Report on
The Survey and Review of Expenditure on IT in Education Related Activities in Public Sector Schools

By

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on

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List of Symbols and Abbreviations

In this Report, the following symbols, abbreviations, words and expressions will have the respective meanings ascribed to them unless the context otherwise requires: -

"CCPI"	:	Composite Consumer Price Index
"CITG"	:	Composite Information Technology Grant
"Dudley"	:	Dudley Surveyors Limited
"EDB"	:	The Education Bureau
"Government"	:	The Hong Kong government
"Hong Kong"	:	The Hong Kong Special Administrative Region of the Peoples' Republic of China
"IL"	:	Information Literacy
"ISPs"	:	Internet service providers
"IT"	:	Information Technology
"IT Skills"	:	The ability to use digital technology like computers at work
"ITEd"	:	Information Technology in Education
"Questionnaire "	:	The questionnaire specifically designed by Dudley for the purpose of carrying out the Survey
"Sample Schools"	:	Schools randomly selected by Dudley for the Survey to cover different school sizes in all school Categories operated in the 2007/08 School Year
"School(s)"	:	Public Sector Schools in Hong Kong, including government, aided and special schools at both primary and secondary levels
"School Categories"	:	Government, aided and special schools in Hong Kong at both primary and secondary levels
"SEN"	:	Special educational needs

"Six Expenditure Areas"	:	Expenditure areas confined by the CITG, namely: a) Purchase of IT-related Consumables, b) Purchase of Digital Resource Materials for Learning and Teaching, c) Internet Connectivity and Internet Security, d) Employment of Technical Support Personnel and/or Hiring of Technical Support Services, e) Extension of Schools' IT Facilities Beyond School Hours, and f) Maintenance of Schools' IT Facilities
"Survey"	:	This Survey conducted by Dudley on the expenditure on ITEd related activities in public sector schools for the review of the ambit and provision of the CITG for enhancing Schools' effectiveness in implementation of ITEd
"Surveyed Period"	:	School Years 2004/05, 2005/06, 2006/07 and the period from Sep2007 to Feb2008
"TSS"	:	Technical Support Services through direct employment of personnel by Schools and/or hire of services from service providers

Executive Summary

Aim and Independency

Dudley Surveyors Limited ("Dudley") was commissioned, as an independent party, by the Education Bureau ("EDB") to conduct this Survey on the expenditure on Information Technology in Education ("ITEd") related activities in public sector schools ("Schools") for the review of the ambit and provision of the Composite Information Technology Grant ("CITG") for enhancing Schools' effectiveness in implementation of ITEd.

Creditability of the Survey

Of the total population of 1 005 Schools in the 2007/08 school year, 300 schools were randomly selected as Sample Schools for the Survey, covering the entire distribution of school categories and sizes. With a 90% of valid return of the Questionnaire, the result of this Survey achieved a Confidence Level of 95% and a Confidence Interval of 5.11%.

Major Recommendations

1. Increase Support for the CITG
   EDB could consider an appropriate increase in the support of CITG. Such increase could allow Schools to deploy their resources flexibly to cover all expenditure areas of the CITG according to their needs for implementation of ITEd.

2. Technical Support Services ("TSS") Personnel
   The position of TSS itself is vibrant by nature and market force driven. To offer them a more attractive salary competitive to the market and to eliminate those work which is non-technical in nature are a more realistic way to retain the personnel. It is more practicable to have this recurrent provision committed rather than to have the title of the position as "permanent".

3. Internet Connectivity & Security
   Bulk discount may be achieved if collective negotiations of Schools by region could be arranged with Internet service providers ("ISPs"). This would optimize respective administrative efforts of the Schools.

4. Special Schools
   Usually, suitable digital resources and IT facilities have to be tailor-made for students with special educational needs ("SEN"). Staff at these schools have already had certain digital resources made suitable for current use. It is more effective for special schools to share any digital resources that have been developed for the use of SEN students. However, certain assistance in a practical form could be considered to aim for tailoring schools' IT facilities to cope with the SEN students.

