

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

<b>Estimate 2009–10</b> .....	<b>\$39,361.5m</b>
<b>Establishment ceiling 2009–10</b> (notional annual mid-point salary value) representing an estimated 5 814 non-directorate posts as at 31 March 2009 (including 3 896 posts in government schools) reducing by 97 posts to 5 717 posts as at 31 March 2010 (including 3 761 posts in government schools) .....	<b>\$2,557.9m</b>
In addition, there will be an estimated 33 directorate posts as at 31 March 2009 and as at 31 March 2010.	
<b>Commitment balance</b> .....	<b>\$2,374.4m</b>

### 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).
<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 Subsidies</b>	These programmes contribute to Policy Area 16: Education (Secretary for Education).
<b>Programme (6) Vocational Education</b> <b>Programme (7) Policy and Support</b>	

#### Detail

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

	2007–08 (Actual)	2008–09 (Original)	2008–09 (Revised)	<b>2009–10 (Estimate)</b>
Financial provision (\$m)	7.9	12.5	10.8 (–13.6%)	<b>12.4</b> (+14.8%)
				(or –0.8% on 2008–09 Original)

#### Aim

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

#### Brief Description

3 The Office of the Secretary for Education is responsible for providing support to the Secretary for Education in undertaking political work. This includes the support provided by the Under Secretary and the Political Assistant. The Office is also responsible for providing administrative support to the Secretary for Education in carrying out his duties. The work includes the planning, co-ordination and implementation of all arrangements for the Secretary's public, media and community functions.

##### Programme (2): Primary Education

	2007–08 (Actual)	2008–09 (Original)	2008–09 (Revised)	<b>2009–10 (Estimate)</b>
Financial provision (\$m)				
Government sector	784.9	833.7	839.2	<b>875.0</b>
Subvented sector	9,698.2	10,264.1	10,097.9	<b>10,341.8</b>
	10,483.1	11,097.8	10,937.1 (–1.4%)	<b>11,216.8</b> (+2.6%)
				(or +1.1% on 2008–09 Original)

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### Aim

4 The aim is to provide free and universal schooling for every child in the relevant age group attending public sector primary schools and to further improve the quality of primary education.

### Brief Description

5 Public sector primary school places are provided in government and aided schools, currently in the following proportions: government schools (7.9%) and aided schools (92.1%).

6 Apart from public sector schools, subsidised primary school places are offered in Direct Subsidy Scheme (DSS) schools and English Schools Foundation (ESF) schools, both of which receive recurrent subsidies from the Government.

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

8 Teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap. 279) before they can be registered or permitted to teach. Graduate teacher posts, including the newly-created posts for deputy heads, in public sector primary schools are in the approved ratio of 45 per cent in the 2008/09 school year, excluding those additional teachers provided under specific improvement programmes.

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

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

### Targets

	<i>School Year</i>		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Plan)</b>
government, aided and DSS primary school places provided on a whole-day basis (%)‡	97	100	<b>100</b>
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%)	100	100	<b>100</b>
government and aided primary schools provided with an additional teacher or staffing support for curriculum development (%)	100	100	<b>100</b>

‡ The Government's target, as stated in the 1998 Policy Address, is for virtually all primary school students to enjoy whole-day schooling from the start of the 2007/08 school year. Notwithstanding that four bi-sessional schools are yet to formulate their whole-day conversion plans, the school places to be provided by government, aided and DSS whole-day primary schools are estimated to be sufficient to accommodate all primary school students.

### Indicators

	<i>School Year</i>		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Estimate)</b>
primary students	385 900	365 100	<b>350 600</b>
children in the six to 11 age group	394 200	371 200	<b>352 700</b>
student/teacher ratio in government and aided primary schools	17.2:1	16.5:1	<b>16.4:1</b>
government and aided primary schools	518	490	<b>474</b>
primary schools under DSS	19	20	<b>20</b>
whole-day government and aided primary schools	452	444	<b>443</b>
whole-day government and aided primary classes	8 614	8 680	<b>8 698</b>
teachers in government and aided primary schools	19 300	18 900	<b>18 000</b>
teachers in government primary schools with relevant teacher training qualification (%)	98.0	98.1	<b>98.1</b>
teachers in aided primary schools with relevant teacher training qualification (%)	96.2	96.8	<b>96.8</b>
teacher wastage rate of government and aided primary schools (%)Δ	8.9	6.7	<b>9.0</b>

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	<i>School Year</i>		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Estimate)</b>
schools provided with school-based professional support§.....	435	430	<b>440</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	54	42	<b>45</b>

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

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

### ***Matters Requiring Special Attention in 2009–10***

**11** During 2009–10, the Bureau will:

- take forward implementation of small class teaching in public sector primary schools starting from the primary 1 cohort of students in the 2009/10 school year;
- increase the ratio of graduate teacher posts in public sector primary schools to 50 per cent from the 2009/10 school year to raise the status and professional standards of teachers for enhancement of the overall quality of education; and
- explore ways to improve the learning and teaching of the English Language in primary schools.

