

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

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

<b>Estimate 2004–05</b> .....	<b>35,068.7m</b>
<b>Establishment ceiling 2004–05</b> (notional annual mid-point salary value) representing an estimated 6 137 non-directorate posts as at 31 March 2004 (including 4 277 posts in government schools) reducing by 184 posts to 5 953 non-directorate posts as at 31 March 2005 (including 4 239 posts in government schools) .....	<b>2,361.8m</b>
In addition there will be an estimated 32 directorate posts as at 31 March 2004 and as at 31 March 2005.	
<b>Commitment balance</b> .....	<b>1,415.5m</b>

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**Controlling Officer's Report**

**Programmes**

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

**Detail**

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

	2002–03 (Actual)	2003–04 (Original)	2003–04 (Revised)	<b>2004–05 (Estimate)</b>
Financial provision (\$m)	—	7.3	6.9 (–5.5%)	<b>6.9</b> (—)
				(or –5.5% on 2003–04 Original)

**Aim**

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

**Brief Description**

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

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**Programme (2): Primary Education**

	2002-03 (Actual)	2003-04 (Original)	2003-04 (Revised)	2004-05 (Estimate)
Financial provision (\$m)				
Government sector	734.6	813.5	750.6	<b>816.8</b>
Subvented sector	10,036.3	11,008.0	9,998.5	<b>10,903.9</b>
	<hr/>	<hr/>	<hr/>	<hr/>
	10,770.9	11,821.5	10,749.1 (-9.1%)	<b>11,720.7</b> (+9.0%)
				(or -0.9% on 2003-04 Original)

**Aim**

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

**Brief Description**

**5** Primary school places are provided in government, aided and private schools, currently in the following proportions: government schools (6.6%), aided schools (81.3%), and private schools (12.1%).

**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**

	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	2004/05 (Plan)
% of government, aided and DSS primary school places operating on a whole-day basis .....	60%	66%	<b>72%</b>
% of government and aided primary schools under the Native-speaking English Teacher (NET) and English Language Teaching Assistant (ELTA) Scheme .....	100%	100%	<b>100%</b>
% of government and aided primary schools provided with an additional teacher or temporary support staff for curriculum development.....	33%	62%	<b>100%</b>

**Indicators**

	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	2004/05 (Estimate)
primary pupils.....	483 200	469 200	<b>458 600</b>
children in the six to 11 age group.....	483 900	468 200	<b>457 400</b>
gross enrolment ratio .....	99.9%	100.2%	<b>100.3%</b>
pupil/teacher ratio in government and aided primary schools.....	20.4:1	20.1:1	<b>20.5:1</b>
government and aided primary schools .....	699	678	<b>659</b>

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	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	2004/05 (Estimate)
primary schools under DSS .....	8	10	<b>11</b>
whole-day government and aided primary schools.....	367	412	<b>432</b>
whole-day government and aided primary classes .....	6 539	7 252	<b>7 723</b>
teachers in government and aided primary schools .....	21 190	20 800	<b>19 850</b>
% of teachers in government primary schools with relevant teacher training qualification.....	98.1%	98.3%	<b>98.3%</b>
% of teachers in aided primary schools with relevant teacher training qualification.....	92.9%	93.0%	<b>93.0%</b>
teacher wastage rate of government and aided primary schools.....	5.2%#	5.2%	<b>5.2%</b>
schools provided with school-based curriculum development support .....	204	219	<b>200</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development .....	93	106	<b>100</b>

# Provisional figures from mid September 2002 to mid September 2003.

**Matters Requiring Special Attention in 2004–05**

**11** During 2004–05, the bureau will:

- ensure that public sector primary school places are utilised in a cost-effective way for children in the six to 11 age group;
- continue to implement whole-day primary schooling by converting more bi-sessional schools to whole-day operation;
- continue to implement the curriculum reform, supported by the provision of an additional teacher for five years to lead curriculum development in each public sector school with six classes or above, or the provision of a cash grant for five years for hiring temporary support staff to support curriculum development in each public sector school with five or less classes;
- continue to enhance English language teaching in public sector primary schools through enforcement of the language proficiency requirement and the NET scheme;
- 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**

	2002–03 (Actual)	2003–04 (Original)	2003–04 (Revised)	2004–05 (Estimate)
Financial provision (\$m)				
Government sector	1,331.7	1,398.3	1,308.5	<b>1,349.0</b>
Subvented sector	14,421.8	15,210.8	14,459.0	<b>15,598.0</b>
	<u>15,753.5</u>	<u>16,609.1</u>	<u>15,767.5</u> (–5.1%)	<u><b>16,947.0</b></u> (+7.5%)

(or +2.0% on  
2003–04 Original)

**Aim**

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

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**Brief Description**

13 Public sector secondary places are provided in government, aided and caput schools, currently in the following proportions: government schools (8.7%), aided schools (89.6%), 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**

	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	<b>2004/05 (Plan)</b>
public sector secondary schools implementing mother-tongue teaching under the Medium of Instruction Guidance from the 1998/99 secondary 1 intakes .....	301	302	<b>306</b>
% of public sector secondary schools being provided with NETs to enhance English language teaching .....	100%	100%	<b>100%</b>

