

ITEM FOR FINANCE COMMITTEE

**HEAD 156 - GOVERNMENT SECRETARIAT :
EDUCATION AND MANPOWER BUREAU
Subhead 700 General non-recurrent
Item 027 Project Yi Jin**

Members are invited to approve an increase in commitment from \$200 million by \$235 million to \$435 million under Head 156 Government Secretariat : Education and Manpower Bureau Subhead 700 General non-recurrent Item 027 Project Yi Jin for continuing the financial support for admissions to Project Yi Jin.

PROBLEM

The approved commitment of \$200 million for Project Yi Jin (PYJ) is insufficient for meeting the additional funding requirement arising from admissions in the 2004/05 academic year and for supporting further admissions to the programme.

PROPOSAL

2. The Secretary for Education and Manpower proposes to increase the commitment for PYJ from \$200 million by \$235 million to \$435 million in order to continue the provision of financial support for PYJ in respect of the existing full-time and part-time students, and students to be admitted beyond the 2004/05 academic year.

/JUSTIFICATION

JUSTIFICATION

Financial assistance under PYJ

3. PYJ was launched in October 2000 as a bridging programme to provide an alternative route and to expand the continuing education opportunities for secondary school leavers and adult learners. It is run by the Federation for Continuing Education in Tertiary Institutions (FCE) on a self-financing basis.

4. The Finance Committee (FC) approved in May 2000 vide FCR(2000-01)19 a commitment of \$200 million to provide funding support for students admitted to PYJ during the three academic years from 2000/01 to 2002/03. The funding support takes the form of a 30% reimbursement of tuition fee for each module that can be successfully completed by the students, plus student support activities and publicity. The reimbursement arrangement aims to provide an additional incentive for students to work hard and to complete the modules. In July 2002, the FC approved vide FCR(2002-03)31 the reimbursement of tuition fee in full to needy students^{Note 1} upon their successful completion of the modules. Having regard to the success of PYJ, the FC further approved in April 2003 vide FCR(2003-04)4 the extension of the scheme for another two academic years, i.e. 2003/04 and 2004/05, by using the uncommitted balance in the approved commitment.

5. PYJ comprises ten modules. The cost of each module varies depending on its contact hours, with the total cost of the ten modules standing at about \$30,000. According to our record, some 15% of the students admitted in the 2002/03 and 2003/04 academic years passed the means test for full reimbursement of tuition fee and on average, they could successfully complete and claim reimbursement for eight modules. As for the other students, they could successfully complete and claim 30% reimbursement for an average of seven modules.

Additional requirement for admissions in the 2004/05 academic year

Encl. 1

6. The intake of students over the years is at Enclosure 1. With the substantial increase in the number of students enrolled in the 2004/05 academic year, and taking into account the percentage of students eligible for full fee reimbursement, it is estimated that the remaining balance of about \$57.9 million of the approved commitment may fall short of meeting the funding requirement (including reimbursement of tuition fees to full-time students who normally complete their studies by the end of the 2004/05 academic year, as well as part-time students who are expected to graduate by the end of the 2005/06 academic year). The estimated shortfall is about \$10.4 million.

/Review

Note 1 Needy students are defined as those who are eligible for full assistance under the means test for student financial assistance schemes administered by the Student Financial Assistance Agency.

Review of PYJ and continuation of Government's support beyond the 2004/05 academic year

7. When we sought the approval of the FC in April 2003 to extend the funding support for the Programme, we undertook to review in 2005 the readiness of PYJ to be run on a fully self-financing basis without Government's indirect subsidy through fee reimbursement to participants. To allow ample time for FCE and the parents/students to plan for their participation in PYJ in the 2005/06 academic year, we advanced the review to the last quarter of 2004. The results of the review are set out in paragraphs 8 to 12 below.

Encl. 1

8. The average number of student intake for the first four years was 3 659. However, as shown in Enclosure 1, the intake for the 2004/05 academic year increased substantially to 5 381. The majority of PYJ students were young people who did not achieve five passes in the Hong Kong Certificate of Education Examination (HKCEE) and some 20% were adult learners. For the first four academic years, out of a total of 12 220 students who have completed PYJ, 6 980 (57%) obtained passes in all ten modules and were awarded full certificates. Those students who obtained passes in less than ten modules could eventually obtain full certificates when they successfully complete the remaining modules.