### **Programme (3): Secondary Education**

	2007–08 (Actual)	2008–09 (Original)	2008–09 (Revised)	<b>2009–10 (Estimate)</b>
Financial provision (\$m)				
Government sector	1,266.8	1,354.2	1,327.4	<b>1,355.3</b>
Subvented sector	15,908.9	17,739.4	17,733.3	<b>19,142.1</b>
	17,175.7	19,093.6	19,060.7 (–0.2%)	<b>20,497.4</b> (+7.5%)

(or +7.4% on  
2008–09 Original)

### ***Aim***

**12** The aim is to provide free and universal schooling for every child in the relevant age group attending public sector secondary schools, including the provision of free senior secondary education in public sector schools with effect from the 2008/09 school year, and to further improve the quality of secondary education.

### ***Brief Description***

**13** Public sector secondary school places are provided in government, aided and caput schools, currently in the following proportions: government schools (7.9 %), aided schools (91.2%), and caput schools (0.9%).

**14** Apart from public sector schools, subsidised secondary school places are offered in DSS schools and ESF schools, both of which receive recurrent subsidies from the Government.

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

**16** Teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap. 279) before they can be registered or permitted to teach. Graduate teacher posts in public sector secondary schools are in the approved ratio of 80 per cent in the 2008/09 school year, excluding those additional teachers provided under specific improvement programmes.

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

### *Target*

	<i>School Year</i>		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Plan)</b>
public sector secondary schools being provided with NETs to enhance English language teaching (%) .....	100	100	<b>100</b>

### *Indicators*

	<i>School Year</i>		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Estimate)</b>
secondary 1 to 3 students.....	253 300	246 700	<b>236 700</b>
children in the 12 to 14 age group .....	248 600	243 800	<b>238 900</b>
student/teacher ratio in public sector secondary schools .....	16.9:1	16.6:1	<b>16.6:1</b>
public sector secondary schools .....	413	406	<b>402</b>
secondary schools under the DSS.....	56	60	<b>61</b>
subsidised secondary 4 and 5 places.....	167 200	168 800	<b>170 200</b>
children in the 15 to 16 age group .....	165 900	165 100	<b>163 700</b>
subsidised secondary 6 places .....	29 500	29 800	<b>29 800</b>
subsidised secondary 4 places two years earlier .....	82 300	83 100	<b>83 800</b>
subsidised secondary 6 places as percentage of subsidised secondary 4 places two years earlier (%) .....	35.8	35.9	<b>35.6</b>
subsidised secondary 7 places .....	29 200	29 600	<b>29 700</b>
teachers in public sector secondary schools .....	24 600	24 400	<b>23 500</b>
teachers in government secondary schools with relevant teacher training qualification (%).....	94.8	95.2	<b>95.2</b>
teachers in aided secondary schools with relevant teacher training qualification (%).....	95.7	95.6	<b>95.6</b>
teacher wastage rate of public sector secondary schools (%)Ω.....	6.2	6.0	<b>8.6</b>
schools provided with school-based professional supportφ.....	306	325	<b>330</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	71	46	<b>46</b>

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

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

### ***Matters Requiring Special Attention in 2009–10***

18 During 2009–10, the Bureau will:

- increase the ratio of graduate teacher posts in public sector secondary schools to 85 per cent from the 2009/10 school year to raise the status and professional standards of teachers for enhancement of the overall quality of education;
- implement the new senior secondary curriculum for secondary 4 students;
- continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary academic structure;
- develop Applied Learning courses for the first cohort of new senior secondary students, based on the piloting experiences;
- reduce the number of secondary 1 students allocated to each class under the Secondary School Places Allocation System; and
- aim to finalise details on fine-tuning the medium of instruction arrangements by schools for implementation in the 2010/11 school year.

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### Programme (4): Special Education

	2007–08 (Actual)	2008–09 (Original)	2008–09 (Revised)	<b>2009–10 (Estimate)</b>
Financial provision (\$m)	1,275.1	1,384.7	1,403.1 (+1.3%)	<b>1,494.1</b> (+6.5%)
				(or +7.9% on 2008–09 Original)

#### Aim

19 The aim is to provide free and universal education for children with special educational needs in the relevant age group attending public sector special schools, including the provision of free senior secondary school places for those who can benefit from such education with effect from the 2008/09 school year, and to further improve the quality of special education.

#### Brief Description

20 Special educational needs include the needs of both gifted students and students with various types of disabilities. Children with special educational needs are encouraged to receive education in mainstream schools as far as practicable. To achieve this goal, the necessary provisions, services and support are, as far as possible, incorporated into the resource requirements for mainstream school education and rendered through the implementation of Programmes (2), (3), (5) and (7). Children who are unable to benefit from mainstream school education, despite having additional support, may attend aided special schools. Enrichment and enhancement programmes are conducted both within and outside schools to provide challenges and to cater for the needs of gifted students.

21 Public sector special school places are provided in aided special schools. Teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap. 279) before they can be registered or permitted to teach. Graduate teacher posts, including the newly-created posts for deputy heads, in the primary section of special schools are in the approved ratio of 45 per cent in the 2008/09 school year, excluding those additional teachers provided under specific improvement programmes. Graduate teacher posts in the secondary section of special schools are in the approved ratio of 80 per cent in the 2008/09 school year, excluding those additional teachers provided under specific improvement programmes.