**Indicators**

	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	<b>2004/05 (Estimate)</b>
secondary 1 to 3 students.....	251 600	252 500	<b>255 700</b>
children in the 12 to 14 age group .....	250 600	252 400	<b>255 500</b>
gross enrolment ratio .....	100.4%	100.0%	<b>100.1%</b>
student/teacher ratio in public sector secondary schools .....	18.2:1	18.2:1	<b>18.6:1</b>
public sector secondary schools.....	414	414	<b>417</b>
secondary schools under the DSS.....	32	42	<b>45</b>
subsidised secondary 4 and 5 places.....	149 800	157 000	<b>164 100</b>
children in the 15 to 16 age group .....	167 000	169 700	<b>177 500</b>
subsidised secondary 4 and 5 places as % of children in the 15 to 16 age group.....	89.7%	92.5%	<b>92.5%</b>
subsidised secondary 6 places.....	27 300	27 500	<b>28 200</b>
subsidised secondary 4 places two years earlier .....	74 300	74 700	<b>75 400</b>
% of subsidised secondary 6 places provided on the basis of subsidised secondary 4 places two years earlier.....	36.7%	36.8%	<b>37.4%</b>
subsidised secondary 7 places.....	27 000	27 200	<b>27 500</b>
teachers in public sector secondary schools.....	22 830	23 000	<b>22 950</b>
% of teachers in government secondary schools with relevant teacher training qualification.....	96.0%	96.5%	<b>96.5%</b>
% of teachers in aided secondary schools with relevant teacher training qualification.....	89.0%	91.0%	<b>91.0%</b>
teacher wastage rate of public sector secondary schools .....	3.5%#	3.5%	<b>3.5%</b>
schools provided with school-based curriculum development support .....	103	103	<b>107</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development .....	87	83	<b>85</b>

# Provisional figures from mid September 2002 to mid September 2003.

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**Matters Requiring Special Attention in 2004–05**

**18** During 2004–05, 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 implement the curriculum reform and review the public examination system;
- 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**

	2002–03 (Actual)	2003–04 (Original)	2003–04 (Revised)	2004–05 (Estimate)
Financial provision (\$m)	1,444.9	1,506.0	1,406.7 (–6.6%)	<b>1,493.8</b> (+6.2%)
				(or –0.8% on 2003–04 Original)

**Aim**

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

**Brief Description**

**20** Special educational needs include the needs of both the gifted and the less able who are mentally/physically disabled or have 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 (8). Children who are unable to benefit from mainstream education even with additional support can attend aided special schools.

**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 as well as special education.

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

**Target**

	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	2004/05 (Plan)
% of special schools with primary sections provided with an additional teacher or temporary support staff for curriculum development.....	10%	60%	<b>100%</b>

**Indicators**

	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	2004/05 (Estimate)
(a) special schools			
number of special schools.....	62	62	<b>62</b>
pupils in special schools .....	7 706	7 650	<b>7 600</b>

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	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	2004/05 (Estimate)
% of teachers in special schools who are trained in both general education and special education .....	74.7%	77.9%	<b>77.9%</b>
% of teachers in special schools who are trained in general education .....	90.7%	93.1%	<b>93.1%</b>
% of teachers in special schools who are trained in special education .....	79.7%	80.3%	<b>80.9%</b>
teacher wastage rate of special schools.....	5.0%#	5.0%	<b>5.0%</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development .....	28	23	<b>23</b>
<i>(b) practical schools</i>			
number of practical schools .....	4	4	<b>0</b>
pupils in practical schools .....	1 590†	1 710†	<b>N.A.</b>
% of teachers in practical schools who are trained in both general education and special education .....	15.1%	12.5%	<b>N.A.</b>
% of teachers in practical schools who are trained in general education .....	75.3%	80.4%	<b>N.A.</b>
% of teachers in practical schools who are trained in special education .....	15.1%	13.3%	<b>N.A.</b>
teacher wastage rate of practical schools .....	4.6%#	4.5%	<b>N.A.</b>
<i>(c) skills opportunity schools</i>			
number of skills opportunity schools.....	7	7	<b>3</b>
pupils in skills opportunity schools .....	940†	1 230†	<b>1 260†</b>
% of teachers in skills opportunity schools who are trained in both general education and special education .....	32.1%	38.8%	<b>33.0%</b>
% of teachers in skills opportunity schools who are trained in general education .....	90.5%	95.8%	<b>97.0%</b>
% of teachers in skills opportunity schools who are trained in special education .....	33.6%	40.3%	<b>34.5%</b>
teacher wastage rate of skills opportunity schools.....	20.1%#	20.1%	<b>18.6%</b>

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

# Provisional figures from mid September 2002 to mid September 2003.

***Matters Requiring Special Attention in 2004–05***

**23** During 2004–05, 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 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;
- extend collaboration with associated organisations and tertiary institutions on the development of the Support Measures for the Exceptionally Gifted Students Scheme, and continue to adopt the three-pronged model of mounting parallel support for the exceptionally gifted students, professional development for their teachers, and enhancement measures for their parents;
- continue with the development of curriculum guides and resources in different key learning areas for children with special educational needs and guidelines on school-based gifted development programmes, following the advice of the Curriculum Development Council; 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.

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

	2002-03 (Actual)	2003-04 (Original)	2003-04 (Revised)	<b>2004-05 (Estimate)</b>
Financial provision# (\$m)	907.3	1,111.1	886.2 (-20.2%)	<b>982.8</b> (+10.9%)
				(or -11.5% on 2003-04 Original)

# All figures include provision for the programme on Open University of Hong Kong, the estimate for which is transferred from Head 176—Subventions: Miscellaneous to Head 156 with effect from 2004-05.

**Aim**

**24** The aim is to strengthen the professional preparation and continuing development of school principals and teachers and to provide resources for pre-primary education and other services for specific educational purposes.

**Brief Description**

*Training and Development of Principals and Teachers*

**25** The bureau works with the Advisory Committee on Teacher Education and Qualifications in formulating measures to strengthen initial teacher education, principalship preparation, induction and continuing professional development for principals and 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.

*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.

*Subsidies to Educational Bodies*

**29** The bureau supports activities which contribute to the wider involvement in education and development of professionalism e.g. support for the Council on Professional Conduct in Education and subject-related organisations. The bureau also provides subvention 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.

