

ITEM FOR ESTABLISHMENT SUBCOMMITTEE OF FINANCE COMMITTEE

Head 146 – GOVERNMENT SECRETARIAT: EDUCATION AND MANPOWER BUREAU Subhead 001 Salaries

Members are invited to recommend to Finance Committee –

- (a) the creation of the following permanent post with effect from 15 August 2001 –

- 1 Senior Principal Executive Officer
(D2) (\$116,650 - \$123,850)

- (b) an increase in the ceiling placed on the total notional annual mid-point salary (NAMS) value of all non-directorate posts in the permanent establishment of Head 146 – Government Secretariat: Education and Manpower Bureau in 2001-02 from \$40,690,000 by \$2,170,980 to \$42,860,980 to enable the creation of four non-directorate posts in the Bureau.

PROBLEM

The Education and Manpower Bureau (EMB) does not have adequate staff to cope with the workload on basic education (i.e. primary and secondary education) and early childhood education.

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PROPOSAL

2. The Secretary for Education and Manpower (SEM) proposes to create a permanent post of Senior Principal Executive Officer (SPEO) as Principal Assistant Secretary (Education and Manpower) (9) (PAS(EM)9) with effect from 15 August 2001 to provide additional support to Deputy Secretary (Education and Manpower)3 (DS(EM)3). She also proposes to increase the NAMS ceiling to enable the creation of four non-directorate posts to support PAS(EM)9.

JUSTIFICATION

3. We last revised EMB's permanent directorate establishment in 1998. An organisation chart of EMB, showing the existing and the proposed directorate structure, is at Enclosure 1. As can be seen from the chart, DS(EM)3 is underpinned by two permanent PASs. The policy areas covered are set out in Enclosure 2.

Encl. 1

Encl. 2

Increase in workload since 1998

4. The Chief Executive has accorded priority to the development of quality education in successive Policy Addresses. The Administration has accordingly allocated very substantial resources to implement the education reform recommendations made by the Education Commission and the Board of Education. Our recurrent funding on basic and early childhood education has increased by \$9.13 billion (or 39%) in four years, from \$23.69 billion in 1997-98 to \$32.82 billion in 2001-02. In the same period, capital expenditure jumped from \$3.07 billion (after excluding the \$5 billion injection to the Quality Education Fund) to \$5.22 billion, a 70% increase. Major initiatives during this period include -

(a) Diversity of school system

We are committed to facilitating the development of a vibrant private school sector. The relevant measures include, amongst others, allocating government-built school premises for school sponsors to operate new Direct Subsidy Scheme schools, and providing land grants at nominal premium and capital grants for school operators to construct and operate private independent schools.

(b) Information Technology (IT) – 5 year strategy

We need to implement initiatives under the strategy document entitled "IT for Learning in a New Era: Five-year Strategy 1998/99 to 2002/03". The objectives are to improve teaching and learning through IT and to equip our young generation with the capabilities to meet the challenges of the information age.

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(c) School-based management

As more and more responsibilities are devolved to schools in the use of public funds, we have been devoting efforts to increase schools' transparency and accountability in their decision-making process by providing for a participatory decision-making mechanism where all key stakeholders are involved. In this regard, our priority is to implement a school governance framework recommended by the Advisory Committee on School-based Management in early 2001.

(d) Whole-day primary schooling

We have promulgated Government's target to enable virtually all primary school pupils to study in whole-day schools by the 2007/08 school year. To achieve this target, we have been co-ordinating efforts in the provision of new primary schools and the conversion of existing bi-sessional schools into whole-day operation.

(e) School Development and Improvement Programme

We have undertaken to accelerate the School Improvement Programme (SIP) and have to closely monitor the progress of capital works to meet the Government's commitment on SIP, whole day primary schooling and senior secondary education.

(f) Early childhood education

We have been devoting more attention to early childhood education, which lays the foundation for life-long learning and all round education. Amongst others, we are examining further harmonisation of kindergartens (KG) and child care centres, the KG subsidy scheme and the KG fee remission scheme.

(g) Teacher training and professional development

For the past few years, we have continued to accord high priority to teacher training and professional development. We have set targets for upgrading the qualification of teachers and are working closely with the Advisory Committee on Teacher Education and Qualification (ACTEQ), the Council on Professional Conduct in Education and various other organisations to promote teachers' professionalism.

