

Head 40 — EDUCATION DEPARTMENT

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

Estimate 2002–03 **\$32,608.9m**

Establishment ceiling 2002–03 (notional annual mid-point salary value) representing an estimated 6 454 non-directorate posts at 31 March 2002 (including 4 522 posts in government schools) rising by 90 posts to 6 544 non-directorate posts at 31 March 2003 (including 4 599 posts in government schools)..... **\$2,639.7m**

In addition there will be an estimated 23 directorate posts at 31 March 2002 and at 31 March 2003.

Capital Account commitment balance..... **\$1,103.6m**

Controlling Officer's Report

Programmes

Programme (1) Primary Education
Programme (2) Secondary Education
Programme (3) Special Education
Programme (4) Departmental Support
Programme (5) Other Direct Services and Subventions

These programmes contribute to Policy Area 16: Education (Secretary for Education and Manpower).

Detail

Programme (1): Primary Education

	2000–01 (Actual)	2001–02 (Approved)	2001–02 (Revised)	2002–03 (Estimate)
Financial provision (\$m)				
Government sector	658.6	751.1	727.3	794.6
Subvented sector	9,437.9	10,164.4	9,808.9	10,904.4
	<u>10,096.5</u>	<u>10,915.5</u> (+8.1%)	<u>10,536.2</u> (–3.5%)	<u>11,699.0</u> (+11.0%)

Aim

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

Brief Description

3 Primary school places are provided mainly in aided schools (82.8%) managed by voluntary bodies under a Code of Aid, with some others directly managed by the Education Department (6.4%) and the rest provided in private schools (10.8%).

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

5 Having conducted a holistic review of the school curriculum, 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.

6 Teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap. 279) before they can be registered or hold a permit to teach. Primary school teaching posts are mainly in the non-graduate grade at present. The policy target to upgrade 35% of all public sector primary school teaching posts to graduate status will be achieved by the end of the 2001/02 school year as scheduled.

7 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.

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

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Targets

	2001/02 (Plan)	School Year 2001/02 (Estimate)	2002/03 (Plan)
(a) % of government, aided and DSS primary school places operating on a whole-day basis	46%	49%	60%
(b) % of government and aided primary schools provided with IT facilities, IT training for teachers and professional support for implementing IT in education .	100%	100%	100%
(c) % of government and aided primary schools under the Native-speaking English Teacher (NET) and English Language Teaching Assistant (ELTA) Scheme	N.A.	N.A.	100%
(d) % of government and aided primary schools provided with an additional teacher to lead curriculum development.....	N.A.	N.A.	33%

Indicators

	2000/01 (Actual)	School Year 2001/02 (Estimate)	2002/03 (Estimate)
(a) primary pupils	494 000	492 100	490 900
(b) children in the 6 to 11 age group.....	493 600	490 600	490 400
(c) gross enrolment ratio (a)/(b)	100.1%	100.3%	100.1%
(d) pupil/teacher ratio in government and aided primary schools	22.0:1	21.1:1	20.4:1
(e) government and aided primary schools.....	720	714	698
(f) primary schools under DSS.....	1	2	8
(g) whole-day government and aided primary schools.....	295	326	365
(h) whole-day government and aided primary classes.....	4 523	5 510	6 451
(i) teachers in government and aided primary schools	20 254	21 000	21 600
(j) % of graduate teacher posts in government and aided primary schools.....	26.7%	35.0%	35.0%
(k) % of teachers in government primary schools with relevant teacher training qualification.....	99.7%	99.2%	99.5%
(l) % of teachers in aided primary schools with relevant teacher training qualification	91.9%	92.6%	94.0%
(m) teacher wastage rate of government and aided primary schools	4.4%#	3.8%	3.8%
(n) % of primary 1 to 3 classes in government primary schools adopting the activity approach	97.4%	100%	100%
(o) % of primary 1 to 3 classes in aided primary schools adopting the activity approach	67.1%	69.2%	75.2%
(p) % of government and aided primary school teachers having reached the “Basic” level of IT competency	100%	100%	100%
(q) % of government and aided primary school teachers having reached the “Intermediate” level of IT competency	20%	55%	75%

Provisional figure for the period from October 2000 to September 2001.

Matters Requiring Special Attention in 2002–03

9 During 2002–03, the department will:

- ensure that sufficient public sector primary school places are available for children in the 6 to 11 age group;
- convert more bi-sessional schools to whole-day operation to achieve the target of enabling 60% of public sector primary school pupils to study in whole-day schools by the 2002/03 school year;
- implement the Whole School Approach to Integrated Education in more public sector primary schools;
- provide, by phases, each public sector primary school with one additional Primary School Master/Mistress for five years to serve as curriculum development leader;
- monitor the upgrading of one Certificated Master/Assistant Primary School Master post to Assistant Master/Primary School Master post in each eligible public sector primary school, starting from the 2001/02 school year, to provide leadership in developing the English curriculum and in the teaching of English;
- implement with effect from the 2002/03 school year the NET and ELTA Scheme in public sector primary schools to enhance English language teaching;

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- continue to enhance the use of IT in teaching and learning by providing all public sector primary schools with IT facilities and IT training for teachers, and provide a grant for these schools to continue to engage manpower resources for IT co-ordination in the 2002/03 and 2003/04 school years;
- enhance the flexibility for IT technical support service by allowing public sector primary schools an option, starting from the 2002/03 school year, between acquiring the service through ED or getting a cash grant to acquire the service on their own;
- strengthen student guidance service by providing a cash grant to aided primary schools for procurement of guidance service starting from the 2002/03 school year;
- continue with the three-year pilot project on Understanding the Adolescent Project launched in the 2001/02 school year with the aim to implement the project in 300 primary schools in the 2004/05 school year and 400 primary schools in the 2005/06 school year;
- strengthen support services for academically low achievers in public sector primary schools;
- monitor the use of the Operating Expenses Block Grant (OEBG) and the Subject and Curriculum Block Grant (SCBG) introduced for aided and government primary schools respectively since the 2000/01 school year to enhance the schools' funding flexibility;
- monitor the use of the Composite Furniture and Equipment Grant (CFEG) introduced for aided primary schools since the 2001/02 school year to streamline the furniture and equipment (F&E) funding arrangement; and
- monitor the use of the Capacity Enhancement Grant (CEG) to ensure that it meets the objective of enhancing primary school teachers' capacity for implementing the education reform.

Programme (2): Secondary Education

	2000-01 (Actual)	2001-02 (Approved)	2001-02 (Revised)	2002-03 (Estimate)
Financial provision (\$m)				
Government sector	1,315.5	1,325.0	1,302.8	1,380.7
Subvented sector	13,713.3	14,552.9	14,256.6	15,255.3
	<u>15,028.8</u>	<u>15,877.9</u> (+5.6%)	<u>15,559.4</u> (-2.0%)	<u>16,636.0</u> (+6.9%)

Aim

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

Brief Description

11 Public sector secondary places are provided in government, aided and caput schools, currently in the following proportions: government schools (8.9%), aided schools (89.4%), and caput schools (1.7%).