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

**Targets**

	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	<b>2004/05 (Plan)</b>
number of training places for school managers on the implementation of school-based management .....	522	480	<b>480</b>

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	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	2004/05 (Plan)
% of schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change...	100%	100%	<b>100%</b>

**Indicators**

	<i>School Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	2004/05 (Estimate)
(a) number of teacher development programmes related to curriculum reform for all schools .....	1 138	850	<b>680</b>
(b) Pre-primary education			
kindergartens .....	777	768	<b>760</b>
non-profit making kindergartens joining the KSS .....	324	308	<b>322</b>
non-profit-making kindergartens outside the KSS.....	181	191	<b>174</b>
private independent kindergartens .....	272	269	<b>264</b>
pupils in kindergartens.....	143 700	136 100	<b>135 300</b>
% of kindergarten pupils in non-profit-making kindergartens joining the KSS.....	45.1%	44.1%	<b>46.6%</b>
% of kindergarten pupils in non-profit-making kindergartens outside the KSS .....	26.5%	28.9%	<b>26.6%</b>
% of kindergarten pupils in private independent kindergartens .....	28.4%	27.0%	<b>26.8%</b>
% of qualified kindergarten teachers .....	79.5%	86.5%	<b>91.0%</b>
wastage rate of kindergarten teachers .....	12.7%#	12.7%	<b>12.7%</b>
(c) Educational support for newly arrived children/young people			
enrolment of Induction Programme for newly arrived children/young people .....	3 456	3 600	<b>3 600</b>
enrolment of Initiation Programme for newly arrived children/young people .....	955	840	<b>840</b>
(d) enrolment in formal courses for adults .....	11 170	6 073	<b>4 130</b>
(e) home-school co-operation activities approved and subsidised.....	1 782	2 310	<b>2 590</b>

# Provisional figures from mid September 2002 to mid September 2003.

**Matters Requiring Special Attention in 2004–05**

**31** During 2004–05, the bureau will:

- provide the necessary support and resources to enable English and Putonghua teachers in primary and secondary schools to meet the language proficiency requirement by 2006;
- continue to work with the Advisory Committee on Teacher Education and Qualifications in conducting a holistic review of teacher education and development, and in implementing the review recommendations;
- require newly appointed principals to undergo a certification process before taking up the post;
- 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 sufficient training places are provided to enable all serving kindergarten principals to receive such training by summer 2006;
- continue to provide a principalship training course for serving kindergarten principals;
- ensure that kindergartens will employ more qualified kindergarten teachers through the KSS and will achieve 100% qualified kindergarten teaching force (on the basis of the required teaching establishment calculated on a teacher to pupil ratio of 1:15) by the 2004/05 school year;



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- provide educational support services to newly arrived children/young people to help them integrate into the local education system as soon as possible;
- 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 and facilitate schools in promoting parent education, including the establishment of parent-teacher associations in schools, development of training materials, good practice sharing, and disbursement of grants to schools with innovative approaches to improve home-school co-operation; 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 through the Subject-Related Organisations Scheme for promotion of professional activities organised by these organisations during the period 2002–03 to 2004–05.

### Programme (6): Manpower Development

	2002–03 (Actual)	2003–04 (Original)	2003–04 (Revised)	2004–05 (Estimate)
Financial provision (\$m)	65.4	149.5	128.1 (–14.3%)	<b>129.4</b> (+1.0%)
				(or –13.4% on 2003–04 Original)

#### *Aim*

**32** 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*

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

**34** 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. To provide clear progression pathways and to specify the outcome standards required for the award of qualifications at different levels, the bureau seeks to establish a cross-sectoral qualifications framework and its associated quality assurance mechanism for Hong Kong. The bureau also oversees the implementation of the Continuing Education Fund to encourage adults with learning aspirations to pursue continuing education and training, and the Skills Upgrading Scheme to provide focused training for workers with low education attainment.

#### *Matters Requiring Special Attention in 2004–05*

**35** During 2004–05, the bureau will ensure the timely and effective implementation of various initiatives to meet the manpower development needs of the community. In particular, it will:

- adopt a qualifications framework and set up Industry Training Advisory Committees to underpin the implementation of the qualifications framework in different industry sectors;
- introduce a quality assurance mechanism to support the qualifications framework;
- review and where appropriate extend the coverage of the Continuing Education Fund; and
- include more relevant industries under the Skills Upgrading Scheme.

### Programme (7): Vocational Education and Training#

	2002–03 (Actual)	2003–04 (Original)	2003–04 (Revised)	2004–05 (Estimate)
Financial provision (\$m)				
Vocational Training Council (VTC)	2,075.9	2,015.1	1,962.7	<b>1,865.9</b>

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	2002-03 (Actual)	2003-04 (Original)	2003-04 (Revised)	2004-05 (Estimate)
Employees Retraining Board (ERB)	396.0	378.0	384.6	<b>379.4</b>
	<hr/> 2,471.9	<hr/> 2,393.1	<hr/> 2,347.3 (-1.9%)	<hr/> <b>2,245.3</b> (-4.3%)
				(or -6.2% on 2003-04 Original)

# This is a new programme reflecting the consolidation of programmes on Vocational Training Council and Employees Retraining Board transferred from Head 177—Subventions: Non-departmental Public Bodies to Head 156 with effect from 2004-05. For comparison, provisions for the VTC and the ERB in 2002-03 and 2003-04 under Head 177 are also reflected here.

**Aim**

**36** The aim is to provide vocational education and training, through subventions to the VTC and the ERB, to meet the manpower needs of industry and commerce and to help our workers adjust to changes in the employment market.

**Brief Description**

**VTC**

**37** The VTC, a statutory body established under the VTC Ordinance, is responsible for the provision of vocational education and training for young people and workers through its training and development centres, the Hong Kong Institute of Vocational Education (IVE) and the Apprenticeship Unit. Its 18 training and development centres are responsible for industrial training and offer pre-employment and in-service skills upgrading courses ranging from operative to technologist levels. Vocational education is provided by IVE, which comprises nine campuses offering courses from craft to higher diploma levels in nine disciplines. The Apprenticeship Unit is responsible for the legislative control, training and employment of young persons under the age of 19 in trades specified as designated trades under the Apprenticeship Ordinance. The VTC is assisted by a complex of general committees and training boards which advise on cross-sector and sector-specific training matters respectively.