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

#### Target

	<i>School Year</i>		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Plan)</b>
special schools with primary sections provided with an additional teacher or staffing support for curriculum development (%).....	100	100	<b>100</b>

#### Indicators

	<i>School Year</i>		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Estimate)</b>
special schools.....	60	60	<b>60</b>
students in special schools.....	7 800	7 900	<b>7 950</b>
teachers in special schools.....	1 410	1 430	<b>1 490</b>
teachers in special schools with teacher training and special education training qualification (%).....	72.0	72.0	<b>72.0</b>
teachers in special schools with teacher training qualification (%).....	96.5	97.0	<b>97.0</b>
teachers in special schools with special education training qualification (%).....	73.0	73.0	<b>73.0</b>
teacher wastage rate of special schools (%)β.....	9.8	8.2	<b>8.2</b>

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	<i>School Year</i>		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Estimate)</b>
schools provided with school-based professional support <sup>Ψ</sup> ....	17	18	<b>18</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	15	17	<b>22</b>

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

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

### ***Matters Requiring Special Attention in 2009–10***

**23** During 2009–10, the Bureau will:

- increase the respective ratios of graduate teacher posts in the primary section and secondary section (including junior and senior secondary classes) of special schools to 50 per cent and 85 per cent from the 2009/10 school year to raise the status and professional standards of teachers for enhancement of the overall quality of education;
- enhance the learning and teaching support in schools for children with mild intellectual disability by reducing the class size to 15 students per class progressively by grade level with effect from the 2009/10 school year;
- continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools in setting up support network and enabling knowledge and skill transfer to better support students with special educational needs;
- implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the new senior secondary academic structure;
- continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary curriculum; and
- continue to strengthen teacher professional development with a view to supporting students with special educational needs in school settings.

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

	2007–08 (Actual)	2008–09 (Original)	2008–09 (Revised)	<b>2009–10 (Estimate)</b>
Financial provision (\$m)	1,746.0	2,719.7	2,431.3 (–10.6%)	<b>2,635.5</b> (+8.4%)
				(or –3.1% on 2008–09 Original)

### ***Aim***

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

### ***Brief Description***

#### *Training and development of principals and teachers*

**25** The Bureau works with the Advisory Committee on Teacher Education and Qualifications in formulating measures to strengthen initial teacher education, professional development of beginning teachers and continuing professional development for teachers. The Bureau also formulates measures to strengthen principalship preparation and continuing professional development of newly appointed and serving principals. The Bureau gives due recognition to teachers with excellent performance and fosters professional development and a collaborative culture among teachers.

*Pre-primary education*

**26** Upon harmonisation of pre-primary services on 1 September 2005, all pre-primary institutions are operated as kindergartens or kindergarten-cum-child care centres (except for standalone child care centres for children aged below three which remain to be supervised by the Social Welfare Department). Kindergartens hereafter mentioned thus also include kindergarten-cum-child care centres. All kindergartens are privately run. Eligible non-profit-making kindergartens may receive assistance towards rent, rates and government rent so that they can direct more funds to improving the quality of education. Subsidy is also available to the child care centre portion of the kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme to enable the operators to employ trained child care workers without having to raise their fees substantially.

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

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

**28** Apart from providing school places for newly-arrived children and young people, the Bureau also provides them with Induction Programmes through non-governmental organisations and full-time Initiation Programmes before they enrol in mainstream schools. Schools which admitted newly-arrived students also receive grants from the Bureau for organising school-based support programmes to help these children integrate into the local education system.

*Educational support for non-Chinese speaking students*

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

*Subsidies to educational bodies*

**30** The Bureau supports activities which contribute to the wider involvement in education and development of professionalism e.g. support for the Council on Professional Conduct in Education and educational organisations registered with the Hong Kong Teachers' Centre. The Bureau also provides subventions to the Hong Kong Education City for the delivery of quality education information to schools, teachers, parents and the public through an e-platform.

*National education*

**31** The Bureau offers opportunities for students to join Mainland study trips and enhances professional development and exchange programmes for teachers. The Bureau strengthens the promotion of national education through synergising the efforts of relevant non-governmental organisations through the Passing on the Torch national education activities platform.

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

**Target**

	<i>School Year</i>		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Plan)</b>
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%) .....	100	100	<b>100</b>

**Indicators**

	<i>School Year</i>		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Estimate)</b>
teacher development programmes related to curriculum reform for all schools.....	944	765	<b>700</b>
training places for school managers on the implementation of school-based management.....	687	720	<b>720</b>

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	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Estimate)</b>
pre-primary education			
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres) .....	989	964	<b>967</b>
students in kindergartens .....	138 400	137 600	<b>142 500</b>
students joining the PEVS .....	119 700	116 900	<b>121 100</b>
number of non-profit-making kindergartens joining PEVS .....	768	776	<b>782</b>
kindergarten teachers with Certificate in Early Childhood Education or above (%).....	37.3	48.5	<b>59.0</b>
wastage rate of kindergarten teachers (%) $\alpha$ .....	10.6	8.3	<b>8.3</b>
educational support for newly-arrived children and young people, and non-Chinese speaking students			
enrolment of Induction Programmes for newly-arrived children and young people .....	2 368	2 400	<b>2 500</b>
enrolment of Initiation Programmes for newly-arrived children and young people .....	692	740	<b>780</b>
enrolment of Summer Bridging Programmes for non-Chinese speaking students .....	1 064	1 200	<b>1 300</b>
number of schools designated for intensive support by the Bureau in servicing the needs of non-Chinese speaking students .....	19	22	<b>25</b>
home-school co-operation activities subsidised .....	2 550	2 750	<b>2 750</b>

