335
(d) non-profit-making kindergartens outside the KSS.....	176	182	164
(e) private independent kindergartens	286	271	271
(f) pupils in kindergartens.....	156 200	143 700	134 000
(g) % of kindergarten pupils in non-profit-making kindergartens joining the KSS	42.3%	45.1%	47.1%
(h) % of kindergarten pupils in non-profit-making kindergartens outside the KSS.....	26.8%	26.5%	24.3%
(i) % of kindergarten pupils in private independent kindergartens	30.9%	28.4%	28.6%
(j) % of qualified kindergarten teachers	71%	76%	81%
(k) wastage rate of kindergarten teachers.....	12.4%#	12.4%	12.4%
(l) enrolment of Induction Programme for newly arrived children/young people	4 365	4 600	4 600
(m) enrolment of Initiation Programme for newly arrived children/young people	864	940	940

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	2001/02 (Actual)	School Year 2002/03 (Revised Estimate)	2003/04 (Estimate)
(n) enrolment in formal courses for adults	12 300	11 170	11 000
(o) home-school co-operation activities approved and subsidised.....	1 683	1 800	1 950

Provisional figure for the period from October 2001 to September 2002.

Matters Requiring Special Attention in 2003–04

32 During 2003–04, the bureau will:

- provide the necessary support and resources to enable all serving language teachers in English and Putonghua to meet the language proficiency requirement by 2006;
- continue to work with the Advisory Committee on Teacher Education and Qualifications in conducting a holistic review of teacher education and development, and in implementing the review recommendations;
- set up a certification mechanism for new principalship;
- support kindergartens in self-evaluation using performance indicators specifically developed for kindergartens;
- ensure that all newly recruited kindergarten principals will have completed the Certificate in Education (Kindergarten) course, and increase training provision to enable all serving kindergarten principals to receive such training by summer 2006;
- provide pre-service training to meet the requirement that all new kindergarten teachers should possess a pre-service Qualified Kindergarten Teacher qualification from the 2003/04 school year;
- encourage kindergartens to employ more qualified kindergarten teachers through the enhanced KSS and provision of sufficient in-service training places to achieve 100% qualified kindergarten teaching force by 2004/05 school year;
- take forward the recommendations on the further harmonisation of kindergartens and child care centres;
- provide educational support services to newly arrived children/young people to help them integrate into the local education system as soon as possible;
- review and modify the mode of provision of adult education to enhance quality and cost effectiveness of courses;
- collaborate with uniformed group organisations to expand their establishments in the school sector, to facilitate the organisation of core training programmes for potential leaders, and to provide incentives and training opportunities for existing leaders to continue to serve their respective organisations and help groom new leaders;
- 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 improve home-school co-operation;
- work with the Steering Committee on Parent Education in promoting parent education through various channels; and
- strengthen the support to the subject-related organisations with a view to enhancing their professionalism and promoting their active participation in the education reform by providing funding for promotion of professional activities organised by these organisations during the period 2002–03 to 2004–05.

Programme (6): Manpower Development

	2001–02 (Actual)	2002–03 (Approved)	2002–03 (Revised)	2003–04 (Estimate)
Financial provision (\$m)	51.7	220.6 (+326.7%)	70.9 (–67.9%)	149.5 (+110.9%)

Aim

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

Brief Description

34 The bureau's main responsibility under this programme is to formulate policies and strategies, monitor their implementation and introduce legislation on manpower development.

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35 The bureau has set up the Manpower Development Committee to advise the Government on strategies for developing human resources to meet the manpower needs of Hong Kong. The bureau aims to establish a qualifications framework for Hong Kong which would specify the outcome standards required for the award of qualifications at different levels. The bureau also oversees the implementation of the Continuing Education Fund to encourage adults with learning aspirations to pursue continuing education and training, and the Skills Upgrading Scheme to provide focused training for workers with low education attainment.

Matters Requiring Special Attention in 2003–04

36 During 2003–04, the bureau will ensure the timely and effective implementation of various initiatives announced by the Chief Executive in his previous Policy Addresses to meet the needs of the community. In particular, it will:

- review and improve the provision of vocational training and retraining;
- adopt and implement a qualifications framework;
- introduce a quality assurance mechanism to support the qualifications framework;
- review the implementation arrangements of the Continuing Education Fund;
- review the overall effectiveness of the Skills Upgrading Scheme and make recommendations on its future; and
- extend the scope of the construction industry levy to cover electrical and mechanical works of the construction industry so as to provide enhanced training and trade testing for the construction-related electrical and mechanical trade.