**38** To enrich the learning experience of senior secondary school students and to support the bureau's pilot scheme of Career Oriented Diversified Curriculum for Senior Secondary Students, the VTC launched a pilot scheme in 2003-04 to offer vocational modules to secondary schools in areas of creative studies, engineering, information technology, languages and services. To provide young persons with training on vocational, life and generic skills to help them find their interest and equip them to pursue further training or employment, the VTC launched a pilot Vocational Development Programme in 2003-04. Initially the programme targets at those with below secondary 3 educational level. For the Apprenticeship Scheme, two new trades, i.e. building services mechanic and audio-visual radio frequency mechanic, were specified as designated trades in 2003-04.

**ERB**

**39** The ERB, a statutory body established under the Employees Retraining Ordinance, is responsible for the provision of retraining services to assist eligible persons to acquire new or enhanced skills to enhance their employability. The retraining programmes are delivered through a network of over 50 training bodies.

**40** To attract more employers to hire local domestic helpers (LDHs), the ERB introduced the Integrated Scheme for Local Domestic Helpers which offers one-stop service to facilitate the employment of LDHs. To enhance recognition of the skills retrainees acquired from retraining, the ERB introduced assessment tests for them. Those who have passed the assessment tests are issued competency cards.

**41** The key performance indicators under this programme are:

**VTC**

	<i>Academic Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	2004/05 (Estimate)
(a) Industrial Training			
Pre-employment training courses			
no. of trainee places provided.....	5 914	6 355	<b>9 295</b>
no. of trainee hours provided.....	5 813 647	6 178 112	<b>6 829 996</b>
enrolment rate (% ).....	86	100	<b>100</b>

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

	<i>Academic Year</i>		
	2002/03 (Actual)	2003/04 (Revised Estimate)	2004/05 (Estimate)
completion rate (%).....	86	75	75
employment rate (of economically active graduates) (%).....	94†	85	85
<b>In-service skills upgrading and other training courses</b>			
no. of trainee places provided.....	103 291	81 568	80 723
no. of trainee hours provided.....	1 878 928	2 199 193	1 939 518
enrolment rate (%).....	120	100	100
completion rate (%).....	96	90	90
<b>(b) Vocational Education</b>			
<b>All campuses of IVE</b>			
full-time students.....	26 188	26 146	28 199
part-time day students.....	5 920	5 903	7 127
part-time evening students.....	22 613	21 771§	27 720
total number of students.....	54 721	53 820	63 046
Enrolment Rate (full-time equivalent) (%).....	104	100	100
<b>Retention Rate (%)</b>			
full-time.....	93	91	91
part-time.....	87	82	81
part-time evening.....	90	83	83
<b>Employment Rate (of economically active graduates (%))</b>			
full-time.....	83†	84	84
<b>(c) Apprentice Training</b>			
no. of inspections of establishments employing registered apprentices.....	16 853	16 000	16 000
no. of registered apprentices@.....	3 909	3 700	4 100

† Provisional figures as at December 2003.

§ The decrease in part-time evening student places in the 2003/04 academic year is due to the phasing out of a number of former Technical College Higher Certificate courses and other courses with low demand.

@ As at the end of the financial year.

**ERB**

	2002-03 (Actual)	2003-04 (Revised Estimate)	2004-05 (Estimate)
<b>no. of retraining places</b>			
full-time courses.....	57 681Ω	53 638#	51 638
part-time courses.....	53 485	60 024#	58 024
special programmes^.....	3 294	3 837	3 637
total.....	114 460	117 499	113 299♠
capacity utilisation rate (%).....	96	85	85
completion rate (%).....	93	80	80
placement rate of full-time placement-tied retraining courses (%).....	79	70	70
placement rate of full-time placement-tied retraining courses in jobs relevant to training (%).....	67	60	60

Ω The figure has reflected a one-off addition of 7 000 full-time places offered in 2002-03.

# The figure has reflected the conversion of about 5 000 full-time placement-tied domestic helper training places for 2003-04 into part-time placement-tied mode in response to the increasing demand for trainees.

^ Special programmes include full-time pilot courses designed to test market demand, programmes specially designed for the elderly and people with disabilities, and programmes for self-employment and job search skills.

♠ The decrease in number of training places is attributed to the reduction in number of courses with lesser demand or are less essential in sustaining the employability of retrainees.

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

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### *Matters Requiring Special Attention in 2004–05*

#### VTC

42 During 2004–05, the VTC will:

- integrate the activities of IVE and the training and development centres with a view to building up synergy and collaboration;
- expand the Vocational Development Programme for the non-engaged youth with an objective to provide them with training on vocational, life and generic skills;
- continue to offer vocational modules for senior secondary schools students; and
- rationalise the VTC's advisory committee structure to maximise the substantial industry input from the training boards and general committees on VTC courses.

#### ERB

43 During 2004–05, the ERB will develop and conduct common assessments for retrainees of more programmes such as personal care workers and property attendants.

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

	2002–03 (Actual)	2003–04 (Original)	2003–04 (Revised)	<b>2004–05 (Estimate)</b>
Financial provision (\$m)	1,854.8	1,721.6	1,432.5 (–16.8%)	<b>1,542.8</b> (+7.7%)
				(or –10.4% on 2003–04 Original)

#### *Aim*

44 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*

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

46 The bureau continues to oversee the implementation of the education reform, including reforming the School Places Allocation Systems; improving the school curriculum; promoting diversity in education and providing quality assurance through school inspection and external school review. The bureau also follows up on the Education Commission's recommendations on the three-year academic structure for senior secondary education.

47 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.