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

### **Matters Requiring Special Attention in 2009–10**

**33** During 2009–10, the Bureau will:

- continue to provide direct fee subsidies to parents of eligible children enrolled in eligible kindergartens under the PEVS and financial support for professional upgrading of kindergarten principals and teachers;
- continue to conduct Quality Review for kindergartens joining the PEVS to support quality pre-primary education;
- provide training and support to school leaders, middle managers (panel heads and functional post holders) and teachers in preparation for the implementation of the new senior secondary curriculum;
- continue to work with the Advisory Committee on Teacher Education and Qualifications in conducting the holistic review of teacher education and development, and in implementing the review recommendations;
- continue to support the work of the Committee on Home-School Co-operation and facilitate schools in promoting home-school cooperation; and
- put in place various professional development programmes to facilitate schools to maximise the benefits of small class teaching in public sector primary schools such as provision of in-service training courses for teachers.

### **Programme (6): Vocational Education**

	2007–08 (Actual)	2008–09 (Original)	2008–09 (Revised)	<b>2009–10 (Estimate)</b>
Financial provision (\$m)	1,514.4#	1,549.5	1,634.6 (+5.5%)	<b>1,663.4</b> (+1.8%)

(or +7.4% on  
2008–09 Original)

# For comparison purpose, the figure for 2007–08 excludes relevant provisions for vocational training and the Employees Retraining Board which were under Head 156 before their transfer to Head 141—Government Secretariat: Labour and Welfare Bureau due to the re-organisation of the Government Secretariat with effect from 1 July 2007.



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### Aim

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

### Brief Description

35 The VTC, a statutory body established under the Vocational Training Council Ordinance (Cap. 1130), provides a comprehensive system of vocational education through its member institutes such as the Hong Kong Institute of Vocational Education, School of Business and Information Systems, Hong Kong Design Institute, Training and Development centres, Youth College and Institute of Professional Education and Knowledge. In respect of vocational education, VTC offers a wide range of full-time and part-time courses which lead to formal qualifications from post-secondary 3 up to sub-degree levels. These courses are offered in nine disciplines ranging from applied science, business, child care and community services, design, engineering, information technology to hotel and tourism. Starting from the 2008/09 academic year, the Government provides full subvention for full-time programmes offered by VTC for secondary 3 school leavers upon implementation of free senior secondary education, thus making available an alternative free avenue for students to further their studies other than in mainstream education.

36 The key performance indicators in respect of vocational education are:

#### Indicators

	Academic Year		
	2007/08 (Actual)	2008/09 (Revised Estimate)	<b>2009/10 (Estimate)</b>
full-time vocational education student places.....	47 971	47 700	<b>47 100</b>
part-time vocational education student places.....	32 550	33 480	<b>38 060</b>
enrolment rate (full-time equivalent) (%).....	102∇	100	<b>100</b>
retention rate			
full-time (%).....	97	94	<b>94</b>
part-time (%).....	93	92	<b>92</b>
employment rate (of economically active graduates) –			
full-time students (%).....	85 <sup>^</sup>	80	<b>80</b>

∇ Percentage exceeds 100 per cent due to over-enrolment.

<sup>^</sup> Provisional figure. Actual figure will be available in April 2009.

### Matters Requiring Special Attention in 2009–10

37 During 2009–10, the VTC will:

- continue to revamp its pre-employment programmes to align with the new senior secondary academic structure and the Qualifications Framework;
- continue to step up efforts on curriculum enrichment with enhanced language learning, whole person development programmes, environmental studies and enhanced learning activities to prepare students for career development in the Mainland;
- embark on module rationalisation in curriculum design to support flexible programme offerings in each discipline; and
- expand career development advisory and support services to students and graduates.

### Programme (7): Policy and Support

	2007–08 (Actual)	2008–09 (Original)	2008–09 (Revised)	<b>2009–10 (Estimate)</b>
Financial provision (\$m)	2,481.4 <sup>#</sup>	1,782.9	1,636.6 (–8.2%)	<b>1,841.9</b> (+12.5%)

(or +3.3% on  
2008–09 Original)

<sup>#</sup> For comparison purpose, the figure for 2007–08 includes relevant provisions for the Qualifications Framework which were under the former Programme (6) Manpower Development before their transfer to this programme due to the re-organisation of the Government Secretariat with effect from 1 July 2007.

### *Aim*

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

### *Brief Description*

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

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

41 The Bureau continues the operation of Project Yi Jin which provides an alternative pathway for secondary 5 school leavers and adult learners to pursue continuing education. The programme aims to upgrade students' knowledge in biliteracy, trilingualism and application of information technology through combining academic pursuits with practical skills training. In the 2008/09 school year, 13 secondary schools participate in Yi Jin/Secondary Schools Collaboration Project that provides an additional progression pathway for students who do not wish to pursue the conventional senior secondary curriculum.

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

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

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

45 The Bureau continues to support the modernisation and development of the public examination systems of the Hong Kong Examinations and Assessment Authority (HKEAA).