Programme (7): Policy and Support

	2001–02 (Actual)	2002–03 (Approved)	2002–03 (Revised)	2003–04 (Estimate)
Financial provision (\$m)	1,509.3	1,860.6 (+23.3%)	1,448.9 (–22.1%)	1,721.6 (+18.8%)

Aim

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

Brief Description

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, including reforming the Primary One Admission mechanism and the Secondary School Places Allocation System; improving the school curriculum; promoting diversity in education and providing quality assurance through school inspection. The bureau also works with the Education Commission to review the academic structure for senior secondary education.

40 The bureau continues the operation of Project Yi Jin which provides an alternative avenue for secondary 5 school leavers and adult learners to pursue continuing education. The programme aims to upgrade students' knowledge in biliteracy, trilingualism and application of information technology through combining academic pursuits with practical skills training. To further develop the higher education sector, the bureau has reserved five sites for allocation to post-secondary institutions to construct purpose-built campuses.

Matters Requiring Special Attention in 2003–04

41 During 2003–04, the bureau will:

- support the progressive increase in post-secondary education opportunities so that 60% of secondary school leavers will have access to tertiary education by 2010/11 academic year;
- review the effectiveness of Project Yi Jin and make recommendations on its future arrangements;
- oversee the further development of the higher education sector in collaboration with the University Grants Committee;
- oversee the implementation of improvement measures for means-tested student financial assistance schemes undertaken by the Student Financial Assistance Agency;
- improve the quality of school education through the promotion and dissemination of good practices emanating from successful Quality Education Fund (QEF) projects;
- improve the monitoring and evaluation of QEF projects, build up schools' capacities for self-evaluation of projects and improve other aspects of the administration of the QEF;

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- oversee the implementation of education reform measures recommended by the Education Commission;
- oversee the effectiveness of the medium of instruction policy, including the review of the medium of instruction policy in parallel with the short-term mechanism of the Secondary School Places Allocation System as well as the Points System under the short-term mechanism of the Primary One Admission System;
- work with the Standing Committee on Language Education and Research in implementing the recommendations of a comprehensive review of language education;
- support schools in conducting rigorous self-evaluation for improvement and development by providing relevant tools and data;
- continue to implement the on-going School Building Programme, School Maintenance Programme and School Improvement Programme;
- administer a secure form of Hong Kong Attainment Test in the three core subjects, namely Chinese language, English language and Mathematics, to gauge more accurately students' performance at primary 3, primary 5, pre-secondary 1 and secondary 3 levels;
- oversee the design of Basic Competency Assessments comprising Student Assessment and System Assessment, and launch the Student Assessment at primary 3 to primary 6 levels in June 2003;
- promote learning to learn through the four key tasks, namely, moral and civic education, reading to learn, project learning and the use of IT for interactive learning, under the new curriculum framework in public sector schools;
- enhance professional support to facilitate development of school-based curriculum by providing on-site support to public sector schools, organising professional development activities for teachers, jointly developing learning and teaching resources and materials and conducting collaborative research and development projects;
- prepare for a review of textbook policy in the overall context of curriculum resources;
- review the effectiveness of the 5-year strategy of IT in education and map out the way forward;
- plan, develop and roll out a web-based School Administration and Management System in primary and secondary schools; and
- assist public sector schools to put in place a participatory, transparent and accountable school governance upon the enactment of the Education (Amendment) Bill 2002.

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ANALYSIS OF FINANCIAL PROVISION

Programme	2001-02 (Actual) (\$m)	2002-03 (Approved) (\$m)	2002-03 (Revised) (\$m)	2003-04 (Estimate) (\$m)
(1) Director of Bureau's Office	—	—	—	7.3
(2) Primary Education	10,403.2	11,699.0	10,862.8	11,821.5
(3) Secondary Education	15,554.2	16,636.0	15,804.3	16,609.1
(4) Special Education	1,438.7	1,510.9	1,449.0	1,506.0
(5) Other Educational Services and Subventions	812.3	1,066.9	949.5	1,109.9
(6) Manpower Development	51.7	220.6	70.9	149.5
(7) Policy and Support.....	1,509.3	1,860.6	1,448.9	1,721.6
	<u>29,769.4</u>	<u>32,994.0</u> (+10.8%)	<u>30,585.4</u> (-7.3%)	<u>32,924.9</u> (+7.6%)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2003-04 is \$7.3 million. This is the provision for the salaries and allowances of the Secretary for Education and Manpower and staff in his Office.