### *Matters Requiring Special Attention in 2004–05*

48 During 2004–05, the bureau will:

- support the progressive increase in post-secondary education opportunities so that 60% of secondary school leavers will have access to post-secondary education by the 2010/11 academic year;
- review the effectiveness of Project Yi Jin and make recommendations on its future arrangement;
- 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;
- increase the effectiveness of Quality Education Fund (QEF) through sharing of good practices emanating from successful QEF projects among schools, collaborating with the private sector on further developing and promoting QEF products, introducing an electronic submission system for applications for QEF, and reinforcing grantees' capacities for self-evaluation of QEF projects;

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

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- plan and organise the Chief Executive's Award for Teaching Excellence Scheme to recognise and encourage teaching excellence;
- oversee the implementation of education reform measures recommended by the Education Commission;
- oversee the implementation of the medium of instruction policy and work with the Education Commission to review the medium of instruction policy for secondary schools in parallel with the short-term mechanism of the Secondary School Places Allocation 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;
- oversee the design of Basic Competency Assessments comprising Student Assessment and System Assessment, and launch the Student Assessment at secondary 3 level in June 2004 after having launched that for primary 3 to primary 6 levels in June 2003, and launch the System Assessment at primary 3 level in mid-2004;
- 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;
- review the effectiveness of the five-year strategy of IT in education, and map out the way forward;
- continue to roll out a web-based School Administration and Management System in all public sector schools;
- review textbook policy in the overall context of curriculum resources; and
- assist public sector schools in putting in place a participatory, transparent and accountable school governance upon the enactment of the Education (Amendment) Bill 2002.

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EDUCATION AND MANPOWER BUREAU**

**ANALYSIS OF FINANCIAL PROVISION**

<b>Programme</b>	2002-03 (Actual) (\$m)	2003-04 (Original) (\$m)	2003-04 (Revised) (\$m)	<b>2004-05 (Estimate) (\$m)</b>
(1) Director of Bureau's Office .....	—	7.3	6.9	<b>6.9</b>
(2) Primary Education .....	10,770.9	11,821.5	10,749.1	<b>11,720.7</b>
(3) Secondary Education .....	15,753.5	16,609.1	15,767.5	<b>16,947.0</b>
(4) Special Education .....	1,444.9	1,506.0	1,406.7	<b>1,493.8</b>
(5) Other Educational Services and Subventions .....	907.3	1,111.1	886.2	<b>982.8</b>
(6) Manpower Development .....	65.4	149.5	128.1	<b>129.4</b>
(7) Vocational Education and Training .	2,471.9	2,393.1	2,347.3	<b>2,245.3</b>
(8) Policy and Support.....	1,854.8	1,721.6	1,432.5	<b>1,542.8</b>
	33,268.7	35,319.2	32,724.3 (-7.3%)	<b>35,068.7 (+7.2%)</b>

**(or -0.7% on  
2003-04 Original)**

**Analysis of Financial and Staffing Provision**

**Programme (1)**

Provision for 2004-05 is the same as the revised estimate for 2003-04.

**Programme (2)**

Provision for 2004-05 is \$971.6 million (9.0%) higher than the revised estimate for 2003-04. This is mainly due to the salary increments for staff in primary schools, provision of additional teachers to serve as curriculum development leaders, upgrading of teaching posts to lead English teaching, additional provision for NETs, recurrent consequences of capital projects, additional resources for strengthening student guidance service, partly offset by the effect of the 2004 and 2005 civil service pay cut. There will be a net decrease of 12 posts in 2004-05 due to reduced staffing requirement and contracting out of clerical and janitor services in government primary schools, partly offset by the creation of new posts for the provision of curriculum development leaders.

**Programme (3)**

Provision for 2004-05 is \$1,179.5 million (7.5%) higher than the revised estimate for 2003-04. This is mainly due to the salary increments for staff in secondary schools, provision for additional secondary classes, recurrent consequences of capital projects, partly offset by the effect of the 2004 and 2005 civil service pay cut. There will be a net decrease of 26 posts due to reduced staffing requirement arising from contracting out of clerical and janitor services in government secondary schools and natural wastage of staff, partly offset by the creation of new posts for the implementation of integrated education for students with special educational needs.

**Programme (4)**

Provision for 2004-05 is \$87.1 million (6.2%) higher than the revised estimate for 2003-04. This is mainly due to the salary increments for staff in special schools, provision of additional teachers or temporary support staff for curriculum development, upgrading of teaching posts to lead English teaching, recurrent consequences of capital projects, partly offset by the effect of the 2004 and 2005 civil service pay cut.

**Programme (5)**

Provision for 2004-05 is \$96.6 million (10.9%) higher than the revised estimate for 2003-04. This is mainly due to salary increments, increased provision for training related to language proficiency assessment, increased provision for Kindergarten Subsidy Scheme, partly offset by the effect of the 2004 and 2005 civil service pay cut. There will be a deletion of 23 posts in 2004-05.

**Programme (6)**

Provision for 2004-05 is \$1.3 million (1.0%) higher than the revised estimate for 2003-04. This is mainly due to the full-year provision for implementing the qualifications framework.

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**Programme (7)**

Provision for 2004–05 is \$102.0 million (4.3%) lower than the revised estimate for 2003–04. This is mainly due to the implementation of productivity enhancement measures and reduced operating expenditure for both VTC and ERB, and the price adjustment of subvention to VTC on the basis of the 2004 and 2005 civil service pay cut .

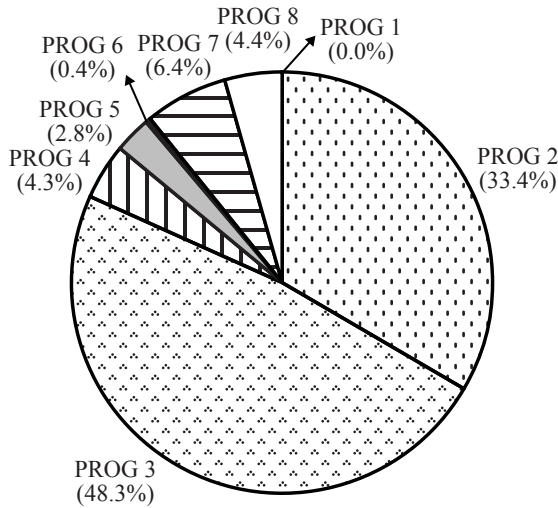
**Programme (8)**

Provision for 2004–05 is \$110.3 million (7.7%) higher than the revised estimate for 2003–04. This is mainly due to additional provision for implementing Curriculum Reform and for contract staff in the Curriculum Development Institute, increase in requirement for contract maintenance of computers and equipment, partly offset by the effect of the 2004 and 2005 civil service pay cut and the deletion of 123 posts.