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

13 Having conducted a holistic review of the school curriculum, 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.

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

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

Targets

	2001/02 (Plan)	School Year 2001/02 (Estimate)	2002/03 (Plan)
(a) number of public sector secondary schools implementing mother-tongue teaching under the Medium of Instruction Guidance from the 1998/99 secondary 1 intakes	297	297	298

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	2001/02 (Plan)	School Year 2001/02 (Estimate)	2002/03 (Plan)
(b) % of public sector secondary schools provided with IT facilities, IT training for teachers and professional support for implementing IT in education	100%	100%	100%
(c) % of public sector secondary schools being provided with NETs to enhance English language teaching	100%	100%	100%

Indicators

	2000/01 (Actual)	School Year 2001/02 (Estimate)	2002/03 (Estimate)
(a) secondary 1 to 3 students	241 600	247 500	254 600
(b) children in the 12 to 14 age group.....	241 700	247 900	255 100
(c) gross enrolment ratio (a)/(b)	100.0%	99.8%	99.8%
(d) student/teacher ratio in public sector secondary schools	18.5:1	18.3:1	18.2:1
(e) public sector secondary schools	413	413	411
(f) secondary schools under the DSS	30	32	34
(g) subsidised secondary 4 and 5 places	149 600	149 800	151 700
(h) children in the 15 to 16 age group.....	172 900	170 400	170 600
(i) subsidised secondary 4 and 5 places as % of children in the 15 to 16 age group.....	86.5%	87.9%	88.9%
(j) subsidised secondary 6 places.....	27 100	27 700	27 800
(k) subsidised secondary 4 places two years earlier	75 000	75 200	74 300
(l) % of subsidised secondary 6 places provided on the basis of subsidised secondary 4 places two years earlier	36.1%	36.8%	37.4%
(m) subsidised secondary 7 places.....	26 500	27 100	27 200
(n) teachers in public sector secondary schools.....	22 240	22 700	22 900
(o) % of graduate teacher posts in public sector secondary schools	72.1%	72.5%	72.5%
(p) % of teachers in government secondary schools with relevant teacher training qualification.....	96.0%	96.0%	96.0%
(q) % of teachers in aided secondary schools with relevant teacher training qualification.....	85.9%	88.1%	90.0%
(r) teacher wastage rate of public sector secondary schools	3.1%#	3.3%	3.3%
(s) % of government and aided secondary school teachers having reached the "Basic" level of IT competency	100%	100%	100%
(t) % of government and aided secondary school teachers having reached the "Intermediate" level of IT competency	20%	55%	75%

Provisional figure for the period from October 2000 to September 2001.

Matters Requiring Special Attention in 2002-03

16 During 2002-03, the department will:

- ensure the provision of sufficient secondary 1 to 7 places in public sector schools, and in particular, starting from the 2002/03 school year, to provide all secondary 3 students who have the ability and wish to continue their study with subsidised secondary 4 places or vocational training places;
- continue to eliminate floating classes at secondary 1 to 5 in all public sector secondary schools;
- continue to provide NETs to public sector secondary schools to enhance English language teaching;
- continue to promote the use of Chinese as the medium of instruction;
- develop and implement measures to enhance language proficiency of students;
- continue to enhance the use of IT in teaching and learning by providing all public sector secondary schools with IT facilities and IT training for teachers, and provide a grant for these schools to continue to engage manpower resources for IT co-ordination in the 2002/03 and 2003/04 school years;
- enhance the flexibility for IT technical support service by allowing public sector secondary schools an option, starting from the 2002/03 school year, between acquiring the service through ED or getting a cash grant to acquire the service on their own;

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- implement the Whole School Approach to Integrated Education in more public sector secondary schools;
- extend the Smart Teen Challenge Project to serve 4 600 secondary students each year from the 2002/03 school year to the 2005/06 school year with a view to enhancing their self-discipline, confidence and resilience;
- monitor the use of the OEBG and the SCBG introduced for aided and government secondary schools respectively since the 2000/01 school year to enhance the schools' funding flexibility;
- monitor the use of CFEG introduced for aided secondary schools since the 2001/02 school year to streamline the F&E funding arrangement; and
- monitor the use of the CEG to ensure that it meets the objective of enhancing secondary school teachers' capacity for implementing the education reform.

Programme (3): Special Education

	2000-01 (Actual)	2001-02 (Approved)	2001-02 (Revised)	2002-03 (Estimate)
Financial provision (\$m)	1,410.1	1,480.6 (+5.0%)	1,465.1 (-1.0%)	1,510.9 (+3.1%)

Aim

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

Brief Description

18 Special educational needs include the needs of both the gifted and the less abled who are mentally/physically handicapped or have 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 (1), (2), (4) and (5). For those children who are unable to benefit from mainstream education even with additional support, school places are provided in aided special schools. Following the advice of the Curriculum Development Council, the Education Department has continued with the development of Programmes of Study for Children with Special Educational Needs and the Curriculum Guide on Gifted Education.

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

20 The key performance measures in respect of the provision of special education are:

Targets

	2001/02 (Plan)	School Year 2001/02 (Estimate)	2002/03 (Plan)
(a) % of special schools provided with IT facilities, IT training for teachers and professional support for implementing IT in education	100%	100%	100%
(b) % of special schools with primary sections provided with an additional teacher to lead curriculum development	N.A.	N.A.	33%

Indicators

	2000/01 (Actual)	School Year 2001/02 (Estimate)	2002/03 (Estimate)
(a) school places in special, practical and skills opportunity school settings for children with special educational needs	11 587	11 655	12 005@
(b) special schools			
number of special schools	62	62	62
pupils in special schools	7 286	7 385	7 590
% of graduate teacher posts in special schools	28.4%	35.0%	35.0%
% of teachers in special schools who are trained in both general education and special education	66.1%	71.1%	74.9%

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	2000/01 (Actual)	School Year 2001/02 (Estimate)	2002/03 (Estimate)
% of teachers in special schools who are trained in general education	81.1%	83.9%	87.1%
% of teachers in special schools who are trained in special education	77.7%	79.4%	81.6%
teacher wastage rate of special schools	4.5%	3.9%	3.9%
(c) practical schools			
number of practical schools	4	4	4
pupils in practical schools	1 036	1 410	1 620@
% of graduate teacher posts in practical schools	38.8%	37.9%	38.5%
% of teachers in practical schools who are trained in both general education and special education	20.4%	25.0%	27.5%
% of teachers in practical schools who are trained in general education	61.2%	66.4%	69.7%
% of teachers in practical schools who are trained in special education	25.2%	25.0%	26.6%
teacher wastage rate of practical schools	11.4%	1.9%	1.9%
(d) skills opportunity schools			
number of skills opportunity schools	7	7	7
pupils in skills opportunity schools	802	1 220	1 140@
% of graduate teacher posts in skills opportunity schools	35.8%	32.3%	32.0%
% of teachers in skills opportunity schools who are trained in both general education and special education	30.9%	38.7%	44.2%
% of teachers in skills opportunity schools who are trained in general education	78.8%	85.2%	90.5%
% of teachers in skills opportunity schools who are trained in special education	33.3%	38.7%	43.5%
teacher wastage rate of skills opportunity schools	3.2%	14.5%	8.4%
(e) general			
% of special school teachers having reached the "Basic" level of IT competency	100%	100%	100%
% of special school teachers having reached the "Intermediate" level of IT competency	20%	55%	75%

@ Figures for the 2002/03 school year include places in ordinary classes during the transition period for mainstreaming practical schools and skills opportunity schools.