Encl. 2

9. We conducted a tracking survey on the graduates of the first three academic years in early 2004 to evaluate the effectiveness of PYJ. It was found that at the time of the survey, 37% of the respondents were pursuing further studies, 36% were working and 17% were working and studying at the same time. For those who were pursuing further studies, over 90% were taking full-time Associate Degree, Pre-Associate Degree, Higher Diploma, Diploma and Certificate courses. The survey also revealed that the respondents generally found that their capabilities for self-learning and lifelong learning had improved after attending PYJ. For those who were working, 89% managed to secure a job within six months of completion of PYJ. The survey also captured feedback from parents, employers and teachers of PYJ graduates in Associate Degree and other programmes. The majority of them expressed a positive view towards the Programme. The major findings of the survey are presented at Enclosure 2.

10. The results of the survey show that PYJ has performed an effective role as a bridging programme and has fulfilled its purpose of providing an alternative educational pathway and expanding the continuing education opportunities for low achievers in HKCEE. In fact, a number of graduates of the 2000/01 cohort have gained acceptance into undergraduate programmes in the 2004/05 academic year by local and overseas universities. The substantial increase in the number of enrolment for the 2004/05 academic year to a certain extent reflects the improved level of acceptance of PYJ by students and parents. We consider that PYJ has established its status as a practical alternative pathway for continuing education for those who are not suitable for pursuing the traditional academic curriculum and there is popular demand for its continuation.

11. We have requested the FCE to reduce the level of course fees for PYJ. Having regard to the improved level of student enrolment which has enabled the institutions to benefit from the economies of scale, the FCE has indicated that the course fee can be reduced from \$30,000 to \$28,000 in the 2005/06 academic year. We shall continue to explore with the FCE on the possibility of further lowering the level of course fees.

12. We are concerned that withdrawal of government support for fee reimbursement at this point in time will go against our objective of encouraging participation in what has proven to be an effective programme. We therefore propose to support admissions to the Programme for at least three more academic years. The long term future of PYJ would be reviewed in the light of the proposed reform of the academic structure for senior secondary education and higher education. It is premature to decide whether PYJ should continue under the new academic structure and if so, in what form. The proposed funding will help sustain PYJ before a policy decision on the future senior secondary school structure and curriculum could be reached.

FINANCIAL IMPLICATIONS

13. We estimate that an additional non-recurrent expenditure of \$235 million will be required to continue the funding support for PYJ as proposed. The expenditure includes –

/(a)

| | | |
|-------|---|------------------------|
| (a) | additional reimbursement of tuition fee to cater for the substantial increase in student intake for the 2004/05 academic year | \$10.4 million |
| (b) | reimbursement of tuition fees for students to be admitted in the three academic years from 2005/06 to 2007/08 | \$205.7 million |
| (c) | support activities (such as student support activities and publicity) | \$18.9 million |
| Total | | <u>\$235.0 million</u> |

A cashflow projection of the additional expenditure is set out below –

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | Total |
|--|-------------|-------------|-------------|-------------|-------------|--------------|
| | \$m | \$m | \$m | \$m | \$m | \$m |
| Reimbursement of tuition fee^{Note 2} | 9.4 | 55.7 | 67.0 | 76.0 | 8.0 | 216.1 |
| Support^{Note 2} (such as student support activities and publicity) | 3.0 | 4.0 | 6.0 | 3.0 | 2.9 | 18.9 |
| Total | <u>12.4</u> | <u>59.7</u> | <u>73.0</u> | <u>79.0</u> | <u>10.9</u> | <u>235.0</u> |

14. The exact amount of additional expenditure will depend on the actual size of student intake, the percentages of students eligible for full-fee assistance under the means test, and the number of modules which the students can successfully complete. As the expenditure of the scheme is affected by various factors mentioned above, we shall extend the scheme if there is sufficient unspent balance to support further admissions beyond the 2007/08 academic year.

15. If Members approve the proposal, we shall earmark sufficient provision in the annual Estimates of the relevant financial years.

/BACKGROUND

^{Note 2} Reimbursement of tuition fee and support activities for an academic year will normally be reflected in the subsequent financial year. Full-time students normally take one year to complete the Programme while part-time students take at least two years. The projected expenditure for the 2008-09 and 2009-10 financial years includes reimbursement of fee for full-time and part-time students to be admitted in the 2007/08 academic year. The latter are expected to graduate in July 2009 which falls within the 2009-10 financial year.