Programme (2)

Provision for 2003-04 is \$958.7 million (8.8%) higher than the revised estimate for 2002-03. This is mainly due to the salary increments for staff in primary schools, recurrent consequences of capital projects, provision of additional teachers to serve as curriculum development leaders, upgrading of teaching posts to lead English teaching, and full-year provision for NETs and ELTAs, manpower resources for IT co-ordination and strengthening of student guidance service, partly offset by the full-year effect of the 2002 civil service pay cut. The staffing requirement in government primary schools is estimated to increase by 25 for the operation of additional classes based on an estimated increase in demand, provision of curriculum development leaders and implementation of integrated education for students with special educational needs.

Programme (3)

Provision for 2003-04 is \$804.8 million (5.1%) higher than the revised estimate for 2002-03. This is mainly due to the salary increments for staff in secondary schools, recurrent consequences of capital projects, provision for additional secondary classes, and full-year provision for manpower resources for IT co-ordination, partly offset by the full-year effect of the 2002 civil service pay cut. The staffing requirement in government secondary schools is estimated to increase by 27 for the operation of additional classes based on an estimated increase in demand and implementation of integrated education for students with special educational needs.

Programme (4)

Provision for 2003-04 is \$57.0 million (3.9%) higher than the revised estimate for 2002-03. This is mainly due to the salary increments for staff in special schools, provision of additional teachers to serve as curriculum development leaders, and full-year provision for manpower resources for IT co-ordination, partly offset by the full-year effect of the 2002 civil service pay cut.

Programme (5)

Provision for 2003-04 is \$160.4 million (16.9%) higher than the revised estimate for 2002-03. This is mainly due to the increased provision for the enhancement of KSS and for training related to language proficiency assessment for teachers, and increased cashflow requirements for the support to uniformed group activities for students and the Parent Education Initiative project.

Programme (6)

Provision for 2003-04 is \$78.6 million (110.9%) higher than the revised estimate for 2002-03. This is mainly due to the full-year provision for implementing the qualifications framework, and increased cashflow requirement under the Skills Upgrading Scheme to provide focused training for workers with low education attainment.

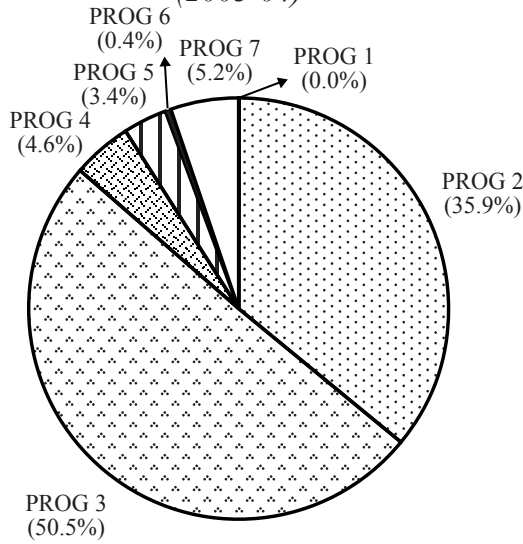
Head 156 — GOVERNMENT SECRETARIAT: EDUCATION AND MANPOWER BUREAU

Programme (7)