Matters Requiring Special Attention in 2002–03

21 During 2002–03, the department will:

- ensure that sufficient special school places are provided for children with special educational needs, having regard to the policy of nine-year free and universal education;
- continue to follow up the recommendations made by the Board of Education on the review of special education services;
- monitor the mainstreaming of practical schools and skills opportunity schools and their enrolment situation;
- encourage more special schools to develop school-based curriculum with reference to those curriculum resources developed by the Curriculum Development Council;
- implement new measures, and continue to monitor those introduced before, for improving primary and secondary education in mainstream schools which are also applicable to special schools, including the upgrading of teacher posts, enhancement of use of IT in teaching and learning, as well as monitor the use of OEBG, CFEG and CEG;
- continue to provide enrichment programmes for gifted children;
- continue with the development of resource packages and the Curriculum Guide on Gifted Education;
- encourage schools to start school-based gifted development programmes; and
- continue to develop Programmes of Study on different key learning areas for children with special educational needs.

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Programme (4): Departmental Support

	2000-01 (Actual)	2001-02 (Approved)	2001-02 (Revised)	2002-03 (Estimate)
Financial provision (\$m)	1,273.7	1,590.0 (+24.8%)	1,333.8 (-16.1%)	1,679.0 (+25.9%)

Aim

22 The aim is to ensure the successful implementation of policies in respect of primary, secondary and special education; to provide professional advice and support to schools; and to monitor their performance.

Brief Description

23 Departmental support encompasses the Headquarters' functions of policy formulation, planning, implementation and monitoring. These include the school building programme, school improvement programme (SIP), school places allocation, curriculum development, professional development of teachers, support measures for school administration, management information systems, as well as support services for teachers and students, including those school children with special needs. The department also implements the Education Commission's recommendations on the reform of the education system and initiates necessary measures to support the education reform.

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

Targets

	2001/02 (Plan)	School Year 2001/02 (Estimate)	2002/03 (Plan)
(a) number of new school premises to be brought into operation			
— primary school premises	18	15	22
— secondary school premises	3	4	2
(b) number of schools to implement the SIP			
— improvement works at schools	120	25	120
— feasibility studies for schools in the final phase	358 [^]	162	162
(c) number of in-service teachers provided with subject training in Music and Art and Craft	600	600	600
(d) number of training places for school managers on the implementation of school-based management	480	456	400
(e) % of schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change	100%	100%	100%
(f) % of newly appointed principals receiving induction training before taking up principalship	100%	100%	100%

[^] The figure includes 34 schools which have withdrawn due to closure of schools or other development programmes.

Indicators

	2000/01 (Actual)	School Year 2001/02 (Estimate)	2002/03 (Estimate)
(a) number of schools with quality assurance inspections (QAI) carried out	50	70	100
(b) number of schools provided with school-based post-QAI support	N.A.§	50	120
(c) number of schools provided with school-based curriculum development support			
— primary schools	88	107	160
— secondary schools	90	110	116
(d) schools participating in collaborative research and development ("seed") projects on curriculum development			
— primary schools	N.A.§	90	100
— secondary schools	N.A.§	122	140
— special schools	N.A.§	1	2
(e) number of teacher development programmes related to curriculum reform for all schools	200	220	240

§ Not applicable, as the services were introduced in the 2001/02 school year.

Matters Requiring Special Attention in 2002–03

25 During 2002–03, the department will:

- liaise with relevant departments to ensure that the on-going School Building Programme, School Maintenance Programme and SIP are completed on schedule;
- consider ways to introduce diversity to school building designs to meet the practical needs of different schools;
- continue to improve the teaching and learning environment in government and aided schools under the SIP;
- continue to administer allocation systems for students at key levels;
- continue to administer a secure form of Hong Kong Attainment Test in the three core subjects, namely Chinese language, English language and Mathematics, to gauge more accurately students' performance at primary 3, primary 5 and pre-secondary 1 levels;
- pilot the prototype of Student Assessment Programme of Basic Competency Assessments at primary 3 level;
- 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 primary and secondary schools;
- continue to improve the teaching and learning of English, Chinese and Putonghua in public sector schools;
- provide the necessary support and resources to enable all serving language teachers in English and Putonghua to meet the language proficiency requirement by 2006;
- prepare for the overall evaluation of the IT in education initiatives in the second half of 2003;
- assist public sector schools to practise school-based management by formulating a more open and accountable school governance structure, providing greater funding flexibility and streamlining administrative procedures;
- provide school-based support for public sector schools to implement more effectively the various education initiatives; and
- 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.

Programme (5): Other Direct Services and Subventions

	2000–01 (Actual)	2001–02 (Approved)	2001–02 (Revised)	2002–03 (Estimate)
Financial provision (\$m)	742.6	922.2 (+24.2%)	908.0 (–1.5%)	1,084.0 (+19.4%)

Aim

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

Brief Description

Pre-primary Education

27 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. The provision of teacher training places will be increased to further enhance the professionalism of kindergarten teachers and principals. To ensure that children have access to kindergarten education, fee remission is provided through the Student Financial Assistance Agency to needy parents.

Educational support for newly arrived children and young people

28 Apart from providing school places for newly arrived children/young people, the department also provides them with Induction Programmes through non-governmental organisations and full-time Initiation Programmes before they enrol in mainstream schools. Schools which admit newly arrived children also receive grants from the department to organise school-based support services to help these children integrate into the local education system. The Induction Programme and the school-based support services have been extended to cover newly arrived non-Chinese speaking children and children of returning residents with effect from financial year 2000–01 while the Initiation Programme has been extended to cover these children with effect from January 2002.

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Adult Education

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

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

Uniform Group Activities in Schools

31 To widen the scope and participation of students in extra-curricular activities, the department promotes the setting up and expansion of uniform groups in schools. It allocates resources to subsidise these activities, and launches programmes to recruit and train parents and outside school personnel to become leaders of these activities.