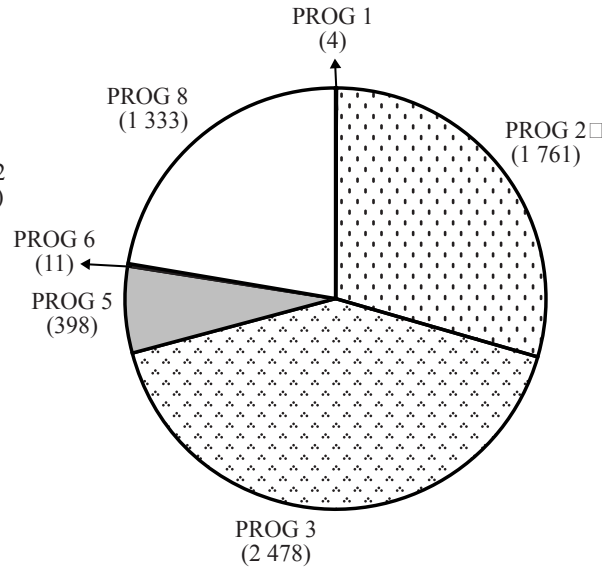
**Head 156 — GOVERNMENT SECRETARIAT:  
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*Allocation of provision  
to programmes  
(2004-05)*

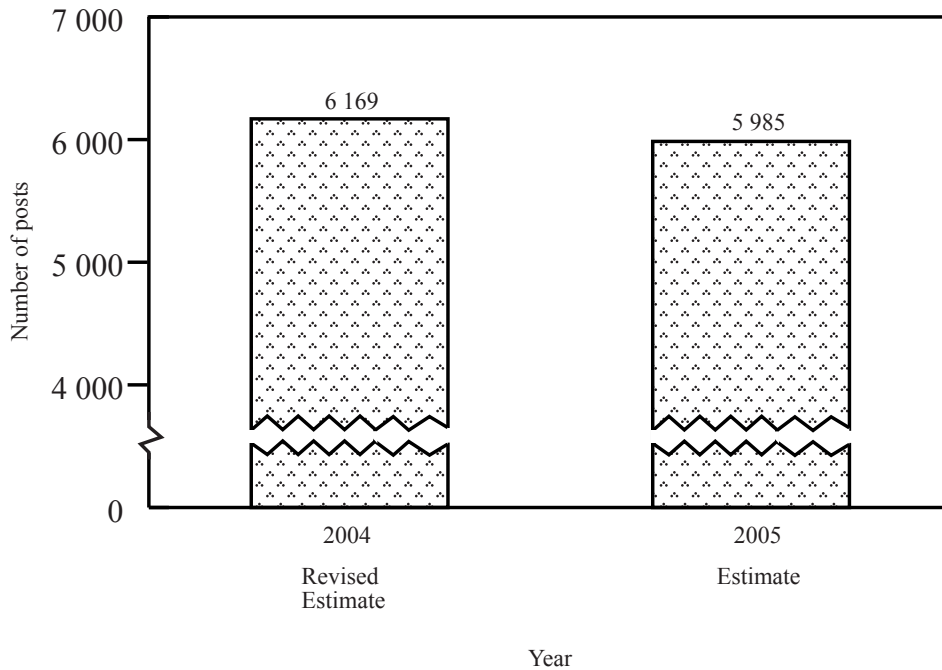


*Staff by programme  
(as at 31 March 2005)*



(No government staff under PROG 4 & 7)

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





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

Sub-head (Code)		Actual expenditure 2002-03	Approved estimate 2003-04	Revised estimate 2003-04	Estimate 2004-05
	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Operating Account</b>					
Recurrent					
000	Operational expenses.....	—	32,107,691	29,737,796	<b>34,369,639</b>
003	Recoverable salaries and allowances (General).....	36,566			
	<i>Deduct</i> reimbursements.....	<i>Cr.36,566</i>	—	—	—
	Total, Recurrent .....	—	32,107,691	29,737,796	<b>34,369,639</b>
Non-Recurrent					
700	General non-recurrent .....	—	270,624	215,683	<b>189,662</b>
	Self-employment Business Start-up Assistance Scheme.....	—	—	688	—
	Total, Non-Recurrent .....	—	270,624	216,371	<b>189,662</b>
	Total, Operating Account.....	—	32,378,315	29,954,167	<b>34,559,301</b>
<b>Capital Account</b>					
Plant, Equipment and Works					
603	Plant, vehicles and equipment .....	—	535	395	<b>28,819</b>
661	Minor plant, vehicles and equipment (block vote).....	—	3,706	5,706	<b>540</b>
	Total, Plant, Equipment and Works .....	—	4,241	6,101	<b>29,359</b>
Subventions					
834	Equipment for computer studies.....	—	110,731	48,944	<b>623</b>
835	Colour television receivers, videocassette recorders and tapes (block vote) .....	—	3,815	3,000	<b>3,815</b>
871	Vocational Training Council .....	—	—	—	<b>27,750</b>
873	Codes of Aid for existing schools .....	—	—	—	<b>8,867</b>
898	Codes of Aid for existing schools - furniture and equipment (block vote) .....	—	6,050	5,474	<b>4,780</b>
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote).....	—	421,743	358,482	<b>407,404</b>
976	Vocational Training Council (block vote).....	—	—	—	<b>26,850</b>
	Total, Subventions .....	—	542,339	415,900	<b>480,089</b>
	Total, Capital Account .....	—	546,580	422,001	<b>509,448</b>
	Total Expenditure.....	—	32,924,895	30,376,168	<b>35,068,749</b>

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

### Details of Expenditure by Subhead

With effect from 2004–05, the provision for Head 176 *Subhead 527 Open University of Hong Kong*, Head 177 *Subheads 520, 871 and 976 Vocational Training Council* and Head 177 *Subhead 537 Employees Retraining Board* will be consolidated with the provision for programme areas on education and manpower development under Head 156—Government Secretariat: Education and Manpower Bureau created in 2003–04. The estimate of the amount required in 2004–05 for the salaries and expenses of the Education and Manpower Bureau is \$35,068,749,000. This represents an increase of \$4,692,581,000 over the revised estimate for 2003–04.