### *Matters Requiring Special Attention in 2009–10*

46 During 2009–10, the Bureau will:

- continue to implement a basket of measures to support the development of Hong Kong as a regional education hub;
- continue to map out Project Yi Jin's future position under the new academic structure for senior secondary education;
- continue to develop and implement the Qualifications Framework in various industries, upkeep the web-based Qualifications Register which contains information on quality-assured qualifications, courses and providers recognised under the framework, monitor the pilot scheme for recognition of prior learning and administer the Qualifications Framework Support Schemes;
- continue to facilitate an increase in the supply of school places meeting the needs of the international community in Hong Kong, particularly through taking steps to allocate a number of greenfield sites for the development of new international schools or expansion of existing international schools;
- continue to provide a broad range of school-based professional support services for kindergartens, primary and secondary schools to help them take forward education reform initiatives;
- provide enhanced assessment tools for School Self Evaluation and conduct External School Reviews for continuous school improvement;
- continue to oversee the upgrading of the Web-based School Administration and Management System to improve efficiency and reduce security risks; and
- oversee the development of a new computer system for the Hong Kong Diploma of Secondary Education Examination by HKEAA.

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### ANALYSIS OF FINANCIAL PROVISION

Programme	2007–08 (Actual) (\$m)	2008–09 (Original) (\$m)	2008–09 (Revised) (\$m)	2009–10 (Estimate) (\$m)
(1) Director of Bureau's Office .....	7.9	12.5	10.8	12.4
(2) Primary Education.....	10,483.1	11,097.8	10,937.1	11,216.8
(3) Secondary Education.....	17,175.7	19,093.6	19,060.7	20,497.4
(4) Special Education.....	1,275.1	1,384.7	1,403.1	1,494.1
(5) Other Educational Services and Subsidies .....	1,746.0	2,719.7	2,431.3	2,635.5
(6) Vocational Education.....	1,514.4	1,549.5	1,634.6	1,663.4
(7) Policy and Support.....	2,481.4	1,782.9	1,636.6	1,841.9
	34,683.6#	37,640.7	37,114.2 (-1.4%)	39,361.5 (+6.1%)
				(or +4.6% on 2008–09 Original)

# For comparison purpose, in addition to the changes to Programmes (6) and (7) explained under individual programmes, the figures for 2007–08 exclude relevant provisions which were under the former Programme (6) Manpower Development before their transfer to Head 141—Government Secretariat: Labour and Welfare Bureau due to the re-organisation of the Government Secretariat with effect from 1 July 2007.

#### Analysis of Financial and Staffing Provision

##### Programme (1)

Provision for 2009–10 is \$1.6 million (14.8%) higher than the revised estimate for 2008–09. This is mainly due to the full-year provision for the positions of Under Secretary and Political Assistant filled in 2008–09.

##### Programme (2)

Provision for 2009–10 is \$279.7 million (2.6%) higher than the revised estimate for 2008–09. This is mainly due to the salary increments, additional school places for DSS primary schools and provision for implementing small class teaching, partly offset by reduction of classes in primary schools. There will be a net decrease of 61 posts in 2009–10 due to reduced staffing requirement and contracting out of janitor services in government primary schools.

##### Programme (3)

Provision for 2009–10 is \$1,436.7 million (7.5%) higher than the revised estimate for 2008–09. This is mainly due to the salary increments, additional senior secondary classes, additional school places for DSS secondary schools, full-year effect of implementing free senior secondary education with effect from the 2008/09 school year and increased provision for the new senior secondary curriculum in secondary schools. There will be a net decrease of 74 posts in 2009–10 due to reduced staffing requirement and contracting out of janitor services in government secondary schools.

##### Programme (4)

Provision for 2009–10 is \$91.0 million (6.5%) higher than the revised estimate for 2008–09. This is mainly due to the salary increments, increased provision for the new senior secondary curriculum in special schools, full-year effect of implementing free senior secondary education with effect from the 2008/09 school year, increased provision for enhancing the learning and teaching support in schools for children with mild intellectual disability and increased provision for maintenance and repairs of special schools.

##### Programme (5)

Provision for 2009–10 is \$204.2 million (8.4%) higher than the revised estimate for 2008–09. This is mainly due to the increased requirement for PEVS, increased provisions for professional development courses for teachers in early childhood education, special education courses and small class teaching, increased provision for measures to support the development of the new academic structure and increased provision for stepping up national education in schools. There will be an increase of three posts in 2009–10.

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

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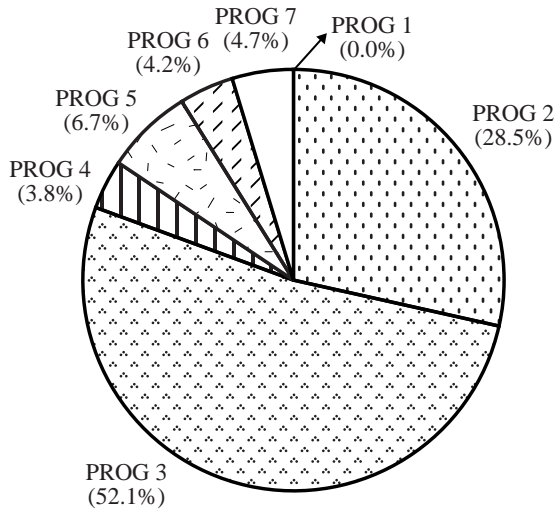
### **Programme (6)**

Provision for 2009–10 is \$28.8 million (1.8%) higher than the revised estimate for 2008–09. This is mainly due to the full-year effect of implementing free full-time vocational education programmes for secondary 3 school leavers with effect from the 2008/09 academic year upon implementation of free senior secondary education and increased provision for replacement and additional furniture and equipment for existing teaching and training venues under VTC.