BACKGROUND INFORMATION

16. PYJ aims to upgrade students' knowledge through combining academic and practical skills training, with emphasis on biliteracy, trilingualism and information technology application. Students may take a one-year full-time programme or a part-time programme of at least two years. The Programme consists of a total of 600 contact hours, including 420 contact hours for core modules and 180 contact hours for electives. The core modules include Chinese, English I, English II, Mathematics, Information Technology, Putonghua and Communication Skills. As for electives, a wide range of practical subjects are offered to cater for students' interest. A list of electives offered in the 2004/05 academic year is at Enclosure 3.

Encl. 3

17. A student who has successfully completed the seven core modules and three electives will be awarded a full certificate. This certificate has been assessed by the Hong Kong Council for Academic Accreditation as comparable to five passes in HKCEE for continuing education and employment purposes. Holders of the full certificate can further their studies in the member institutions of the FCE (such as Higher Diploma and Associate Degree programmes.) They are also accepted by Government as meeting the entry requirement of more than 30 civil service posts which require five passes (including English and Chinese) in HKCEE.

18. We consulted the [Legislative Council Panel on Manpower on the above proposal on 16 December 2004](#). The Panel expressed support for the proposal. At the meeting, it was suggested that given the success of PYJ, the elements of PYJ should be incorporated into the curriculum of senior secondary schools in future. A Member expressed concern about the position of PYJ in the proposed reform of the academic structure for senior secondary education and higher education. Another Member asked that the course fee for PYJ be further reduced. It was also suggested that more promotion should be conducted to enhance the employers' acceptance of PYJ.

Education and Manpower Bureau
January 2005

**Enrolment to Project Yi Jin (PYJ)
from the 2000/01 to 2004/05 Academic Years**

The intake of full-time and part-time PYJ students since the introduction of the Programme is as follows –

| Academic Year | Full-time | Part-time | Total | Change from the previous academic year |
|----------------------|---------------------|--------------------|---------------|---|
| 2000/01 | 3 267 (77%) | 985 (23%) | 4 252 | |
| 2001/02 | 2 085 (63%) | 1 223 (37%) | 3 308 | -22% |
| 2002/03 | 2 804 (81%) | 647 (19%) | 3 451 | +4% |
| 2003/04 | 2 880 (79%) | 746 (21%) | 3 626 | +5% |
| 2004/05 | 4 363 (81%) | 1 018 (19%) | 5 381 | + 48% |
| Total | 15 399 (77%) | 4 619 (23%) | 20 018 | |