1 Background and Objectives of the Survey

1.1 Introduction

1.1.1 The Government launched the first IT in education ("ITEd") strategy in 1998 with a long term vision to turn Schools in Hong Kong into dynamic and innovative learning institutions where students will become more motivated, inquisitive and creative learners. To achieve this, the then Education Department (now the EDB), in addition to a succession of capital investments, has disbursed various recurrent grants to support schools to integrate IT into learning and teaching and to cope with Schools' differing operational needs.

1.1.2 To allow Schools with greater flexibility in managing their own resources according to their needs and priorities, the EDB implemented a block IT grant, viz. CITG, by merging various IT-related grants beginning from the 2004/05 school year to meet schools' operational needs. Basically, provision of CITG to each School is mainly determined by the school category and its number of operating classes. A list of CITG rates from the 2004/05 to 2007/08 school years is at **Annex I**. In addition to the CITG, Schools can flexibly reallocate their available resources under various recurrent and non-recurrent funds to facilitate the implementation of their ITEd development plans.

1.1.3 Having implemented CITG for over three school years, EDB commissioned Dudley as an independent third party to review the existing arrangement, viz. its ambit and provision of CITG, for enhancing Schools' effectiveness in implementing ITEd.

1.2 Objectives of the Survey

1.2.1 This Survey was conducted to analyze the actual expenditures on ITEd related activities in Schools with an aim to review the ambit and provision of the CITG for enhancing Schools' effectiveness in implementing ITEd.

1.2.2 This Survey was conducted on two major fronts:

(1) To collect data on Schools' expenditures in the following areas-
   (a) Purchase of IT-related consumables;
   (b) Purchase of digital resource materials for learning and teaching;
   (c) Internet connectivity and Internet security;
   (d) Employment of TSS and/or hiring of TSS;
   (e) Extension of Schools' IT facilities beyond school hours;
   (f) Maintenance of schools' IT facilities; and
   (g) Any other expenditure that the Schools management perceived to be ITEd related.

(2) To review the current funding mechanism, ambit and provision of the CITG and to suggest ways to enhance Schools' effectiveness in resources

management for the implementation of their school-based ITEd development plans.

2. Scope and Methodology

2.1 Target Population and Scope of the Survey

2.1.1 This Survey targeted a total population of 1,005 Schools with various school categories and sizes operating in the 2007/08 school year - **Annex II**.

2.1.2 Data of the actual ITEd-related expenditures and their major components since the implementation of the CITG until present (from 1 September 2004 to 29 February 2008) were collected from Schools.

2.1.3 In addition to the CITG, this Survey also explored other available resources and/or government funds/grants at the disposal of Sample Schools to finance their activities related to ITEd.

2.1.4 Views and/or expectations on the ambit and provision of the CITG were also collected from the Sample Schools based on their front line experiences in the implementation of ITEd.

2.1.5 Data samples were selected to cover various school sizes in all school categories i.e. government, aided and special schools at both primary and secondary levels operated in current school year of 2007/08.

2.2 Methodology

2.2.1 Questionnaires in both English and Chinese versions (**Annex III a / Annex III b**) were dispatched to the Sample Schools for completion and returned to Dudley.

2.2.2 Alternatively, the Sample Schools could download the same Questionnaire from Dudley's designated webpage file for completion and return to Dudley via e-mail.

2.2.3 A Questionnaire Filling Forum was held to explain to the Sample Schools the rationale behind the Survey and how to complete the Questionnaire and to answer any questions the Sample Schools might encounter when doing so. Representatives from 128 of the 300 Sample Schools attended the Forum.

2.2.4 A telephone hotline was also set up by Dudley to offer guidance to the Sample Schools for completing the Questionnaire.

2.3 Confidentiality and School Identity

2.3.1 It was emphasized to the Sample Schools that this Survey was not an audit of any kind nor for accounting purposes; instead, it was purely a collection of data from "true life" situations on deployment of the CITG at Schools for the purpose described in Section 1.2 – Objectives of the Survey above. Consequently, all data so collected

would be strictly and solely for the use of this Survey and would be put to no other use.