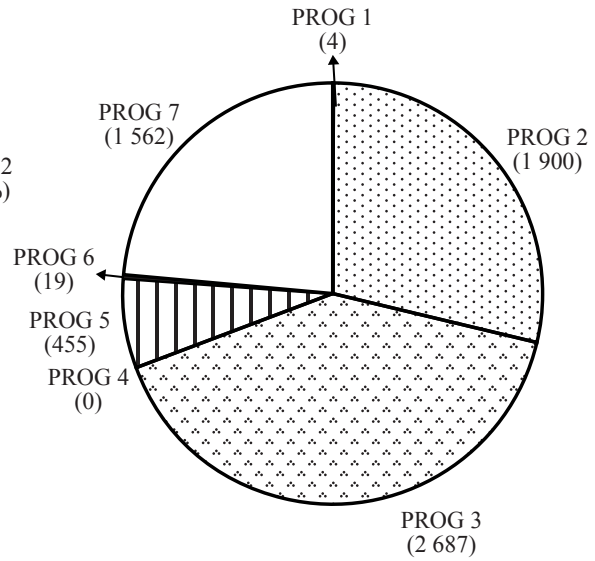
Provision for 2003–04 is \$272.7 million (18.8%) higher than the revised estimate for 2002–03. This is mainly due to the salary increments for existing staff, additional provision for contract staff in the Curriculum Development Institute, lower than expected requirement in 2002–03 for technical support services and contract maintenance services, additional provision for recruitment of NETs, and increased cashflow requirements for Project Yi Jin and for implementation of various research projects, partly offset by the full-year effect of the 2002 civil service pay cut.

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

*Allocation of provision
to programmes
(2003-04)*



*Staff by programme
(as at 31 March 2004)*



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

Sub-head (Code)		Actual expenditure 2001-02	Approved estimate 2002-03	Revised estimate 2002-03	Estimate 2003-04
	\$'000	\$'000	\$'000	\$'000	\$'000
Recurrent Account					
000	Operational expenses.....	—	—	—	32,107,691
003	Recoverable salaries and allowances (General).....	45,037			
	<i>Deduct</i> reimbursements.....	<i>Cr.45,037</i>	—	—	—
	Total, Recurrent Account.....	—	—	—	32,107,691
Capital Account					
I — Plant, Equipment and Works					
603	Plant, vehicles and equipment.....	—	—	—	535
661	Minor plant, vehicles and equipment (block vote).....	—	—	—	3,706
	Total, Plant, Equipment and Works.....	—	—	—	4,241
II — Other Non-Recurrent					
700	General other non-recurrent.....	—	—	—	270,624
834	Equipment for computer studies.....	—	—	—	110,731
835	Colour television receivers, videocassette recorders and tapes (block vote).....	—	—	—	3,815
	Total, Other Non-Recurrent.....	—	—	—	385,170
III — Subventions					
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	—	—	—	6,050
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote).....	—	—	—	421,743
	Total, Subventions.....	—	—	—	427,793
	Total, Capital Account.....	—	—	—	817,204
	Total Expenditure.....	—	—	—	32,924,895

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION AND MANPOWER BUREAU

Details of Expenditure by Subhead

With effect from 2003–04, the provision for Head 40—Education Department will be consolidated with the provision for programme areas on education and manpower development hitherto included under Head 146—Government Secretariat: Education and Manpower Bureau and Economic Development and Labour Bureau (Labour) and shown under a new Head 156—Government Secretariat: Education and Manpower Bureau. The Permanent Secretary for Education and Manpower is the Controlling Officer of this new Head of Expenditure. The estimate of the amount required in 2003–04 for the salaries and expenses of the Education and Manpower Bureau is \$32,924,895,000.

Recurrent Account

2 Provision of \$32,107,691,000 under *Subhead 000 Operational expenses* is for the salaries and allowances of staff of the Education and Manpower Bureau and its other operating expenses.

3 The establishment as at 1 April 2003 will be 6 575 permanent posts. The bureau expects a net creation of 52 posts in 2003–04. Subject to certain conditions, the controlling officer may under delegated powers create or delete non-directorate posts during 2003–04, but the notional annual mid-point salary value of all such posts must not exceed \$2,592,890,000.