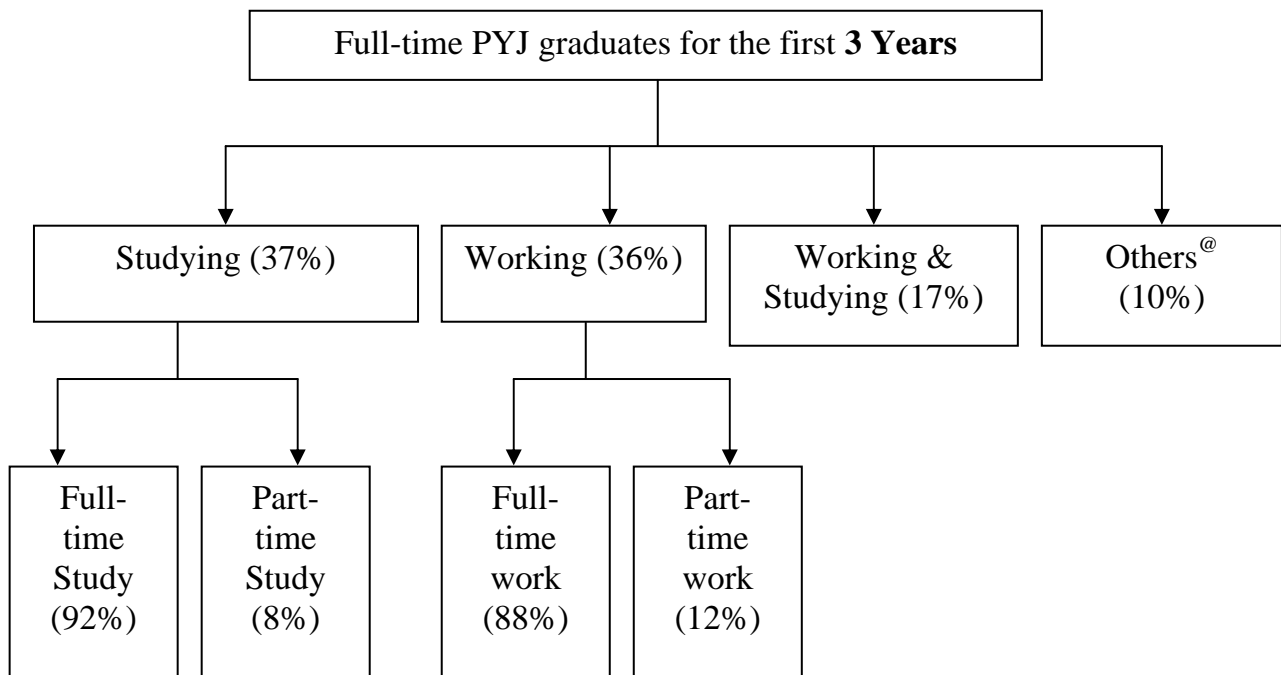
Major Findings of the Survey on PYJ

(A) Survey on the Students

In order to evaluate the effectiveness of PYJ, we conducted a tracking survey on around 9 000 full-time PYJ graduates of the 2000/01, 2001/02 and 2002/03 cohorts in early 2004. The major findings are set out in the ensuing paragraphs.

(1) Effectiveness of PYJ as a bridging programme

- At the time of the survey, over 90% of the full-time graduates were gainfully engaged after completing PYJ – 37% were pursuing further studies, 36% were working, and 17% were working and studying at the same time. The results revealed that PYJ had provided a good stepping stone for students to further their studies and seek employment.



[@] Others = Those who did not report studying or working after PYJ.

(2) Effectiveness of PYJ in preparing students for continuing education

- For those who were pursuing further studies, over 90% were undertaking full-time Associate Degree, Pre-Associate Degree, Higher Diploma, Diploma and Certificate courses.

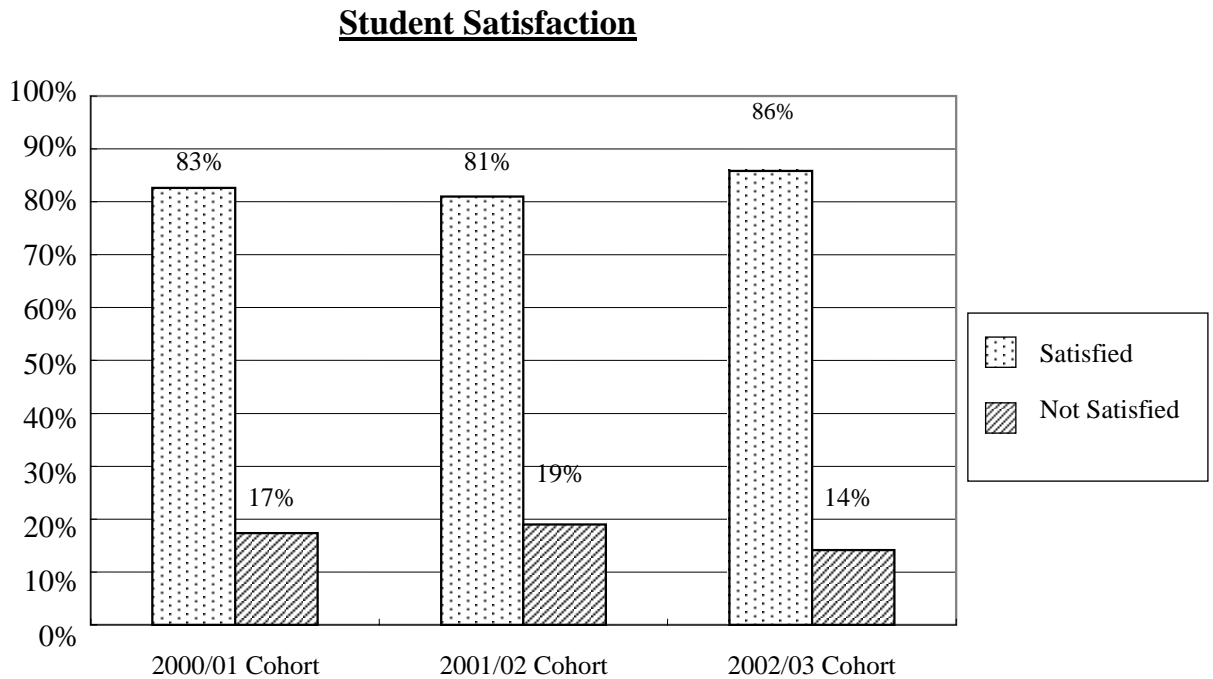
(3) *Effectiveness of PYJ in preparing students for work*

- 70% of the respondents who were working could find their first job within three months after completing PYJ and 89% could do so within six months.