2.3.2 To ensure that the Sample Schools would have no reservations when completing the Questionnaire, so as to provide a true picture of how the CITG had been employed and that they would present their views and expectations of the CITG accurately, the Schools were assured that information regarding the Schools' identities would be deleted after the data integrity check.

2.3.3 At no time would any of the collected data be passed to any third party during the Survey. Before forwarding such data to EDB, all information about the identity of the Sample Schools would be deleted. In other words, not even the EDB would know the Schools' identity of any individual Questionnaire in their possession.

3. Survey Design, Sampling and Response Rates

3.1 Design of the Questionnaire

The Questionnaire (**Annex III a** – English Version / **Annex III b** – Chinese Version) including the following four Sections was designed and sent to the Sample Schools for completion:

3.1.1 Section A & B

In order to obtain a true picture of how the CITG had been deployed by the Schools for the past three and a half school years, the data gathered in Section A of the Questionnaire were basically historical records referenced with respective Sample School's audited or ledger accounts on the Six Expenditure Areas of the CITG for the 2004/05, 2005/06 and 2006/07 school years and the period from Sep 2007 to Feb 2008. Moreover, in this Section, Schools' spending on any other ITEd-related areas and their sources of funds were also collated. Schools' expectations and wishes regarding the total annual CITG provision and the amount for each of the expenditure areas were also collected in this Section so that any review of the CITG would take into account the Schools' actual thoughts and expectations.

In order to determine the major components of each of the Six Expenditure Areas, Section B required the Sample Schools to name therein one or two major items that comprised each of the expenditure areas of the CITG during the surveyed period. Information collected in this Section would suggest which areas should be the focus of attention for each of the expenditure areas.

3.1.2 Section C

Besides the Six Expenditure Areas and other ITEd related expenditure, this Section included other ITEd related information from Schools. Information and data collected in this Section helped to explore how Schools could exercise the funding flexibility of the CITG to achieve better efficiency and effectiveness in resources management.

3.1.3 Section D

Schools were free to offer any views related to the CITG and share their successful experiences on ITEd, which would provide an indication of how the CITG could be deployed as a whole to achieve effectiveness in the implementation of ITEd.

3.1.4 **Table 1** below summarizes why such Quantitative and Qualitative data and information were collected for the purpose of this Survey.

Table 1	Quantitative and Qualitative Data Collected Via the Use of Questionnaire and the Rationales for Collecting Such Data	
	Data to be Collected	Reasons for Collecting such Data
(i) Quantitative Data		
1.	Amount of CITG received for 2004/05, 2005/06, 2006/07 school years and the period of Sept 2007-Feb 2008.	The primary reference of the CITG provision in respective school year.
2.	Actual IT-related expenditures of the Sample Schools in 2004/05, 2005/06, 2006/07, and period Sept 2007-Feb 2008 with respect to the following expenditure items: - Purchase of IT-related consumables - Purchase of digital resource materials for learning and teaching - Internet connectivity and Internet security - Employment of TSS and/or hire of TSS - Extension of Schools' IT facilities beyond school hours - Maintenance for School's IT facilities - Any other expenditures that the school management perceived to be ITEd related Two major components (if any) of each of these 7 actual ITEd-related expenditure items to be filled up.	To identify major components of each expenditure item and from there to determine the possibility of achieving effectiveness in each of the expenditure items.
3.	Schools' expectations of/wishes for the total CITG provision and the amount individual expenditure item.	To collect thoughts of the Schools regarding their expectations of CITG so as to understand the needs of the Schools more.
4.	Total number of computers (desktop and portable) currently in use in the Schools.	The CITG amount given divided by the number of in-house computers would produce a rate to indicate the comparative economy of scale of the deployment of the CITG in each School.