### **Programme (7)**

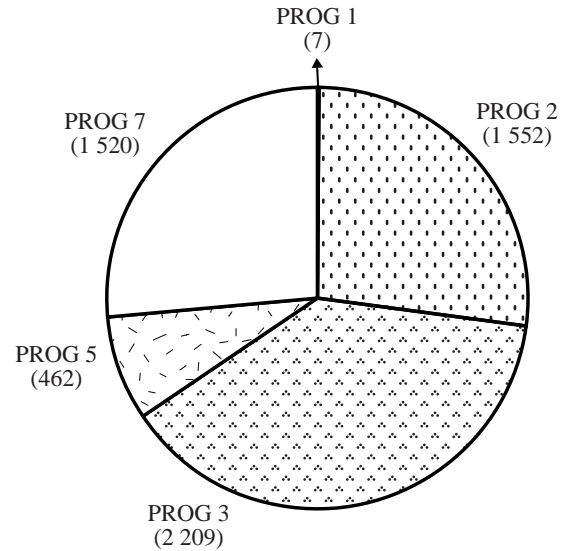
Provision for 2009–10 is \$205.3 million (12.5%) higher than the revised estimate for 2008–09. This is mainly due to higher cash flow requirement for non-recurrent and capital items, filling of vacancies, creation of posts and increased provision for other operating expenses of the Bureau. There will be a net increase of 35 posts in 2009–10.

*Allocation of provision to programmes (2009-10)*



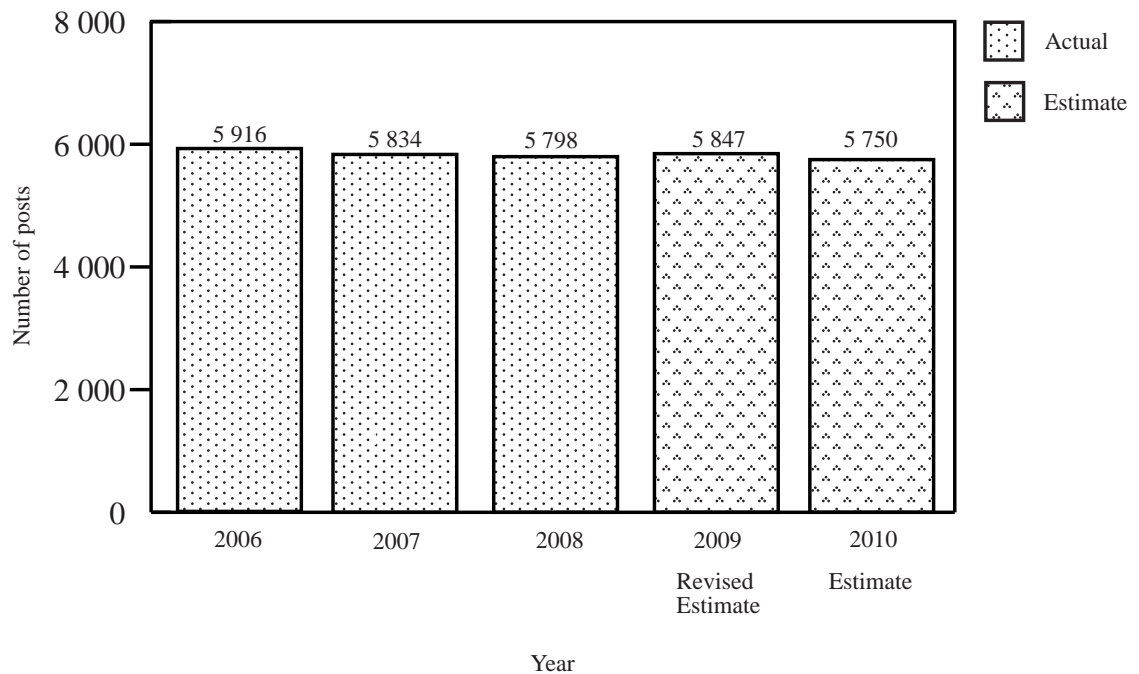
(Provision for PROG 1 represents 0.03% of the overall provision. The percentage is not shown here due to rounding.)