#### *Operating Account*

#### Recurrent

**2** Provision of \$34,369,639,000 under *Subhead 000 Operational expenses* is for the salaries, allowances and other operating expenses of the Education and Manpower Bureau. The increase of \$4,631,843,000 (15.6%) over the revised estimate for 2003–04 is mainly due to the transfer of the provision from former Head 176 *Subhead 527 Open University of Hong Kong*, Head 177 *Subhead 520 Vocational Training Council* and Head 177 *Subhead 537 Employees Retraining Board*, increased provision for various ongoing measures to support education reform and improve the quality of education, salary increments, additional provision for contribution to Provident Funds for staff in schools and provision for additional school places, partly offset by the effect of the 2004 and 2005 civil service pay cut. The financial provision has taken into account the adjustment by the Secretary for Education and Manpower of the special allowance payable to NETs based on movement of the private housing rental index since the allowance rate was set in 1997 for application to new contracts with effect from the 2004/05 school year.

**3** The establishment as at 31 March 2004 will be 6 169 permanent posts. The bureau expects a net deletion of 184 posts in 2004–05. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2004–05, but the notional annual mid-point salary value of all such posts must not exceed \$2,361,783,000.

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

	2002–03 (Actual) (\$'000)	2003–04 (Original) (\$'000)	2003–04 (Revised) (\$'000)	2004–05 (Estimate) (\$'000)
Personal Emoluments				
- Salaries.....	—	2,846,746	2,693,949	2,615,185
- Allowances .....	—	31,151	23,251	22,720
- Job-related allowances .....	—	6,006	4,080	3,171
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	—	5,056	5,865	5,887
Departmental Expenses				
- Temporary staff.....	—	319,561	206,572	276,671
- Remuneration for special appointments...	—	62,801	48,759	84,831
- General departmental expenses.....	—	654,795	472,277	610,767
Other Charges				
- Teacher training .....	—	130,415	68,718	130,268
- Curriculum Development Institute.....	—	258,006	212,615	264,762
- Subject and curriculum block grant for government schools .....	—	70,691	59,599	67,525
- School extra-curricular activities, programmes, grants and prizes .....	—	29,123	21,198	26,049
Subventions				
- Code of Aid for primary schools.....	—	10,477,049	9,564,037	10,427,103
- Code of Aid for secondary schools .....	—	13,416,230	12,830,462	13,713,486
- Mortgage Interest Subsidy Scheme.....	—	51,010	37,150	36,840
- Code of Aid for special schools .....	—	1,475,229	1,381,227	1,467,447
- Direct Subsidy Scheme .....	—	1,179,269	1,072,052	1,373,477
- Kindergarten Subsidy Scheme .....	—	160,356	149,288	159,794
- Assistance to private secondary schools and bought places .....	—	266,034	248,643	246,111
- English Schools Foundation junior schools .....	—	129,466	126,612	120,808
- English Schools Foundation secondary schools .....	—	188,974	185,690	180,042
- Refund of rents and rates to kindergartens, private schools, educational institutes and study rooms ..	—	230,076	202,847	216,026

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	2002-03 (Actual) (\$'000)	2003-04 (Original) (\$'000)	2003-04 (Revised) (\$'000)	2004-05 (Estimate) (\$'000)
Subventions— <i>Cont'd.</i>				
- Miscellaneous educational services .....	—	112,529	115,840	122,338
- Remedial services for mildly disabled children in kindergartens .....	—	7,118	7,065	7,578
- Vocational Training Council.....	—	—	—	1,811,344
- Employees Retraining Board .....	—	—	—	379,409
	<u>—</u>	<u>32,107,691</u>	<u>29,737,796</u>	<u>34,369,639</u>

**5** An estimated provision of \$36,566,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises

- \$1,869,000 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
- \$34,697,000 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 prior approval of the Secretary for Financial Services and the Treasury.

*Capital Account*

Plant, Equipment and Works

**6** Provision of \$28,819,000 under *Subhead 603 Plant, vehicles and equipment* includes two commitments (Items 506 and 511) transferred from Subhead 834 with effect from 2004-05 to rationalise the classification by subheads.

**7** Provision of \$540,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents a decrease of \$5,166,000 (90.5%) against the revised estimate for 2003-04. This is mainly due to decreased requirement for replacement and new equipment.

Subventions

**8** 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, video cassette recorders and tapes for aided schools. The provision in 2004-05 represents an increase of \$815,000 (27.2%) over the revised estimate for 2003-04. This is mainly due to the acquisition of additional television equipment items by aided schools.

**9** *Subhead 871 Vocational Training Council* and the relevant commitment is transferred from Head 177 with effect from 2004-05.

**10** Provision of \$8,867,000 under the new *Subhead 873 Codes of Aid for existing schools* is for commitments previously reflected under Subhead 700 and transferred to the Capital Account with effect from 2004-05 to better reflect their nature as capital items.

**11** Provision of \$4,780,000 under *Subhead 898 Codes of Aid for existing schools - furniture and equipment (block vote)* is for replacement and additional furniture and equipment for aided schools in operation requiring a subsidy of not more than \$500,000 each that is not covered by the recurrent Composite Furniture and Equipment Grant, such as new requirements arising from curriculum changes and opening of additional classes, and replacement of standard items lost in natural disasters, fire and burglary. The provision in 2004-05 represents a decrease of \$694,000 (12.7%) against the revised estimate for 2003-04. This is mainly due to decreased requirement for replacement and new furniture and equipment.

**12** Provision of \$407,404,000 under *Subhead 900 Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects for aided schools in operation requiring a subsidy of not more than \$2,000,000 each. The provision in 2004-05 represents an increase of \$48,922,000 (13.6%) over the revised estimate for 2003-04. This is mainly due to an increased requirement for maintenance and repairs.