Table 1	Quantitative and Qualitative Data Collected Via the Use of Questionnaire and the Rationales for Collecting Such Data	
	Data to be Collected	Reasons for Collecting such Data
5.	Percentage of teaching staff and administrative staff who would use e-mail.	This gave a certain inference of Information Literacy ("IL") among the teaching staff and administrative staff at Schools.
6.	Time share of TSS's work between technical support and administrative duties.	To analyze the percentage of technical work versus administrative work carried out by the TSS showing whether the TSS's function on "technical" matters was effectively served.
7.	Average number of times of computer/system breakdown per month.	To determine the workload of the TSS on technical support work.
8.	Average number of times for Schools to call for outside hardware maintenance services per month.	To analyze the portion which the TSS performed this semi-technical function instead of the initial intention of the provision of the position to perform hands-on technical function.
(ii) Qualitative Data		
1.	Sample Schools' views on existing CITG arrangement, i.e. its ambit and provision, for enhancing School's effectiveness in the implementation of ITEd.	Schools' identities were discarded when data integrity had been verified. This provided a worry-free platform for the Sample Schools to express their views on CITG freely, and they were more willing to offer their comments (whether positive or negative) on the CITG.
2.	The TSS's academic achievements.	A reference of the market's monthly salary of technical personnel with similar background would be made.
3.	Whether the TSS is employed directly by Schools or TSS services are hired from outside contractors.	To find out the preference of Schools between employing an in-house TSS personnel or contracting-out the service from outside contractors.

Table 1	Quantitative and Qualitative Data Collected Via the Use of Questionnaire and the Rationales for Collecting Such Data	
	Data to be Collected	Reasons for Collecting such Data
4.	Whether there is a students' Computer Club at Schools.	This would provide an opportunity for Club members to learn more about the technical aspects of computer equipment and allow them to learn more about daily care of computer hardware.
5.	Whether there is a flexi-time working scheme for office staff.	To examine if the extension of School's IT facilities beyond school hours could save costs through more flexible use of the School's in-house resources.

3.2 Sample Target and Size

3.2.1 A sample size of 300 Schools was drawn from the total population of 1 005 Schools.

3.2.2 Taking the confidence level of 95% and confidence interval (i.e. error margin) of 5% for each of the school categories (namely aided primary, government primary, aided secondary, government secondary and special), the respective weighted percentage was calculated to determine the categorical distribution for the sample size of 300 Schools to be selected for the Survey.

3.2.3 With reference to the weighted distribution of the number for each school category as determined in Section 3.2.2 above, a lottery was conducted for every relevant operating class size to add up to the same weighted distribution number for that school category.

3.2.4 Both a hard copy (in both English and Chinese versions) and a soft copy (in the form of excel spreadsheet file) of the Questionnaire were provided to the Sample Schools, which could return the completed questionnaire by post or by e-mail.

3.2.5 A forum with a Question-and-Answer Session was held to explain (with a mocked up Questionnaire) how the Questionnaire should be completed.

3.2.6 A telephone hotline was also set up by Dudley to offer guidance to the Sample Schools in filling out the Questionnaire.

3.3 Response Rates

3.3.1 Of the 300 Questionnaires sent out, 272 were returned. Of which, 269 were verified valid; 1 was invalidated as the School was a merger of 2 separate Schools only since the 2007/08 school year and 2 were returned anonymously with incomplete

information. Consequently, these 3 returns were not included in the data analysis process. The following analysis was based on the 269 valid returns.

Table 2	Return of Sample Schools		
School Category	No. of Sample School	No. of Valid Return	% of Return
Primary	158	141	89
Secondary	115	101	88
Special	27	27	100
Total	**300**	**269**	**90%**

3.3.2 A survey population of 1 005 Schools and a successful valid return of 269 (out of the Sample of 300) produced a 90% return rate with result as follows:

Confidence Level : 95%
Confidence Interval : 5.11%

3.3.3 It is our view that as the Survey result achieved Confidence Level of 95% and Confidence Interval of 5.11%, the Survey results have attained a generally accepted credible level of representation of the entire population in question.

3.4 Data Quality Check

3.4.1 The balance of each of the returned Questionnaire was manually checked as a measure of data integrity. Any discrepancy found was followed up with the concerned Schools for verification and necessary moderations.