Parent Education

32 The Parent Education Initiative Programme Grant Scheme was launched in August 2001. The grants are for the organisation of district-based, school-based, workplace-based and other outreach parent education programmes. Development and production of parent education materials, and training of parent education programme organisers are in progress.

Subsidies to Educational Bodies

33 The department 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.

34 The key performance measures are:

Indicators

	2000/01 (Actual)	School Year 2001/02 (Estimate)	2002/03 (Estimate)
(a) kindergartens	789	784	785
(b) non-profit making kindergartens joining the KSS	295	320	335
(c) non-profit-making kindergartens outside the KSS	185	178	160
(d) private independent kindergartens	309	286	290
(e) pupils in kindergartens	160 900	156 200	147 800
(f) % of kindergarten pupils in non-profit-making kindergartens joining the KSS	38.6%	42.3%	44.4%
(g) % of kindergarten pupils in non-profit-making kindergartens outside the KSS	28.0%	26.8%	24.8%
(h) % of kindergarten pupils in private independent kindergartens	33.4%	30.9%	30.9%
(i) % of qualified kindergarten teachers	65%	71%	80%
(j) wastage rate of kindergarten teachers	13.9%#	12.4%	12.4%
(k) enrolment of Induction Programme for newly arrived children/young people	7 471	8 500	10 100
(l) enrolment of Initiation Programme for newly arrived children/young people	515	700	800
(m) enrolment in formal courses operated by the department for adults	12 300	12 200	13 000
(n) enrolment in the subvented programmes for adults	27 180	26 760	27 300
(o) home-school co-operation activities approved and subsidised	1 476	1 660	1 800

Actual figure for the period from October 2000 to September 2001 as derived from the 2001 Teacher Survey.

Matters Requiring Special Attention in 2002–03

35 During 2002–03, the department will:

- support kindergartens in self-evaluation using performance indicators specifically developed for kindergartens;
- ensure that, starting from September 2002, all newly recruited kindergarten principals will have completed the Certificate in Education (Kindergarten) course, and increase training provision to enable all serving kindergarten principals to receive such training by summer 2006;
- provide pre-service training to meet the requirement that all new kindergarten teachers should possess a pre-service Qualified Kindergarten Teacher qualification from the 2003/04 school year;

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- encourage kindergartens to employ more qualified kindergarten teachers through enhancing the KSS and provision of sufficient in-service training places to achieve 100% qualified kindergarten teaching force by 2004/05 school year;
- take forward the recommendations on the further harmonisation of kindergartens and child care centers;
- provide educational support services to newly arrived children/young people to help them integrate into the local education system as soon as possible;
- enhance educational psychology services for public sector primary schools;
- collaborate with uniform group organisations to expand their establishments in the school sector, to facilitate the organisation of core training programmes for potential leaders, and to provide incentives and training opportunities for existing leaders to continue to serve their respective organisations and help groom new leaders;
- support the work of the Home-School Co-operation Committee, including the establishment of parent-teacher associations in schools, development of training materials to encourage better home-school co-operation; and disbursement of grants to schools with innovative approaches to improve home-school co-operation;
- assist and service the Steering Committee on Parent Education led by the department in promoting parent education through various channels;
- deliver healthy and quality education information to schools, teachers, parents and the public and promote exchanges on an e-platform through the continued operation of HKeducationCITY.net; 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 additional funding for these organisations during the period 2002–03 to 2004–05.

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ANALYSIS OF FINANCIAL PROVISION

Programme	2000-01 (Actual) (\$m)	2001-02 (Approved) (\$m)	2001-02 (Revised) (\$m)	2002-03 (Estimate) (\$m)
(1) Primary Education	10,096.5	10,915.5	10,536.2	11,699.0
(2) Secondary Education	15,028.8	15,877.9	15,559.4	16,636.0
(3) Special Education	1,410.1	1,480.6	1,465.1	1,510.9
(4) Departmental Support	1,273.7	1,590.0	1,333.8	1,679.0
(5) Other Direct Services and Subventions	742.6	922.2	908.0	1,084.0
	28,551.7	30,786.2 (+7.8%)	29,802.5 (-3.2%)	32,608.9 (+9.4%)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2002-03 is \$1,162.8 million (11.0%) higher than the revised estimate for 2001-02. This is mainly due to the provision of additional primary classes, salary increments for staff in primary schools, provision of NETs or ELTAs, upgrading of teaching posts to lead English teaching, full-year provision for upgrading of teaching posts to graduate status, provision of manpower resources for IT co-ordination, provision of additional teachers to serve as curriculum development leaders, strengthening of student guidance service, introduction of the option of cash grant for IT support in lieu of centrally arranged contract technical support services, and increased provision for maintenance and repairs of primary school buildings. The staffing requirement in government primary schools will increase by 31 as a consequence of the creation of 57 posts for the implementation of whole-day schooling, provision of curriculum development leaders and implementation of integrated education for students with special educational needs, partly offset by the deletion of 26 posts upon contracting out of the clerical and janitor services in government primary schools.

Programme (2)

Provision for 2002-03 is \$1,076.6 million (6.9%) higher than the revised estimate for 2001-02. This is mainly due to the provision of additional secondary classes, salary increments for staff in secondary schools, provision of manpower resources for IT co-ordination, provision to expand the Smart Teen Challenge Project, additional provision to aided secondary schools arising from the improvement to the means-test mechanism for the Senior Secondary Fee Remission Scheme with effect from the 2002/03 school year, introduction of the option of cash grant for IT support in lieu of centrally arranged contract technical support services, and increased provision for maintenance and repairs of secondary school buildings. The staffing requirement in government secondary schools will increase by 46 as a result of the creation of 74 posts for providing additional support for these schools and integrated education for students with special educational needs, partly offset by the deletion of 28 posts upon contracting out of clerical and janitor services in government secondary schools.

Programme (3)

Provision for 2002-03 is \$45.8 million (3.1%) higher than the revised estimate for 2001-02. This is mainly due to the provision of salary increments for staff in special schools and provision of additional teachers to serve as curriculum development leaders.

Programme (4)

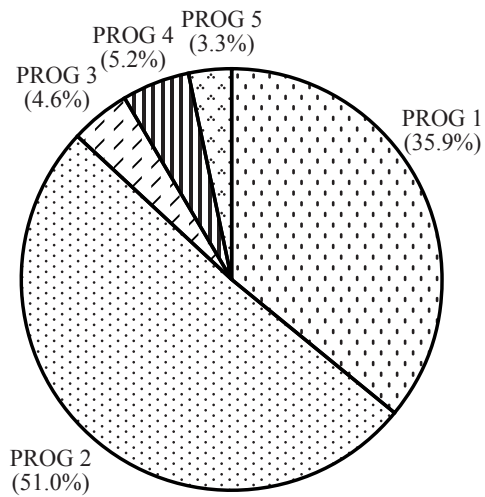
Provision for 2002-03 is \$345.2 million (25.9%) higher than the revised estimate for 2001-02. This is mainly due to the increase in demand for contract technical support and maintenance services for IT in education, provision of additional resources to support the curriculum reform, increased provision for training related to language proficiency assessment for teachers, and development of Basic Competency Assessments. The staffing requirement of the Education Department will increase by ten as a result of the creation of 19 posts as a consequence of the transfer of the support team from the Information Technology Services Department and additional staffing support for the implementation of NET and ELTA Scheme in primary schools, partly offset by the deletion of nine posts upon outsourcing of typing services.