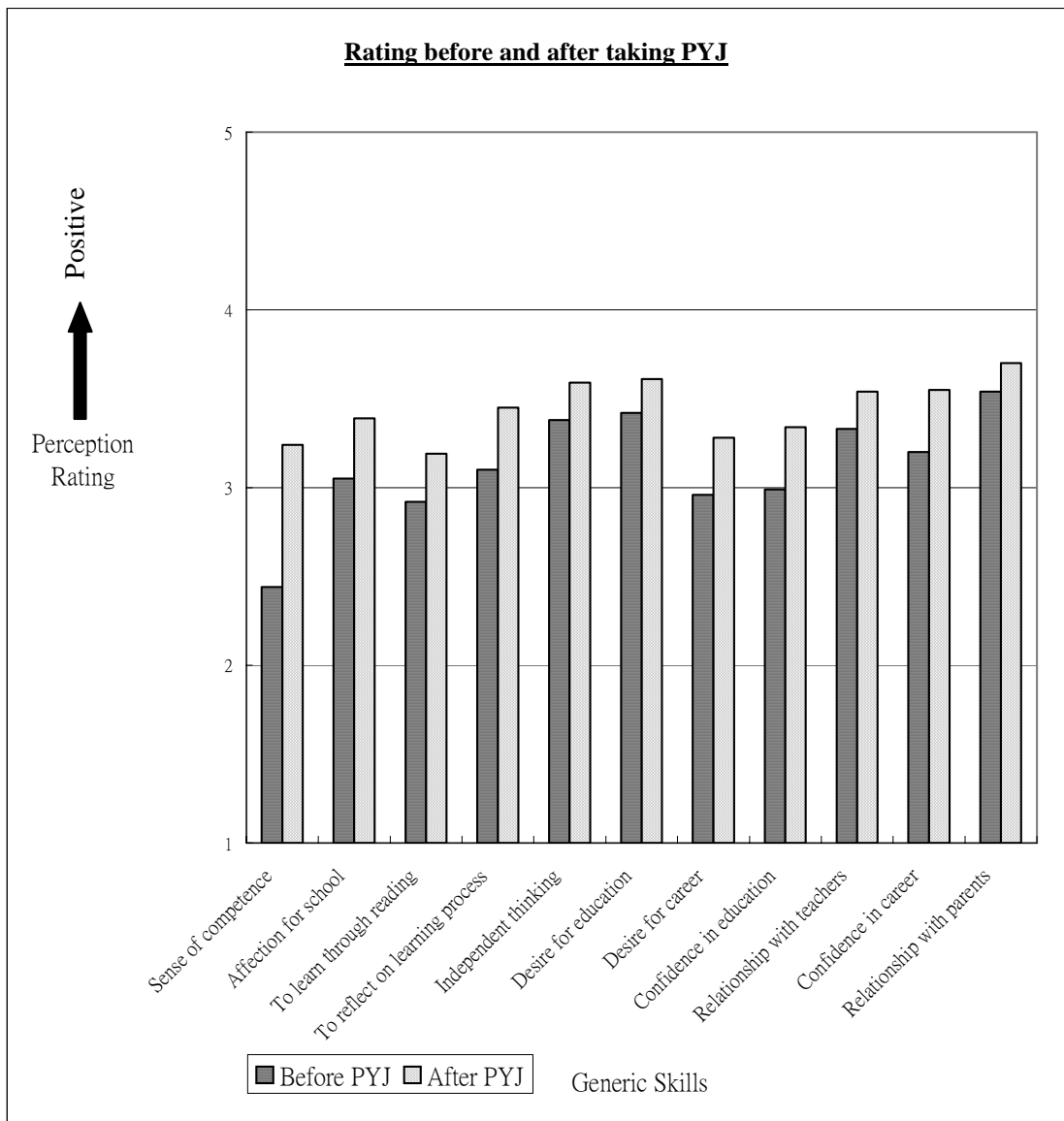
| | <u>Full Certificate Holder</u> | <u>Non-Full Certificate Holder</u> |
|--|------------------------------------|--|
| 1. Mode of job (overall 100%) | | |
| Full-time employment | 59.2% | 30.8% |
| Part-time employment | 7.4% | 2.6% |
| 2. Type of job (overall 100%) | | |
| Government | 6.4% | 1.4% |
| Government-funded organisation | 5.5% | 1.9% |
| Private: Commerce | 13.9% | 8.7% |
| Private: Manufacturing | 4.8% | 5.3% |
| Private: Service | 27.1% | 15.9% |
| Others | 5.4% | 3.7% |
| 3. Job Nature (overall 100%) | | |
| Manufacturing | 4.0% | 3.6% |
| Sales | 8.7% | 5.2% |
| Restaurant | 5.0% | 2.5% |
| Hotel and Boarding House | 1.6% | 0.8% |
| Transport | 4.7% | 2.9% |
| Finance | 1.8% | 0.4% |
| Real Estate | 1.3% | 0.7% |
| Service | 22.9% | 12.7% |
| Construction | 1.9% | 2.1% |
| Others | 12.1% | 5.1% |
| 4. Job Title (overall 100%) | | |
| Manager and Administrator | 0.2% | 0.1% |
| Professional and Associate Professional | 3.6% | 1.1% |
| Clerk | 18.5% | 10.4% |
| Service Worker | 16.6% | 10.3% |
| Shop Sales Worker | 9.1% | 4.8% |
| Craftsman | 1.3% | 0.4% |
| Machine Operator | 1.9% | 2.8% |
| Others | 12.5% | 6.4% |