3.4.2 There were two instances of our staff being dispatched to Sample Schools to assist respondents in completing the Questionnaires.

3.4.3 There were seven instances of our staff being dispatched to the Sample Schools to verify the data submitted and assisted them in making necessary corrections to the returned data.

3.4.4 For data used for the purpose of quantitative analysis, a cross checking mechanism was deployed to ensure the accuracy of the inputted data.

4. Data Observations and Analysis

This Survey covered a period of three and a half years since the introduction of the CITG and found close correlation in the data over the Surveyed Period. For the purpose of conducting the analysis, this Survey took the data from the nearest full School Year from September 2006 to August 2007.

4.1 Quantitative Analysis

Table 3 "CITG Expenditure Analysis" below gives a calculated summary of the quantitative data collected for the Survey.

4.1.1 Economy of Scale of CITG Fund Deployed

This was derived from the total CITG provision given to a School divided by the total number of computers (both desk top and lap top) served at that School. It should be noted that this rate did not represent the cost of serving or maintaining a computer at School; instead, it only gave an indication of the relative economy of scale of the deployment of the CITG among various school categories and sizes.

4.1.2 Costs

The percentage of each of the Six Expenditure Areas of the CITG was calculated to give the respective expenditure weighting of the CITG.

4.1.3 Average Frequency of Computer Breakdown per Month

This indicated the number of instances of computer breakdown at Schools per month.

4.1.4 Average Number of Times Schools called for Outside Technical Support per Month

This indicated the number of times per month Schools called for outside technical support services for the repair of IT equipment.

4.1.5 TSS's Academic Achievement

This gave the percentage of various levels of academic achievement of TSS serving at the Schools.

4.1.6 TSS's Work

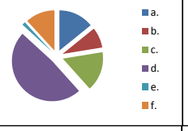
This indicated the relative percentage of technical and non-technical work performed by the TSS at Schools.

4.1.7 IT Skills

For the purpose of this Survey, IT Skills referred to "the ability of the Schools' administrative and teaching staff to use digital technology like computers at work". This indicated the ability of the Schools' administrative and teaching staff to handle the "non-technical" work in implementing ITEd.

Table 3

Composite Information Technology Grant Expenditure Analysis (on the returned 269 Public Sector Schools for the 2006/07 School Year)