5. To cope with the tremendous workload generated during this period, we have, on a need basis, secured additional directorate support through internal redeployment and adopted other administrative measures to provide temporary

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relief for ad hoc tasks. In this regard, we last created a supernumerary post of SPEO under delegated authority for six months on 15 February 2001. The presence of an additional directorate officer has provided us with an extra pair of hands to deal with urgent assignments which cannot be delayed. It has however become increasingly clear that the full range of policy subjects on basic education, special education, early childhood education and teacher education under the charge of DS(EM)3 will require the dedicated attention of three instead of two PASs, particularly when most of the subjects are long-term in nature.

Proposed permanent post of Senior Principal Executive Officer

6. On review, we propose to create a third permanent PAS post, to be designated as PAS(EM)9, to sustain the momentum on various educational reform proposals. We also propose to take the opportunity to rationalise and redistribute the duties among the two established PAS posts and the proposed PAS(EM)9 post. Each of the three PASs will have a full schedule with a sharper focus, as follows -

- (a) PAS(EM)2 will deal with all policy matters relating to basic education, including both mainstream and special education. He will also oversee house-keeping matters for the Education Department.
- (b) PAS(EM)6 will focus on policy matters concerning the education, qualification requirement and professional development of teachers. He will also oversee matters on language education and house-keeping matters for the Hong Kong Institute of Education.
- (c) PAS(EM)9 will be responsible for the programme management of education related capital works (except that for tertiary education), as well as policy matters on early childhood education and student financial assistance. He will also oversee housekeeping of the Student Financial Assistance Agency.

Encls.3-5 The detailed schedules of duties of the three PAS posts are at Enclosures 3 to 5.

7. We have reviewed the schedules of the other PASs in EMB and concluded that there is no scope for internal redeployment, given the growth in the overall workload of the Bureau.

8. Given the heavy focus on programme management in PAS(EM)9's schedule, we consider the post should be filled by an SPEO with ample experience in resource management and programme co-ordination. For the SIP alone, the SPEO has to oversee improvement works for some 470 schools. In addition, he has to examine redevelopment/reprovisioning options for some 80 schools which are not technically feasible for SIP works. He also has to oversee the construction of

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new schools and conversion of existing schools for the implementation of whole-day primary schooling. In order that EMB may have an overview of capital works, PAS(EM)9 will, in conjunction with the Education Department, set up and maintain a comprehensive database of sites reserved for education purposes.

Need for non-directorate support

9. The supernumerary SPEO post created on 15 February 2001 is currently supported by a Senior Executive Officer and a Personal Secretary I, both temporarily on loan from the General Grades Office. Upon creation of a permanent SPEO post, we propose to provide four permanent non-directorate posts to support PAS(EM)9, i.e., one Chief Executive Officer, one Senior Executive Officer, one Personal Secretary I and one Assistant Clerical Officer. These non-directorate posts are essential to provide the necessary executive and clerical / secretarial support required to take forward the various initiatives under the purview of the proposed SPEO post. Specifically, the CEO and SEO will be responsible for liaison with departments and professional bodies/consultants, and monitoring the implementation of the initiatives.

10. To enable the creation of the four non-directorate posts, we propose to raise the NAMS ceiling of all non-directorate posts in EMB from \$40,690,000 by \$2,170,980 to \$42,860,980. Subject to Members' approval of this proposal, the posts will be created through the normal Departmental Establishment Committee machinery.

FINANCIAL IMPLICATIONS

11. The additional notional annual salary cost at mid-point is:

	\$	No. of post
Permanent SPEO post	1,443,000	1

The additional full annual average staff cost of the proposal, including salary and staff on-cost is \$2,394,000.

12. In addition, the proposal will necessitate the creation of four additional permanent non-directorate posts, viz., one Chief Executive Officer, one Senior Executive Officer, one Personal Secretary I and one Assistant Clerical Officer at a notional annual mid-point salary cost of \$2,170,980 and the full annual average staff cost of \$3,531,000.

13. We have included sufficient provision in the 2001-02 Estimates for Head 146 GS: EMB to meet the cost of the proposed SPEO post. As regards the

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four non-directorate posts, we have not included any provision in the 2001-02 Estimates for Head 146 GS: EMB to meet the cost, which is estimated at \$1,357,000 for the remainder of the financial year. Subject to Members' approval, we will provide the supplementary provision required in 2001-02 under delegated authority and include the necessary provision in the draft Estimates of subsequent years.