Programme (5)

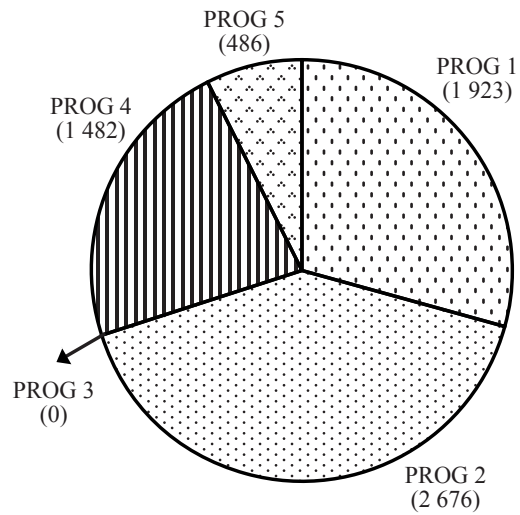
Provision for 2002-03 is \$176.0 million (19.4%) higher than the revised estimate for 2001-02. This is mainly due to the provision for the enhancement of educational psychology services for public sector primary schools, increased provision for enhancement of the KSS, the provision of support to uniform group activities for students, increase in demand for government adult education evening classes, additional provision for the Parent Education Initiative project, full-year provision for beneficiaries who joined the Mortgage Interest Subsidy Scheme in 2001-02 and provision for new applications to be approved in 2002-03, provision for the continuation of the HKeducationCITY.net which is hitherto funded by the Quality Education Fund on a pilot basis, and provision for subventing activities organised by subject-related organisations. The staffing requirement of the Education Department will increase by three to take forward the further harmonisation of pre-primary services.

Head 40 — EDUCATION DEPARTMENT

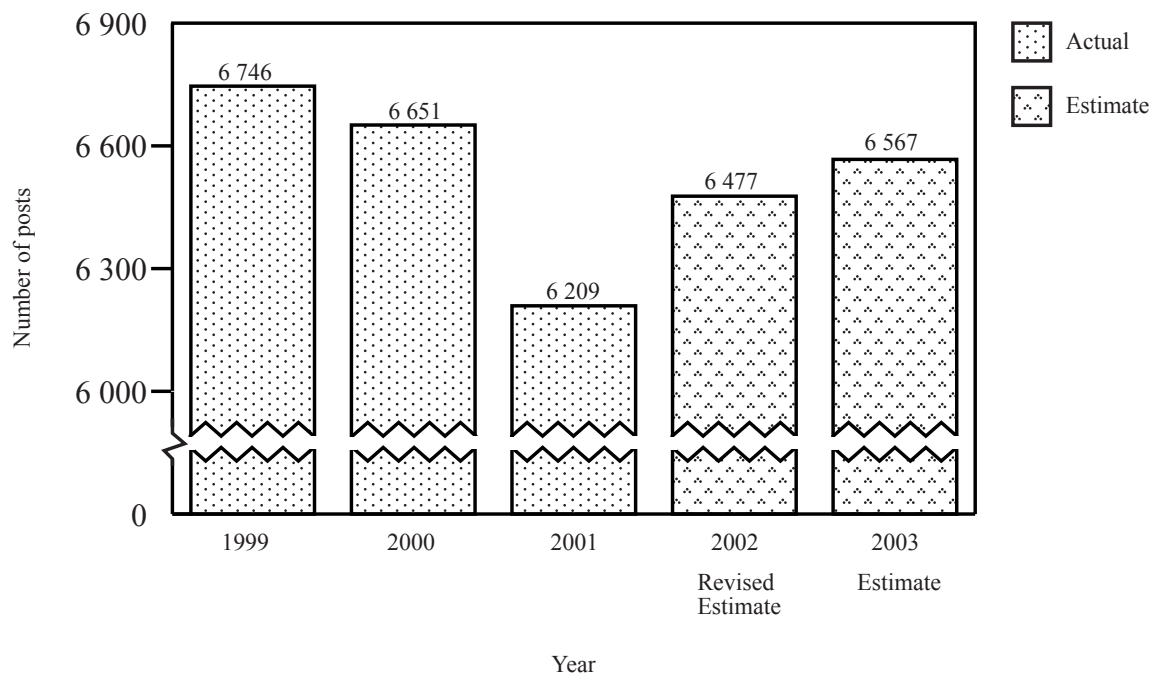
*Allocation of provision
to programmes
(2002-03)*



*Staff by programme
(as at 31 March 2003)*



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



Head 40 — EDUCATION DEPARTMENT

Sub-head (Code)		Actual expenditure 2000-01	Approved estimate 2001-02	Revised estimate 2001-02	Estimate 2002-03
	\$'000	\$'000	\$'000	\$'000	\$'000
Recurrent Account					
I — Personal Emoluments					
001	Salaries	2,531,404	2,608,261	2,668,991	2,790,497
002	Allowances	20,165	22,451	22,451	28,551
003	Recoverable salaries and allowances (Grant/Subsidised Schools Provident Fund and Vocational Training Council) 48,491				
	<i>Deduct</i> reimbursements..... <i>Cr.48,491</i>	—	—	—	—
007	Job-related allowances	5,180	5,543	5,926	6,516
	Total, Personal Emoluments	2,556,749	2,636,255	2,697,368	2,825,564
III — Departmental Expenses					
106	Temporary staff	204,565	275,242	225,424	265,170
108	Remuneration for special appointments	24,892	36,758	31,625	61,921
149	General departmental expenses	389,858	606,292	434,388	624,963
	Total, Departmental Expenses	619,315	918,292	691,437	952,054
IV — Other Charges					
150	Teacher training	46,704	125,405	63,680	154,460
164	Curriculum Development Institute	127,526	169,759	169,759	215,058
185	Subject and curriculum block grant for government schools	32,545	70,894	59,805	74,892
235	School extra-curricular activities, programmes, grants and prizes	21,465	23,921	18,223	27,763
	Total, Other Charges	228,240	389,979	311,467	472,173
V — Subventions					
300	Code of Aid for primary schools	8,835,607	9,403,238	9,320,011	10,290,893
305	Code of Aid for secondary schools	11,889,721	12,561,903	12,672,097	13,429,367
317	Mortgage Interest Subsidy Scheme	103,858	127,140	72,320	86,720
320	Code of Aid for special schools	1,347,042	1,410,636	1,417,866	1,470,588
325	Direct Subsidy Scheme	632,464	828,240	751,151	1,067,650
326	Kindergarten Subsidy Scheme	127,031	151,437	136,329	160,329
330	Assistance to private secondary schools and bought places	336,249	281,659	271,835	278,104
340	English Schools Foundation junior schools	126,815	129,385	129,634	134,159
345	English Schools Foundation secondary schools	172,727	182,134	180,311	188,930
350	Refund of rents, Government rents and rates to kindergartens, private schools and study rooms	204,705	228,145	216,984	231,956
489	Miscellaneous educational services	76,399	88,624	94,151	130,257
491	Remedial services for mildly disabled children in kindergartens	7,182	7,888	7,700	8,006
	Total, Subventions	23,859,800	25,400,429	25,270,389	27,476,959
	Total, Recurrent Account	27,264,104	29,344,955	28,970,661	31,726,750