(4) Satisfaction of the students with PYJ

- Over 80% of the students were satisfied with the Programme.



- Over 50% of the students indicated their preference for PYJ if they were then given a choice between PYJ and the conventional curriculum in secondary school.
- The following essential aspects indicating self-learning abilities and appreciation for lifelong learning were measured. Students generally demonstrated improvement in all of the aspects after attending PYJ.
 - Sense of competence
 - Affection for school
 - To learn through reading
 - To reflect on learning process
 - Independent thinking
 - Desire for education
 - Desire for career
 - Confidence in education
 - Relationship with teachers
 - Confidence in career
 - Relationship with parents



(B) Survey on Other Stakeholders

The survey also captured feedback from 2 466 parents, 37 employers and 64 teachers teaching PYJ graduates in Associate Degree and other programmes –

- 76% of the parents and 95% of the employers were satisfied with PYJ.
- 86% of the teachers found the programme recommendable.
- Over 70% of the parents favoured PYJ as an alternative to the conventional senior secondary curriculum.

Project Yi Jin (2004/2005)
Elective Modules Offered by FCE Institutions

| | |
|---|--|
| <p>Caritas Adult & Higher Education Service (55)</p> <ul style="list-style-type: none"> ▪ Bookkeeping and Accounts ▪ Computer Accounting ▪ China Accounting ▪ Hardware Support & System Setup and Maintenance ▪ Internet and Office Application – Advanced Level ▪ Network Installation and Management OR Multimedia design ▪ Principles of Logistics Management ▪ Transportation and Warehousing ▪ Purchasing ▪ Introduction to Social Service ▪ Group Work ▪ Social Service Practice ▪ Current Social Issues ▪ Food Service ▪ Beverage Service ▪ Shop Management ▪ English for Tourism ▪ Putonghua for Tourism ▪ Outbound Escort Practice ▪ Local Guide Practice ▪ Food Theory Production ▪ Purchasing and Costing ▪ Japanese Food ▪ Japanese ▪ Customer Service ▪ Beverage and Housekeeping ▪ Introduction to Psychology ▪ Mediation Techniques and Law ▪ Basic Management ▪ Music Reading and Appreciation ▪ MIDI and Music Arranging ▪ Digital Recording/Mixing and Software Applications ▪ Photoshop Image Design ▪ Digital Photography ▪ Visual Design Artwork ▪ Foundation in property management ▪ Quality customer service ▪ Computerised financial management ▪ Electronic security & communication ▪ Pastry foundation ▪ Dessert ▪ Pastes and yeast goods ▪ Safety and management in recreational activities ▪ Introduction to camp service ▪ Campground and outdoor activities practice ▪ Cultural and Travel Japanese ▪ Introduction to leisure and recreation management | <ul style="list-style-type: none"> ▪ Planning and promotion ▪ Practical management skills ▪ The art of public speaking ▪ Broadcasting techniques ▪ The art of performance ▪ Beauty care ▪ Nutrition ▪ Health and diet design <p>SCOPE, City University of H.K. (22)</p> <ul style="list-style-type: none"> ▪ Arts & Design ▪ Multimedia Design ▪ 3D Animation & Modeling ▪ Networking Support ▪ Hotel Management ▪ Tourism Practices ▪ Logistic Management ▪ Marketing - A New Approach to Create Business Opportunity ▪ Property Management ▪ Quality Service Management ▪ Banking Practices ▪ Physical & Fitness Training ▪ Health & Fitness – Nutrition, Exercise & Weight Control ▪ Beauty Therapy Practices ▪ Food Safety & Management ▪ Small Business Practices in Hong Kong ▪ Personal Financial Planning ▪ Accounting and Book-keeping ▪ Computerised Account ▪ Training on First Aid and Home Nursing ▪ Organic Agriculture and Ecological Management ▪ Insurance Professional and Marketing Practice <p>SPEED, The Hong Kong Polytechnic University (15)</p> <ul style="list-style-type: none"> ▪ Fundamental Logistics Management ▪ Sales and Retailing Management: Principles and Practices ▪ Fundamental Marketing ▪ Basic Knowledge in Travel and Tourism ▪ Culture Tourism ▪ Quality Customer Service ▪ Fundamental Skin Care ▪ Introduction to Hair Dressing and Salon Management ▪ Make-up Techniques ▪ Sport Facilities Management ▪ Fitness Instructors Training ▪ Trainers Training: Yujia and Hydro Therapy ▪ Office Management ▪ Office Software and Internet ▪ Information Technology Management : Principles and Practices |
|---|--|