**13** Provision of \$26,850,000 under *Subhead 976 Vocational Training Council (block vote)* is for replacement and additional furniture and equipment for existing teaching and training venues under the Council requiring a subsidy of not more than \$2,000,000 each. The subhead is transferred from Head 177 with effect from 2004-05.

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

**Commitments**

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2003	Revised estimated expenditure for 2003–04	Balance
			\$'000	\$'000	\$'000	\$'000
<b>Operating Account</b>						
700		<i>General non-recurrent</i>				
	010	Consultancy on Language				
		Benchmarking for Teachers.....	7,000	2,200	—	4,800
	019	Enhanced research support for the				
		Education Commission.....	9,500	6,073	2,000	1,427
	026	IT Assistant Course .....	90,000	49,495	10,890	29,615
	027	Project Yi Jin and Website on				
		Continuing Education .....	200,000	60,977	47,140	91,883
	028	Teacher Education Study .....	7,000	721	1,500	4,779
	031	Skills Upgrading Scheme.....	400,000	30,669	93,100	276,231
	032	Consultation relating to and publicity				
		for the Education Reform .....	7,500	1,901	2,000	3,599
	034	Accreditation grant to providers of post-				
		secondary programmes .....	30,000	9,143	5,873	14,984
	290	Development of self-access training				
		materials on Target Oriented				
		Curriculum Assessment.....	12,400	9,041	1,100	2,259
	292	Evaluation of the Target Oriented				
		Curriculum (Key Stage One)				
		implementation .....	3,600	1,903	1,000	697
	299	Positive discrimination measures for				
		government secondary schools using				
		Chinese as the medium of instruction	2,067	—	59	2,008
	301	An evaluation and development of				
		classification and assessment tools				
		for children with special education				
		needs .....	5,490	37	733	4,720
	304	Training for prevocational and				
		secondary technical school teachers				
		on new technical curriculum.....	9,000	7,413	400	1,187
	305	Implementation of a new technical				
		curriculum in prevocational and				
		secondary technical schools.....	162,700	143,351	1,037	18,312
	319	Study on strategies to cope with				
		individual differences in academic				
		abilities of primary school pupils.....	22,360	17,809	3,950	601
	321	Hiring of outside expertise for Quality				
		Assurance Inspection .....	10,000	8,895	470	635
	323	Introducing a new subject on Word				
		Processing and Business				
		Communication (English)				
		(Secondary 4 and 5).....	5,998	3,806	390	1,802
	324	Consultancy study to review the				
		progress and achievements of the use				
		of information technology in school				
		education.....	10,000	1,295	2,660	6,045
	328	One-off book grant for school teachers..	23,000	21,622	400	978
	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	1,146	1,812	2,042
	331	Parent education .....	50,000	22,635	7,000	20,365
	332	Supporting uniformed group activities				
		for students .....	50,000	12,333	9,000	28,667
	334	Provision of gifted education services....	9,900	4,979	670	4,251

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

**Commitments—Cont'd.**

Sub-head (Code)	Item (Code)	Ambit	Approved commitment \$'000	Accumulated expenditure to 31.3.2003 \$'000	Revised estimated expenditure for 2003-04 \$'000	Balance \$'000
700		<i>General non-recurrent—Cont'd.</i>				
	335	Study on Enrichment of Language Learning Environment .....	6,300	3,857	1,598	845
	338	Impact of the reform of the Primary One Admission System on primary education.....	8,500	—	558	7,942
	339	Impact of the reform of the Secondary School Places Allocation System on primary education .....	8,500	—	447	8,053
	340	Impact of the reform of the Secondary School Places Allocation System on secondary education.....	8,700	—	500	8,200
	342	Good practices in secondary schools for enhancing English proficiency and other learning outcomes of students ..	3,000	—	1,200	1,800
	343	Project on early identification and intervention for primary one pupils with learning difficulties.....	1,590	216	500	874
	344	Stakeholder monitoring survey on education reform and major education initiatives .....	2,000	—	500	1,500
			<u>1,171,105</u>	<u>421,517</u>	<u>198,487</u>	<u>551,101</u>
<b>Capital Account</b>						
603		<i>Plant, vehicles and equipment</i>				
	268	Teaching equipment for new sixth form subjects .....	4,000	3,920	40	40
	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	201	100	1,999
	296	Furniture and equipment for Phase II Development of Fung Hon Chu Gifted Education Centre .....	4,988	1,349	20	3,619
	502	Equipment for computer studies.....	4,154	4,081	35	38
	506	Provision of additional computer equipment and the related conversion works in schools .....	113,960	106,772	500	6,688
	511	Enhancement of use of information technology in school education.....	2,924,683	2,088,520	46,669	789,494
			<u>3,056,086</u>	<u>2,206,224</u>	<u>47,564</u>	<u>802,298</u>
834		<i>Equipment for computer studies</i>				
	505	Equipment for computer studies (special schools) .....	6,078	5,766	89	223
	507	Provision of software packages for computer education in special schools .....	3,600	2,409	416	775
			<u>9,678</u>	<u>8,175</u>	<u>505</u>	<u>998</u>

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

**Commitments—Cont'd.**

Sub-head (Code)	Item (Code)	Ambit	Approved commitment \$'000	Accumulated expenditure to 31.3.2003 \$'000	Revised estimated expenditure for 2003-04 \$'000	Balance \$'000
871	138	<i>Vocational Training Council</i> Enhancement of information technology infrastructure and services .....	176,900	130,452	8,128	38,320
873	275	<i>Codes of Aid for existing schools</i> Periodic inspection and testing of electrical installation .....	34,273	25,060	1,805	7,408
	276	Asbestos investigation at school premises .....	27,519	5,354	7,666	14,499
	337	Furniture and equipment for one new primary school in Quarry Bay built by a private developer.....	3,784	2,167	700	917
			<u>65,576</u>	<u>32,581</u>	<u>10,171</u>	<u>22,824</u>
		Total .....	<u>4,479,345</u>	<u>2,798,949</u>	<u>264,855</u>	<u>1,415,541</u>