Head 40 — EDUCATION DEPARTMENT

Sub-head (Code)		Actual expenditure 2000-01	Approved estimate 2001-02	Revised estimate 2001-02	Estimate 2002-03
		\$'000	\$'000	\$'000	\$'000
Capital Account					
I — Plant, Equipment and Works					
603	Plant, vehicles and equipment	2,074	3,801	1,377	1,551
661	Minor plant, vehicles and equipment (block vote)	2,745	3,006	3,006	6,069
	Total, Plant, Equipment and Works.....	4,819	6,807	4,383	7,620
II — Other Non-Recurrent					
700	General other non-recurrent.....	117,812	212,369	243,439	125,118
834	Equipment for computer studies	696,641	596,779	179,633	181,451
835	Colour television receivers, videocassette recorders and tapes (block vote).....	4,353	3,910	3,910	3,910
	Total, Other Non-Recurrent.....	818,806	813,058	426,982	310,479
III — Subventions					
851	Code of Aid for primary schools—maintenance, repairs and minor improvement (block vote)..	140,412	249,315	167,000	253,775
855	Code of Aid for secondary schools— maintenance, repairs and minor improvement (block vote)	194,968	328,137	197,000	270,513
858	Code of Aid for special schools—maintenance, repairs and minor improvement (block vote)..	17,043	27,599	27,599	27,481
898	Codes of Aid for existing schools—furniture and equipment (block vote).....	—	16,352	8,873	12,265
	Code of Aid for primary schools—building and furniture and equipment (new grants)	320	—	—	—
	Code of Aid for primary schools—furniture and equipment (existing schools) (block vote)	25,030	—	—	—
	Code of Aid for secondary schools—building and furniture and equipment (new grants)....	178	—	—	—
	Code of Aid for secondary schools—furniture and equipment (existing schools)(block vote)	81,068	—	—	—
	Code of Aid for special schools—furniture and equipment (existing schools) (block vote)	4,939	—	—	—
	Total, Subventions.....	463,958	621,403	400,472	564,034
	Total, Capital Account.....	1,287,583	1,441,268	831,837	882,133
	Total Expenditure	28,551,687	30,786,223	29,802,498	32,608,883

Head 40 — EDUCATION DEPARTMENT

Details of Expenditure by Subhead

The estimate of the amount required in 2002–03 for the salaries and expenses of the Education Department is \$32,608,883,000. This represents an increase of \$2,806,385,000 over the revised estimate for 2001–02 and of \$4,057,196,000 over actual expenditure in 2000–01.

Recurrent Account

Personal Emoluments

2 Provision of \$2,825,564,000 for personal emoluments represents an increase of \$128,196,000 over the revised estimate for 2001–02.

3 The establishment at 31 March 2002 will be 6 477 permanent posts. It is expected that there will be a net increase of 90 posts in 2002–03.

4 Subject to certain conditions, the controlling officer may under delegated powers create or delete non-directorate posts during 2002–03, but the notional annual mid-point salary value of all such posts must not exceed \$2,639,682,000.

5 Provision of \$28,551,000 under *Subhead 002 Allowances* is for standard allowances and the consolidated overtime allowance for Chauffeur grade. The increase of \$6,100,000 (27.2%) over the revised estimate for 2001–02 is mainly due to the provision of overtime allowances for janitor staff in government schools serving in adult education centres (who were hitherto employed as temporary staff while serving in the centres).

6 An estimated provision of \$48,491,000 under *Subhead 003 Recoverable salaries and allowances (Grant/Subsidised Schools Provident Fund and Vocational Training Council)* comprises—

- \$2,030,000 to be reimbursed by the Schools Provident Funds for salaries and allowances of staff working in the Provident Funds Unit of the Education Department; and
- \$46,461,000 to be reimbursed by the Vocational Training Council (VTC) for salaries and allowances of civil servants working in VTC and its skills centres.

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

7 Provision of \$6,516,000 under *Subhead 007 Job-related allowances* is for the following non-standard job-related allowances—

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

The increase of \$590,000 (10.0%) over the revised estimate for 2001–02 is mainly due to the fact that teachers completing the in-service training courses in special education are more experienced than expected.

Departmental Expenses

8 Provision of \$265,170,000 under *Subhead 106 Temporary staff* includes provision for the employment of supply teachers in government schools, part-time staff in adult education centres, temporary staff in schools and centres, and non-civil service contract staff working in the department and government schools. The increase of \$39,746,000 (17.6%) over the revised estimate for 2001–02 is mainly due to the employment of additional non-civil service contract staff for providing professional and support services, provision of manpower resources for IT co-ordination in government schools, and administration of such new initiatives as the Native-speaking English Teacher (NET) and English Language Teaching Assistant (ELTA) Scheme for primary schools, the Smart Teen Challenge Project, and enhancement of the professional development of school principals.

9 Provision of \$61,921,000 under *Subhead 108 Remuneration for special appointments* is for the payment of salaries, gratuities and fringe benefits for NETs and ELTAs employed on non-civil service contract terms in government schools, including NETs employed in the department to provide central support service. The increase of \$30,296,000 (95.8%) over the revised estimate for 2001–02 is mainly due to the provision of NETs or ELTAs to government primary schools with effect from the 2002/03 school year.

10 Provision of \$624,963,000 under *Subhead 149 General departmental expenses* represents an increase of \$190,575,000 (43.9%) over the revised estimate for 2001–02. This is mainly due to the implementation of NET and ELTA scheme in primary schools, full-year provision of contract technical services to support the use of IT in schools,

Head 40 — EDUCATION DEPARTMENT

provision of additional resources to support curriculum reform, implementation of the Smart Teen Challenge Project and the Understanding the Adolescent Project, enhancement of the educational psychology services for public sector primary schools and development of Basic Competency Assessments.