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

	2001–02 (Actual) (\$'000)	2002–03 (Original Estimate) (\$'000)	2002–03 (Revised Estimate) (\$'000)	2003–04 (Estimate) (\$'000)
Personal Emoluments				
- Salaries.....	—	—	—	2,846,746
- Allowances	—	—	—	31,151
- Job-related allowances	—	—	—	6,006
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	—	—	—	5,056
Departmental Expenses				
- Temporary staff.....	—	—	—	319,561
- Remuneration for special appointments...	—	—	—	62,801
- General departmental expenses.....	—	—	—	654,795
Other Charges				
- Teacher training	—	—	—	130,415
- Curriculum Development Institute.....	—	—	—	258,006
- Subject and curriculum block grant for government schools	—	—	—	70,691
- School extra-curricular activities, programmes, grants and prizes	—	—	—	29,123
Subventions				
- Code of Aid for primary schools.....	—	—	—	10,477,049
- Code of Aid for secondary schools	—	—	—	13,416,230
- Mortgage Interest Subsidy Scheme.....	—	—	—	51,010
- Code of Aid for special schools	—	—	—	1,475,229
- Direct Subsidy Scheme	—	—	—	1,179,269
- Kindergarten Subsidy Scheme	—	—	—	160,356
- Assistance to private secondary schools and bought places	—	—	—	266,034
- English Schools Foundation junior schools	—	—	—	129,466
- English Schools Foundation secondary schools	—	—	—	188,974
- Refund of rents, Government rents and rates to kindergartens, private schools and study rooms.....	—	—	—	230,076
- Miscellaneous educational services	—	—	—	112,529
- Remedial services for mildly disabled children in kindergartens	—	—	—	7,118
	—	—	—	32,107,691

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION AND MANPOWER BUREAU

5 An estimated provision of \$45,037,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises

- \$1,990,000 to be reimbursed by the Schools Provident Funds for salaries and allowances of staff working in the Provident Funds Unit of the Education and Manpower Bureau; and
- \$43,047,000 to be reimbursed by the Vocational Training Council (VTC) for salaries and allowances of civil servants working in VTC and its skills centres.

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

Capital Account

Other Non-Recurrent

6 Provision of \$3,815,000 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.

Subventions

7 Provision of \$6,050,000 under *Subhead 898 Codes of Aid for existing schools - furniture and equipment (block vote)* is for replacement and additional furniture and equipment for existing schools requiring a subsidy of not more than \$500,000 each that is not covered by the recurrent Composite Furniture and Equipment Grant, such as new requirements arising from curriculum changes and opening of additional classes, and replacement of standard items lost in natural disasters, fire and burglary.

8 Provision of \$421,743,000 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 existing primary, secondary and special schools requiring a subsidy of not more than \$2,000,000 each. The provision used to be distributed among three separate block votes for primary schools, secondary schools and special schools. The amalgamation into one block vote will provide added flexibility in meeting the requirements of different types of schools.

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

Capital Account

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2002	Revised estimated expenditure for 2002-03	Balance
			\$'000	\$'000	\$'000	\$'000
603		<i>Plant, vehicles and equipment</i>				
	268	Teaching equipment for new sixth form subjects	4,000	3,793	136	71
	294	Provision of additional ETV equipment to government schools	2,001	1,381	200	420
	295	Computer system and additional teaching and reading materials for Fung Hon Chu Gifted Education Centre	2,300	45	228	2,027
	296	Furniture and equipment for Phase II Development of Fung Hon Chu Gifted Education Centre	4,988	1,245	95	3,648
	502	Equipment for computer studies.....	4,154	4,080	10	64
			<u>17,443</u>	<u>10,544</u>	<u>669</u>	<u>6,230</u>
700		<i>General other non-recurrent</i>				
	010	Consultancy on Language Benchmarking for Teachers.....	7,000	2,200	1,000	3,800
	019	Enhanced research support for the Education Commission.....	9,500	5,175	1,200	3,125
	026	IT Assistant Course	90,000	33,500	15,995	40,505
	027	Project Yi Jin and Website on Continuing Education	200,000	33,580	23,500	142,920
	028	Teacher Education Study	7,000	—	721	6,279
	031	Skills Upgrading Scheme	400,000	7,164	21,800	371,036
	032	Consultation relating to and publicity for the Education Reform	7,500	1,901	1,500	4,099
	034	Accreditation grant to providers of post-secondary programmes	10,000	1,673	7,470	857
	274	The Establishment of AS Level Subject Electronics	7,945	4,578	—	3,367
	275	Periodic inspection and testing of electrical installation.....	34,273	23,300	4,230	6,743
	276	Asbestos investigation at school premises.....	27,519	3,150	9,149	15,220
	278	Provision of additional resources to schools participating in the Target Oriented Curriculum Scheme	27,870	23,590	631	3,649
	290	Development of self-access training materials on Target Oriented Curriculum Assessment.....	12,400	7,539	2,480	2,381
	292	Evaluation of the Target Oriented Curriculum (Key Stage One) implementation	3,600	1,903	—	1,697
	299	Positive discrimination measures for government secondary schools using Chinese as the medium of instruction	2,067	—	—	2,067
	301	An evaluation and development of classification and assessment tools for children with special education needs	5,490	37	1,150	4,303
	304	Training for prevocational and secondary technical school teachers on new technical curriculum.....	9,000	7,413	—	1,587

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

Capital Account—Cont'd.