LiPACE, The Open University of H.K. (16)

- Practising Healthy Lifestyle
- Web Page and Multimedia Design
- Tourism and Customer Services
- Practical Arts of Speaking
- Foundations in Accounting
- Understanding the Hong Kong Economy
- Hotel Services and Operations
- Introduction to Tourism Studies
- Understanding Health Issues in Ageing
- Introduction to Occupational Health and Safety
- Basic Logistics Operations
- Introduction to Transportation Studies
- Introduction to Design Studies
- Desktop Publishing and Computer Graphics
- Nutrition and Weight Management
- Sports and Fitness

LIFE, Lingnan University (19)

- Introduction to Traditional Chinese Medicine
- Basic Chinese Herbal Medicine
- Traditional Chinese Medicine and Dietetics
- Introduction to the Hotel, Restaurant and Travel Industries
- Hong Kong & Worldwide Tourist Attractions
- Quality Services in Tourism
- Social Welfare and Services in Hong Kong
- Practical Psychology
- Psychology in Children Development
- Foundation in Youth Work
- Introduction to Principles of Design
- Multi-media and Animation Production
- Computer Graphics and Image Processing
- Webpage and Commercial Website Design
- Elementary Logistics Management
- Introduction to China Trade
- Business Skills and Entrepreneurship
- Workplace English
- Application of OFFICE and E-commerce

Vocational Training Council Continuing Professional Development Centre (4)

- Hospitality
- Computing
- 3D Game and Mobile Game Design and Development
- Logistics

CPE, The H.K. Institute of Education (34)

- Child Studies
- Intensive English
- Chinese Practical Skills
- Tourism - the basic concepts
- Operations and Management in Travel Industry
- Practical Skills for Tour Escort and Tour Co-ordinator
- Introductory Korean
- Elementary Japanese
- Intensive Putonghua
- Spanish One
- Elementary French
- Introduction to Computer Networking
- Facility Management Introductory Course
- Office Management
- Marketing Management
- Financial Services
- Business Chinese
- Business Fundamentals
- Sales and Retails
- Introduction to Music
- Foundation of Art and Design
- Introduction to Music Technology
- Use of Digital Imaging Software
- Basic Multimedia and Animation Design
- Illustration Design
- Meal Planning and Chinese Cooking Fundamentals
- Foundational Nutrition and Introductory Western Cuisine
- Quality Life Management and Social Etiquette Nurturing
- Creative Use of Textiles
- Foundation in Adventure Education
- Training in Racket Games - An Introduction from Theory to Practice
- Training in Team Ball Games - An Introduction from Theory to Practice
- Training in Aquatic Sports - An Introduction from Theory to Practice
- Foundation in Physical Training for Sports Performance and Health