Other Charges

11 Provision of \$154,460,000 under *Subhead 150 Teacher training* is for meeting expenses on both in-service and pre-service training organised or commissioned by the Education Department for teachers on various subjects, and for refunding course fees to teachers. The increase of \$90,780,000 (142.6%) over the revised estimate for 2001–02 is mainly due to the additional requirement for re-training courses under the Language Proficiency Assessment Scheme, full-year provision for early childhood education courses and teacher development courses to support the curriculum reform.

12 Provision of \$215,058,000 under *Subhead 164 Curriculum Development Institute (CDI)* is for the payment of salaries, gratuities and fringe benefits for the non-civil service contract staff employed by the CDI and its general expenses. The increase of \$45,299,000 (26.7%) over the revised estimate for 2001–02 is mainly due to the additional staffing requirements for implementation of curriculum reform and provision for carrying out research and development projects as well as production of teaching and learning materials in support of curriculum reform.

13 Provision of \$74,892,000 under *Subhead 185 Subject and curriculum block grant for government schools* is for meeting the expenses on subject and curricular activities and on other educational purposes in government schools. The increase of \$15,087,000 (25.2%) over the revised estimate for 2001–02 is mainly due to the full-year provision for the enhancement of Capacity Enhancement Grant for secondary schools with effect from the 2001/02 school year.

14 Provision of \$27,763,000 under *Subhead 235 School extra-curricular activities, programmes, grants and prizes* is for meeting the expenses of school programmes such as the Award for Young People Scheme and the Community Youth Club Scheme. It also covers expenditure on school-based activities, prizes and subsidies to government schools' extra-curricular activities funds. The increase of \$9,540,000 (52.4%) over the revised estimate for 2001–02 is mainly due to the revised payment schedule of the extra-curricular activities funds for government schools and increased requirements for implementation of school-based activities.

Subventions

15 Provision of \$10,290,893,000 under *Subhead 300 Code of Aid for primary schools* is for the payment of salary grants, other charges grants and provident fund donations, as well as the refund of rates and Government rents to aided primary schools in accordance with the Code of Aid for primary schools. The increase of \$970,882,000 (10.4%) over the revised estimate for 2001–02 is mainly due to the provision of additional classes, salary increments for staff in schools, provision of NETs or ELTAs, upgrading of teaching posts to lead English teaching, full-year provision for upgrading teaching posts to graduate status, provision of manpower resources for IT co-ordination, provision of additional teachers to serve as curriculum development leaders, strengthening of student guidance service, and introduction of the option of cash grant for IT support in lieu of centrally arranged contract technical support services.

16 Provision of \$13,429,367,000 under *Subhead 305 Code of Aid for secondary schools* is for the payment of salary grants, other charges grants and provident fund donations, as well as the refund of rates and Government rents to aided secondary schools in accordance with the Code of Aid for secondary schools. The increase of \$757,270,000 (6.0%) over the revised estimate for 2001–02 is mainly due to the provision of additional classes, salary increments for staff in schools, provision of manpower resources for IT co-ordination, provision to expand the Smart Teen Challenge Project, additional provision to aided schools arising from the improvement to the means-test mechanism for the Senior Secondary Fee Remission Scheme with effect from the 2002/03 school year, and introduction of the option of cash grant for IT support in lieu of centrally arranged contract technical support services.

17 Provision of \$86,720,000 under *Subhead 317 Mortgage Interest Subsidy Scheme* is for the payment of interest subsidy under the scheme. The increase of \$14,400,000 (19.9%) over the revised estimate for 2001–02 is mainly due to the full-year provision for beneficiaries admitted to the scheme in 2001–02 and provision for new applicants joining the scheme in 2002–03.

18 Provision of \$1,470,588,000 under *Subhead 320 Code of Aid for special schools* is for the payment of salary grants, other charges grants and provident fund donations, as well as the refund of rates and Government rents to boarding sections and school sections in aided special schools in accordance with the Code of Aid for special schools.

19 Provision of \$1,067,650,000 under *Subhead 325 Direct Subsidy Scheme (DSS)* is for the payment of subsidy to primary and secondary schools that have joined the scheme. The increase of \$316,499,000 (42.1%) over the revised estimate for 2001–02 is mainly due to an estimated increase in the DSS subsidy rate and in the number of schools joining the DSS.

20 Provision of \$160,329,000 under *Subhead 326 Kindergarten Subsidy Scheme* is for the payment of subsidy to eligible kindergartens under the Scheme. The increase of \$24,000,000 (17.6%) over the revised estimate for 2001–02 is mainly due to the additional provision for the enhancement of the Scheme from the second instalment for the 2001/02 school year.

21 Provision of \$278,104,000 under *Subhead 330 Assistance to private secondary schools and bought places* is for the payment of per caput grants, fee subsidy for bought places and recurrent grants to Caput schools.

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22 Provision of \$134,159,000 under *Subhead 340 English Schools Foundation junior schools* is for the payment of recurrent grants to the English Schools Foundation for operating English-speaking junior schools.

23 Provision of \$188,930,000 under *Subhead 345 English Schools Foundation secondary schools* is for the payment of recurrent grants to the English Schools Foundation for operating English-speaking secondary schools. The increase of \$8,619,000 (4.8%) over the revised estimate for 2001–02 is mainly due to an increase in the number of classes eligible for the subsidy.

24 Provision of \$231,956,000 under *Subhead 350 Refund of rents, Government rents and rates to kindergartens, private schools and study rooms* is for the refund of rents, Government rents and rates to non-profit-making kindergartens, non-profit-making private schools and post-secondary colleges, and voluntary agencies operating study rooms. It also includes provision for the refund of fees for certificates of structural and fire safety to eligible kindergartens, primary and secondary schools. The increase of \$14,972,000 (6.9%) over the revised estimate for 2001–02 is mainly due to an increase in the number of schools eligible for refund of rent, rates and Government rent.

25 Provision of \$130,257,000 under *Subhead 489 Miscellaneous educational services* is for the payment of subventions to voluntary agencies operating educational programmes for newly arrived children, adults and young drug abusers, subventions on a discretionary basis to the Hong Kong Schools Sports Federation, the Hong Kong Society for the Blind and the Hong Kong Schools Music and Speech Association, and subsidies for the Home-School Co-operation Scheme, school recreational programmes and other miscellaneous educational activities. The increase of \$36,106,000 (38.3%) over the revised estimate for 2001–02 is mainly due to the provision for the continuation of the HKEducationCITY.net which is hitherto funded by the Quality Education Fund on a pilot basis, increase in the number of participants in the Initiation Programmes for newly arrived children and provision to support the activities of subject-related organisations.

26 Provision of \$8,006,000 under *Subhead 491 Remedial services for mildly disabled children in kindergartens* is for the reimbursement of one additional teacher's salary to non-profit-making kindergartens which operate Integrated Programmes for Mildly Disabled Children. Each programme provides six places for mildly disabled children referred by the Education Department.