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2002	Revised estimated expenditure for 2002–03	Balance
			\$'000	\$'000	\$'000	\$'000
700		<i>General other non-recurrent—Cont'd.</i>				
	305	Implementation of a new technical curriculum in prevocational and secondary technical schools.....	162,700	125,201	18,152	19,347
	306	One-off grant to public sector secondary schools adopting Chinese as the medium of instruction.....	36,050	29,474	620	5,956
	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	1,127	700	5,133
	315	Policy-related research projects conducted by Board of Education.....	4,800	681	520	3,599
	316	Evaluation on the implementation of the Medium of Instruction Guidance for Secondary Schools.....	5,360	3,747	—	1,613
	318	Provision of hearing aids to hearing impaired children	4,000	2,091	1,109	800
	319	Study on strategies to cope with individual differences in academic abilities of primary school pupils.....	22,360	13,212	4,860	4,288
	321	Hiring of outside expertise for Quality Assurance Inspection	10,000	8,362	500	1,138
	323	Introducing a new subject on Word Processing and Business Communication (English) (Secondary 4 and 5).....	5,998	2,621	1,412	1,965
	324	Consultancy study to review the progress and achievements of the use of information technology in school education.....	10,000	1,295	760	7,945
	326	Transition Furniture and Equipment Grant	110,400	105,799	3,000	1,601
	327	Furniture and equipment for one new primary school in Tseung Kwan O built by the Housing Authority	4,536	2,191	1,661	684
	328	One-off book grant for school teachers..	23,000	21,164	900	936
	329	Commissioning a consultancy study for further evaluation of the implementation of the Medium of Instruction Guidance for secondary schools (Secondary 4 and 5).....	5,000	—	1,250	3,750
	331	Parent education	50,000	5,862	15,297	28,841
	332	Supporting uniform group activities for students	50,000	3,400	7,000	39,600
	334	Provision of gifted education services....	9,900	2,593	2,900	4,407
	335	Study on Enrichment of Language Learning Environment.....	6,300	2,123	2,123	2,054
	337	Furniture and equipment for one new primary school in Quarry Bay built by a private developer.....	3,784	—	1,169	2,615
	338	Impact of the reform of the Primary One Admission System on primary education.....	8,500	—	—	8,500
	339	Impact of the reform of the Secondary School Places Allocation System on primary education	8,500	—	—	8,500

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

Capital Account—Cont'd.

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2002	Revised estimated expenditure for 2002–03	Balance
			\$'000	\$'000	\$'000	\$'000
700		<i>General other non-recurrent—Cont'd.</i>				
	340	Impact of the reform of the Secondary School Places Allocation System on secondary education.....	8,700	—	—	8,700
	341	Impact of the reform of the Primary One Admission System on early childhood education.....	1,000	—	200	800
	342	Good practices in secondary schools for enhancing English proficiency and other learning outcomes of students ..	3,000	—	—	3,000
	343	Project on early identification and intervention for primary one pupils with learning difficulties.....	1,590	—	216	1,374
			<u>1,423,602</u>	<u>487,646</u>	<u>155,175</u>	<u>780,781</u>
834		<i>Equipment for computer studies</i>				
	505	Equipment for computer studies (special schools)	6,078	5,757	50	271
	506	Provision of additional computer equipment and the related conversion works in schools	113,960	106,772	50	7,138
	507	Provision of software packages for computer education in special schools	3,600	2,409	50	1,141
	509	Establishment of Information Technology Learning Centres in prevocational and secondary technical schools.....	55,467	43,945	1,500	10,022
	511	Enhancement of use of information technology in school education.....	2,924,683	2,025,224	67,350	832,109
			<u>3,103,788</u>	<u>2,184,107</u>	<u>69,000</u>	<u>850,681</u>
		Total.....	<u>4,544,833</u>	<u>2,682,297</u>	<u>224,844</u>	<u>1,637,692</u>