BACKGROUND INFORMATION

14. The permanent directorate establishment of EMB has remained unchanged since April 1998. Over the years, we have coped with additional demands at the directorate level through temporary internal redistribution of duties, secondment of staff from other departments and creation of six-month supernumerary posts under delegated authority. We have made some temporary reshuffling of duties at deputy secretary level. In July 2000, DS(EM)2 took over from DS(EM)1 the subject of tertiary education and related student financial assistance schemes, while DS(EM)3 assumed from DS(EM)2 responsibility for language policy. In September 2000, DS(EM)3 further took over from DS(EM)2 policy on student financial assistance schemes.

15. The Legislative Council Panel on Education will be consulted on this proposal on 18 June 2001.

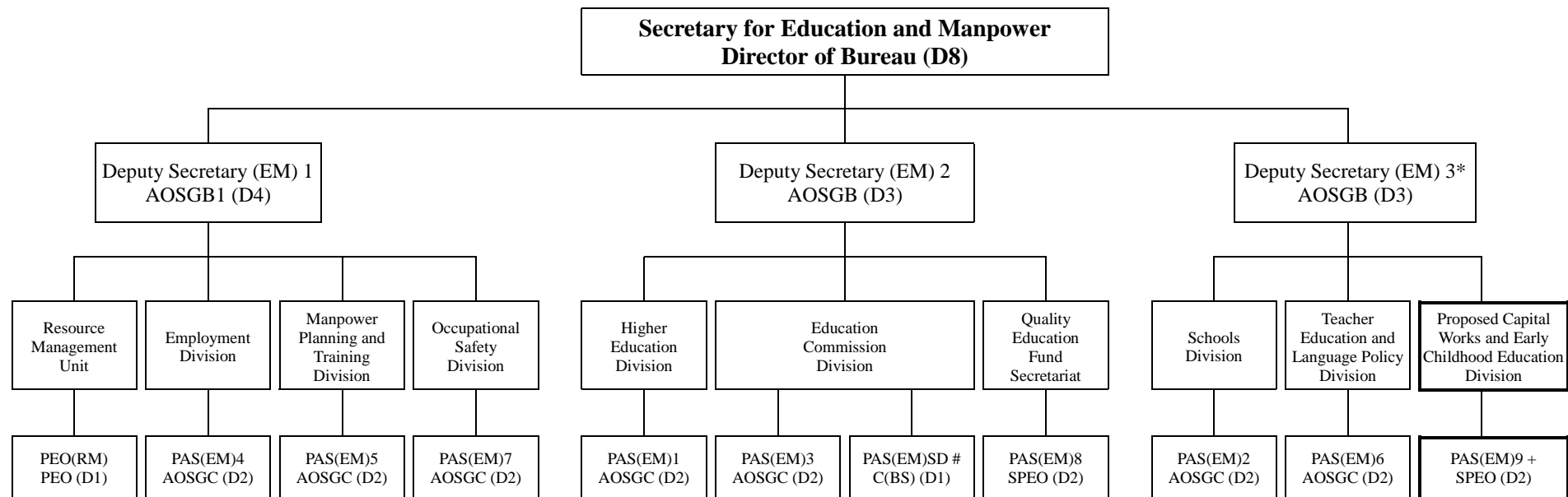
CIVIL SERVICE BUREAU COMMENTS

16. The Administration has considered carefully alternative means to provide the required directorate support to meet the service need bearing in mind the need to ensure efficiency and effectiveness. The Administration considers the proposal the most appropriate way to proceed. Having regard to the justifications put forward, the Civil Service Bureau supports the creation of the proposed permanent directorate post and considers the grading and ranking of the post to be appropriate. As at 1 June 2001, there were 13 directorate posts out of a total of 107 posts in EMB.

ADVICE OF THE STANDING COMMITTEE ON DIRECTORATE SALARIES AND CONDITIONS OF SERVICE

17. The Standing Committee on Directorate Salaries and Conditions of Service has advised that the grading proposed for the post would be appropriate if the post were to be created.