Capital Account

Plant, Equipment and Works

27 Provision of \$6,069,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$3,063,000 (101.9%) over the revised estimate for 2001–02. This is mainly due to increased requirement for replacement and maintenance works in government schools.

Other Non-Recurrent

28 Provision of \$3,910,000 under *Subhead 835 Colour television receivers, videocassette recorders and tapes (block vote)* is for the provision and replacement of colour television receivers, videocassette recorders and tapes for aided schools.

Subventions

29 Provision of \$253,775,000 under *Subhead 851 Code of Aid for primary schools-maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects requiring a subsidy of not more than \$2,000,000 each. The increase of \$86,775,000 (52.0%) over the revised estimate for 2001–02 is mainly due to an increased requirement for maintenance and repairs.

30 Provision of \$270,513,000 under *Subhead 855 Code of Aid for secondary schools-maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects requiring a subsidy of not more than \$2,000,000 each. The increase of \$73,513,000 (37.3%) over the revised estimate for 2001–02 is mainly due to an increased requirement for maintenance and repairs.

31 Provision of \$27,481,000 under *Subhead 858 Code of Aid for special schools-maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects requiring a subsidy of not more than \$2,000,000 each.

32 Provision of \$12,265,000 under *Subhead 898 Codes of Aid for existing schools-furniture and equipment (block vote)* is for replacement and additional furniture and equipment for existing schools requiring a subsidy of not more than \$500,000 each that is not covered by the recurrent Composite Furniture and Equipment Grant, such as new requirements arising from curriculum changes and opening of additional classes, and replacement of standard items lost in natural disasters, fire and burglary. The increase of \$3,392,000 (38.2%) over the revised estimate for 2001–02 is mainly due to an increased requirement for additional furniture and equipment for implementation of whole-day primary schooling.

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Capital Account

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2001	Revised estimated expenditure for 2001-02	Balance
			\$'000	\$'000	\$'000	\$'000
603		<i>Plant, vehicles and equipment</i>				
	268	Teaching equipment for new sixth form subjects	4,000	3,599	264	137
	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	44	200	2,056
	296	Furniture and equipment for Phase II Development of Fung Hon Chu Gifted Education Centre	4,988	658	550	3,780
	320	Establishment of a Resource Centre for Special Education Teachers	2,112	1,957	100	55
	502	Equipment for computer studies	4,154	4,080	63	11
			19,555	11,719	1,377	6,459
700		<i>General other non-recurrent</i>				
	274	The Establishment of AS Level Subject Electronics	7,945	4,294	1,000	2,651
	275	Periodic inspection and testing of electrical installation	34,273	15,397	12,442	6,434
	276	Asbestos investigation at school premises	27,519	520	7,520	19,479
	278	Provision of additional resources to schools participating in the Target Oriented Curriculum Scheme	27,870	23,011	1,619	3,240
	290	Development of self-access training materials on Target Oriented Curriculum Assessment	12,400	4,262	4,500	3,638
	292	Evaluation of the Target Oriented Curriculum (Key Stage One) implementation	3,600	1,903	697	1,000
	299	Positive discrimination measures for government secondary schools using Chinese as the medium of instruction	2,067	—	93	1,974
	301	An evaluation of the existing classification and assessment tools and referral and placement procedures for children with special educational needs	2,153	—	70	2,083
	304	Training for prevocational and secondary technical school teachers on new technical curriculum	9,000	6,809	858	1,333
	305	Implementation of a new technical curriculum in prevocational and secondary technical schools	162,700	109,987	23,350	29,363
	306	One-off grant to public sector secondary schools adopting Chinese as the medium of instruction	36,050	28,699	775	6,576
	314	Provision of in-service training courses for teachers in schools admitting at least one class of territory-wide bottom 25% S1 pupils	6,960	557	600	5,803

Head 40 — EDUCATION DEPARTMENT

Capital Account—Cont'd.

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2001	Revised estimated expenditure for 2001-02	Balance
			\$'000	\$'000	\$'000	\$'000
700		<i>General other non-recurrent—Cont'd.</i>				
	315	Policy-related research projects conducted by Board of Education	4,800	651	560	3,589
	316	Evaluation on the implementation of the Medium of Instruction Guidance for Secondary Schools	5,360	2,409	1,340	1,611
	318	Provision of hearing aids to hearing impaired children	4,000	1,034	1,366	1,600
	319	Study on strategies to cope with individual differences in academic abilities of primary school pupils	22,360	6,878	6,300	9,182
	321	Hiring of outside expertise for Quality Assurance Inspection	10,000	6,292	2,007	1,701
	323	Introducing a new subject on Word Processing and Business Communication (English) (Secondary 4 and 5)	5,998	1,522	2,764	1,712
	324	Consultancy study to review the progress and achievements of the use of information technology in school education	10,000	259	1,041	8,700
	327	Furniture and equipment for one new primary school in Tseung Kwan O built by the Housing Authority	4,536	—	3,175	1,361
	328	One-off book grant for school teachers ..	23,000	—	22,100	900
	329	Commissioning a consultancy study for further evaluation of the implementation of the Medium of Instruction Guidance for secondary schools (Secondary 4 and 5)	5,000	—	1,250	3,750
	330	Odyssey of the Mind Programme	4,920	—	2,340	2,580
	331	Parent Education	50,000	—	7,358	42,642
	332	Supporting uniform group activities for students	50,000	—	4,800	45,200
	334	Provision of gifted education services ...	9,900	—	4,500	5,400
	335	Study on Enrichment of Language Learning Environment	6,300	—	2,165	4,135
	336	Development of publicity materials for implementation of the Code of Practice under the Disability Discrimination Ordinance	1,440	—	680	760
			550,151	214,484	117,270	218,397
834		<i>Equipment for computer studies</i>				
	499	Equipment for computer studies	30,420	30,157	112	151
	505	Equipment for computer studies (special schools)	6,078	5,485	361	232
	506	Provision of additional computer equipment and the related conversion works in schools	113,960	106,745	1,000	6,215
	507	Provision of software packages for computer education in special schools ..	3,600	1,825	1,000	775
	509	Establishment of Information Technology Learning Centres in prevocational and secondary technical schools	55,467	43,889	4,700	6,878

Head 40 — EDUCATION DEPARTMENT

Capital Account—*Cont'd.*

Commitments—*Cont'd.*

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2001	Revised estimated expenditure for 2001–02	Balance
			\$'000	\$'000	\$'000	\$'000
834		<i>Equipment for computer studies</i> <i>—Cont'd.</i>				
	511	Enhancement of use of information technology in school education.....	2,924,683	1,887,691	172,460	864,532
			3,134,208	2,075,792	179,633	878,783
		Total	3,703,914	2,301,995	298,280	1,103,639