*Staff by programme (as at 31 March 2010)*



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

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



## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Sub-head (Code)		Actual expenditure 2007-08	Approved estimate 2008-09	Revised estimate 2008-09	Estimate 2009-10
	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Operating Account</b>					
Recurrent					
000	Operational expenses .....	32,314,840	36,270,856	35,900,659	<b>38,153,357</b>
003	Recoverable salaries and allowances (General) .....	19,815			
	Deduct reimbursements .....	<i>Cr.19,815</i>			
	Total, Recurrent .....	<u>32,314,840</u>	<u>36,270,856</u>	<u>35,900,659</u>	<u><b>38,153,357</b></u>
Non-Recurrent					
700	General non-recurrent .....	1,547,789	828,330	674,103	<b>514,099</b>
	Total, Non-Recurrent .....	<u>1,547,789</u>	<u>828,330</u>	<u>674,103</u>	<u><b>514,099</b></u>
	Total, Operating Account .....	<u>33,862,629</u>	<u>37,099,186</u>	<u>36,574,762</u>	<u><b>38,667,456</b></u>
<b>Capital Account</b>					
Plant, Equipment and Works					
603	Plant, vehicles and equipment .....	188,256	—	9,529	<b>2,936</b>
661	Minor plant, vehicles and equipment (block vote) .....	1,089	2,300	2,300	<b>2,001</b>
	Total, Plant, Equipment and Works .....	<u>189,345</u>	<u>2,300</u>	<u>11,829</u>	<u><b>4,937</b></u>
Subventions					
871	Vocational Training Council .....	18,577	7,800	7,800	<b>8,400</b>
873	Codes of Aid for existing schools .....	1,504	3,200	3,200	<b>2,650</b>
880	Open University of Hong Kong .....	44,800	10,000	10,000	<b>8,000</b>
898	Codes of Aid for existing schools - furniture and equipment (block vote) .....	673	1,508	1,422	<b>1,531</b>
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote) .....	415,637	442,669	452,669	<b>552,936</b>
950	Hong Kong Examinations and Assessment Authority .....	23,483	47,416	25,907	<b>83,086</b>
976	Vocational Training Council (block vote) .....	26,649	26,649	26,649	<b>32,538</b>
	Hong Kong Council for Accreditation of Academic and Vocational Qualifications .....	3,720	—	—	—
	Total, Subventions .....	<u>535,043</u>	<u>539,242</u>	<u>527,647</u>	<u><b>689,141</b></u>
	Total, Capital Account .....	<u>724,388</u>	<u>541,542</u>	<u>539,476</u>	<u><b>694,078</b></u>
	Total Expenditure .....	<u><u>34,587,017</u></u>	<u><u>37,640,728</u></u>	<u><u>37,114,238</u></u>	<u><u><b>39,361,534</b></u></u>

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Details of Expenditure by Subhead

The estimate of the amount required in 2009–10 for the salaries and expenses of the Education Bureau is \$39,361,534,000. This represents an increase of \$2,247,296,000 over the revised estimate for 2008–09 and of \$4,774,517,000 over actual expenditure in 2007–08.

#### Operating Account

##### Recurrent

**2** Provision of \$38,153,357,000 under *Subhead 000 Operational expenses* is for the salaries, allowances and other operating expenses of the Education Bureau. The financial provision includes provision for implementing small class teaching in public sector primary schools, reducing the class size progressively by grade level for children with mild intellectual disability in special schools, and reducing the number of secondary 1 students allocated to each class under the Secondary School Places Allocation System.

**3** The establishment as at 31 March 2009 will be 5 845 permanent posts and two supernumerary posts. It is expected that there will be a net decrease of 97 posts in 2009–10. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2009–10, but the notional annual mid-point salary value of all such posts must not exceed \$2,557,944,000.

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

	2007–08 (Actual) (\$'000)	2008–09 (Original) (\$'000)	2008–09 (Revised) (\$'000)	2009–10 (Estimate) (\$'000)
Personal Emoluments				
- Salaries .....	2,381,004	2,590,441	2,509,894	<b>2,627,271</b>
- Allowances .....	18,762	20,900	26,388	<b>27,667</b>
- Job-related allowances .....	945	935	647	<b>337</b>
Personnel Related Expenses				
- Mandatory Provident Fund contribution .....	4,188	4,549	3,131	<b>3,110</b>
- Civil Service Provident Fund contribution .....	4,114	12,594	13,852	<b>18,798</b>
- Severance Payment/Long Service Payment .....	19	63	120	<b>256</b>
Departmental Expenses				
- Temporary staff .....	313,255	347,581	351,927	<b>394,600</b>
- Remuneration for special appointments ...	67,204	79,016	81,392	<b>82,211</b>
- General departmental expenses .....	416,232	524,508	472,296	<b>492,149</b>
Other Charges				
- Teacher training .....	74,335	135,043	99,694	<b>130,006</b>
- Curriculum Development Institute .....	183,204	185,382	181,411	<b>193,679</b>
- Subject and curriculum block grant for government schools .....	130,852	129,199	103,511	<b>89,155</b>
- School extra-curricular activities, programmes, grants and prizes .....	25,745	52,418	48,685	<b>59,795</b>
- Pre-primary Education Voucher Scheme .....	914,144	1,707,581	1,522,597	<b>1,589,592</b>
Subventions				
- Code of Aid for primary schools .....	9,036,070	9,553,061	9,428,809	<b>9,596,075</b>
- Code of Aid for secondary schools .....	13,500,692	15,010,736	15,124,590	<b>16,353,657</b>
- Mortgage Interest Subsidy Scheme .....	10,850	8,020	4,230	<b>2,630</b>
- Code of Aid for special schools .....	1,227,375	1,343,212	1,366,290	<b>1,447,199</b>
- Direct Subsidy Scheme .....	1,739,939	2,161,505	2,107,826	<b>2,503,636</b>
- Child Care Centre Subsidy Scheme .....	93,846	11,959	11,213	<b>13,081</b>
- Assistance to caput schools .....	167,941	156,851	153,696	<b>167,196</b>
- English Schools Foundation junior schools .....	114,858	115,227	116,851	<b>116,784</b>
- English Schools Foundation secondary schools .....	166,777	168,196	169,448	<b>169,810</b>
- Refund of rent, rates and government rent to kindergartens, kindergarten- cum-child care centres, private schools, educational institutes and study rooms...	221,143	263,064	240,621	<b>272,580</b>