Existing and Proposed Directorate Structure of Education and Manpower Bureau



Legend :

- AOSGB1 Administrative Officer Staff Grade B1
- AOSGB Administrative Officer Staff Grade B
- AOSGC Administrative Officer Staff Grade C
- PAS(EM) Principal Assistant Secretary (Education & Manpower)
- SPEO Senior Principal Executive Officer
- PEO (RM) Principal Executive Officer (Resource Management)
- PEO Principal Executive Officer
- C(BS) Controller (Broadcasting Services)

Note :

- # Supernumerary post (at D1 level) up to 1 November 2001.
- * In addition, under DS(EM)3, there is a Standing Committee on Language Education and Research Support Unit headed by a non-civil service post at D2 level.
- + Proposed permanent post.

Policy areas covered by PASs under DS(EM)3

- (a) Basic education including special education;
- (b) school-based management framework;
- (c) private schools and international schools;
- (d) five year IT in Education strategy;
- (e) primary and secondary school places including whole-day primary schooling;
- (f) educational support services for newly arrived children/youngsters from the Mainland and non-Chinese speaking children;
- (g) parent education and adult education;
- (h) early childhood education
- (i) capital works relating to all educational initiatives (except tertiary education);
- (j) teacher education and qualification, including secretariat support for the Advisory Committee on Teacher Education and Qualification (ACTEQ), its Sub-Committees, Task Forces and Working Groups;
- (k) demand and supply of teachers;
- (l) secretariat support for the Standing Committee on Language Education and Research (SCOLAR);
- (m) general housekeeping of the Education Department and the Students Financial Assistance Agency; and
- (n) liaison with the Hong Kong Institute of Education.

**Principal Assistant Secretary for Education and Manpower (2)
Administrative Officer Staff Grade C (D2)**

Main Duties and Responsibilities

Responsible to Deputy Secretary for Education and Manpower (3) for –

- (a) overseeing basic education including special education;
- (b) devising a school-based management framework and drawing up relevant legislation;
- (c) overseeing policy on private schools and international schools;
- (d) monitoring implementation of a five year IT in Education strategy;
- (e) overseeing the provision of primary and secondary school places including whole-day primary schooling;
- (f) planning the provision of educational support services for newly arrived children/youngsters from the Mainland and non-Chinese speaking children;
- (g) overseeing policies on parent education and adult education; and
- (h) general housekeeping of the Education Department.

**Principal Assistant Secretary for Education and Manpower (6)
Administrative Officer Staff Grade C (D2)**

Main Duties and Responsibilities

Responsible to Deputy Secretary for Education and Manpower (3) for –

- (a) serving as Secretary to Advisory Committee on Teacher Education and Qualification (ACTEQ), its Sub-Committees, Task Forces and Working Groups;
- (b) liaising with UGC, teacher education institutes and Education Department, to monitor the demand and supply of teachers;
- (c) monitoring and seeking ways (under the aegis of ACTEQ) to improve teacher training and professional development;
- (d) serving as secretary to the Standing Committee on Language Education and Research (SCOLAR) and acting as the link between SCOLAR and its support unit (SSU) [Note : At present, with the head of the SSU vacant, PAS(EM)6 has, on a temporary basis, taken up the management role of overseeing the unit.]; and
- (e) liaison with the Hong Kong Institute of Education.

**Principal Assistant Secretary for Education and Manpower (9)
Senior Principal Executive Officer (D2)**

Main Duties and Responsibilities

Responsible to Deputy Secretary for Education and Manpower (3) for –

- (a) overseeing and monitoring capital works relating to all educational initiatives (except tertiary education), covering –
 - all primary and secondary schools, with particular emphasis on the implementation of whole-day primary schooling;
 - the School Improvement Programme (SIP);
 - the redevelopment or reprovisioning of schools found technically non-feasible for SIP works;
 - schedules of accommodation and school design;
 - site reservation including maintenance of a comprehensive database of sites reserved for education purposes in conjunction with the Education Department;

- (b) policy relating to early childhood education including –
 - assisting the Working Party on Harmonisation of kindergartens and child care centres to finalise its recommendations;
 - taking forward the recommendations of the Working Party on Harmonisation of kindergartens and child care centres, including consultation with the public and the trade;
 - enhancing quality of early childhood education, e.g. training and development of teachers, quality assurance, etc;
 - reviewing Government's financial commitments, including the Kindergarten Subsidy Scheme and the Fee Remission Scheme; and

- (c) keeping under review all students financial assistance schemes, and house-keeping matters relating to the Students Financial Assistance Agency.