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

	2007–08 (Actual) (\$'000)	2008–09 (Original) (\$'000)	2008–09 (Revised) (\$'000)	2009–10 (Estimate) (\$'000)
Subventions— <i>Cont'd.</i>				
- Miscellaneous educational services.....	147,286	178,573	166,223	<b>184,383</b>
- Vocational Training Council .....	1,262,803	1,510,242	1,595,317	<b>1,617,700</b>
- Employees Retraining Board $\Phi$ .....	91,257	—	—	—
	32,314,840	36,270,856	35,900,659	<b>38,153,357</b>

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

5 Provision of \$19,815,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$2,059,000 to be reimbursed by the Schools Provident Funds for salaries and allowances of civil servants working in the Provident Funds Unit of the Education Bureau;
- \$16,039,000 to be reimbursed by the Vocational Training Council for salaries and allowances of civil servants working in the Council and its skills centres; and
- \$1,717,000 to be reimbursed by the Trust Fund in Support of Reconstruction in the Sichuan Earthquake Stricken Areas for the salaries and allowances of civil servants involved in support of the Sichuan earthquake reconstruction projects funded under the Trust Fund.

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

### Capital Account

#### Plant, Equipment and Works

6 Provision of \$2,001,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents a decrease of \$299,000 (13.0%) against the revised estimate for 2008–09. This is mainly due to decreased requirement for replacement and new equipment.

#### Subventions

7 Provision of \$1,531,000 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.

8 Provision of \$552,936,000 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 2009–10 represents an increase of \$100,267,000 (22.2%) over the revised estimate for 2008–09. This is mainly due to increased requirement for maintenance, repairs and minor improvement works in aided schools.

9 Provision of \$32,538,000 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 provision in 2009–10 represents an increase of \$5,889,000 (22.1%) over the revised estimate for 2008–09. This is mainly due to increased requirement for replacement and additional furniture and equipment in Vocational Training Council.



## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2008	Revised estimated expenditure for 2008–09	Balance
			\$'000	\$'000	\$'000	\$'000
<b><i>Operating Account</i></b>						
700		<i>General non-recurrent</i>				
	027	Project Yi Jin .....	790,000	320,029	97,000	372,971
	301	An evaluation and development of classification and assessment tools for children with special education needs .....	5,490	261	941	4,288
	344	Stakeholder monitoring survey on education reform and major education initiatives .....	2,000	1,089	—	911
	496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education .....	2,447,200	831,095	489,099	1,127,006
	498	Opening up school premises for community use .....	10,000	7,538	1,110	1,352
	913	Implementation of the third strategy on information technology in education .....	40,000	—	3,125	36,875
	914	Implementation of information technology in education strategy.....	164,500	102,047	5,500	56,953
	918	Implementation of Qualifications Framework .....	42,639	23,539	9,900	9,200
	920	Quality Enhancement Grant Scheme.....	100,000	—	20,000	80,000
	924	Grant for establishment of incorporated management committee in aided schools.....	350,000	131,075	22,750	196,175
	948	Trends in Mathematics and Science Study 2007 .....	4,000	2,922	384	694
	952	Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island .....	16,000	5,909	4,761	5,330
	987	Qualifications Framework Support Schemes .....	208,000	4,405	15,200	188,395
			<u>4,179,829</u>	<u>1,429,909</u>	<u>669,770</u>	<u>2,080,150</u>

### ***Capital Account***

603		<i>Plant, vehicles and equipment</i>				
	871	Upgrading of information technology facilities in schools under the third strategy on information technology in education.....	200,000	185,958	9,529	4,513
			<u>200,000</u>	<u>185,958</u>	<u>9,529</u>	<u>4,513</u>

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2008	Revised estimated expenditure for 2008–09	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Capital Account—Cont'd.</i>						
871		<i>Vocational Training Council</i>				
	824	Replacement of Mock-up Ship's Simulator at Maritime Services Training Institute.....	2,500	—	—	2,500
	829	Development of supporting information technology systems in Vocational Training Council for flexible delivery of vocational education and training programmes .....	10,000	—	—	10,000
			12,500	—	—	12,500
873		<i>Codes of Aid for existing schools</i>				
	835	Asbestos management plan for school premises .....	55,440	1,504	3,200	50,736
			55,440	1,504	3,200	50,736
880		<i>Open University of Hong Kong</i>				
	889	Grant to the Open University of Hong Kong for Establishing a Centre For Innovation .....	62,800	44,800	10,000	8,000
			62,800	44,800	10,000	8,000
950		<i>Hong Kong Examinations and Assessment Authority</i>				
	808	Grant to support the modernisation and development of the examination systems of the Hong Kong Examinations and Assessment Authority .....	198,870	106,726	25,907	66,237
	832	Development of the Hong Kong Diploma of Secondary Education Examination system .....	152,309	—	—	152,309
			351,179	106,726	25,907	218,546
		Total .....	4,861,748	1,768,897	718,406	2,374,445