	Secondary School *1			Primary School									Primary Average	Special Schools *2			Overall									Overall		
				Class Size													Class Size											
				1-18			19-23			24 or more							1-18			19-23			24 or more					
	High	Low	Avg	High	Low	Avg	High	Low	Avg	High	Low	Avg		High	Low	Avg	High	Low	Avg	High	Low	Avg	High	Low	Avg	High	Low	Avg
1. Economy of Scale of Fund Employed (CITG Per Computer)	3,602.79	560.75	1,154.14	6,191.91	999.81	2,602.05	8,060.37	1,209.06	2,523.22	4,236.72	0.00	1,815.73	2,313.66	6,005.74	964.68	2,495.47	6,191.91	756.03	1,850.38	8,060.37	778.54	1,850.38	4,236.72	0.00	1,850.38	8060.37	0.00	1850.38
2. Costs																												
a. Purchase of IT Consumables	66.9%	0.0%	14.2%	27.0%	0.0%	13.0%	39.7%	2.5%	17.2%	41.7%	1.3%	17.7%	15.9%	43.4%	0.0%	14.8%	43.4%	0.0%	15.0%	66.1%	2.5%	15.0%	66.9%	0.0%	15.0%	66.9%	0.0%	15.0%
b. Purchase of Digital Resources	58.5%	0.0%	8.3%	27.1%	0.0%	3.9%	30.2%	0.0%	5.8%	33.9%	0.0%	5.8%	5.2%	67.2%	0.0%	5.5%	67.2%	0.0%	4.5%	30.2%	0.0%	4.5%	58.5%	0.0%	7.0%	67.2%	0.0%	6.9%
c. Internet Connect & Security	59.0%	3.8%	15.9%	30.2%	2.6%	16.5%	27.4%	3.6%	18.3%	34.2%	0.8%	16.3%	17.0%	39.3%	7.3%	15.8%	39.3%	2.6%	16.5%	53.2%	3.6%	19.1%	59.0%	0.8%	16.8%	59.0%	0.8%	16.1%
d. Employment of TSS	80.4%	0.0%	48.5%	89.8%	40.6%	57.3%	62.3%	30.2%	48.9%	78.5%	0.0%	49.7%	52.0%	80.7%	11.0%	56.2%	89.8%	8.8%	56.5%	62.3%	0.0%	44.7%	80.4%	0.0%	49.5%	89.8%	0.0%	50.8%
e. Extension of School IT Facilities	22.8%	0.0%	1.3%	4.5%	0.0%	0.6%	8.9%	0.0%	0.8%	12.1%	0.0%	0.8%	0.7%	4.5%	0.0%	0.3%	4.5%	0.0%	0.6%	8.9%	0.0%	0.6%	22.8%	0.0%	1.3%	22.8%	0.0%	1.0%
f. Maintenance for School IT Facilities	45.0%	0.0%	11.8%	30.6%	0.0%	8.7%	28.4%	0.0%	9.1%	57.4%	0.0%	9.7%	9.2%	20.4%	0.0%	7.4%	35.7%	0.0%	8.9%	45.0%	0.0%	10.4%	57.4%	0.0%	10.6%	57.4%	0.0%	10.2%
2. Costs (Actual)																												
a. Purchase of IT Consumables	265,299.00	0.00	37,216.38	51,252.00	0.00	23,826.27	80,637.00	5,851.00	33,008.38	140,848.00	1,980.00	36,710.38	31,181.68	126,285.00	0.00	29,312.07	126,285.00	0.00	33,371.02	185,081.00	5,851.00	33,371.02	265,299.00	0.00	33,371.02	265,299.00	0.00	33,371.02
b. Purchase of Digital Resources	331,850.00	0.00	21,676.71	59,067.00	0.00	8,200.94	120,000.00	0.00	14,798.80	89,844.00	0.00	13,567.85	12,189.20	154,184.00	0.00	10,815.44	154,184.00	0.00	9,187.96	120,000.00	0.00	11,484.94	331,850.00	0.00	19,851.54	331,850.00	0.00	15,433.06
c. Internet Connect & Security	78,106.00	8,097.00	41,852.36	63,276.00	1,900.00	29,874.06	71,050.00	5,720.00	34,813.32	64,570.00	2,180.00	33,786.22	32,824.53	60,972.00	13,440.00	31,158.19	63,276.00	1,900.00	30,128.74	78,106.00	5,720.00	36,202.14	68,000.00	2,180.00	39,069.89	78,106.00	1,900.00	35,904.73
d. Employment of TSS	480,000.00	0.00	127,247.69	193,280.00	53,550.00	102,029.29	146,905.00	46,691.00	95,160.16	281,883.00	0.00	108,078.02	101,755.82	198,300.00	25,200.00	111,036.15	198,300.00	11,340.00	102,810.96	165,321.00	0.00	91,402.34	480,000.00	0.00	124,149.06	480,000.00	0.00	113,225.14
e. Extension of School IT Facilities	25,682.00	0.00	3,526.39	9,341.00	0.00	1,147.22	20,812.50	0.00	1,471.18	27,627.00	0.00	1,869.80	1,496.06	9,450.00	0.00	663.37	9,450.00	0.00	1,124.37	20,812.50	0.00	1,335.24	27,627.00	0.00	3,005.70	27,627.00	0.00	2,189.70
f. Maintenance for School IT Facilities	105,898.00	0.00	31,106.90	103,197.00	0.00	16,586.63	53,643.00	0.00	18,014.84	97,091.20	0.00	19,672.48	18,091.32	49,403.00	0.00	14,525.56	103,197.00	0.00	17,083.74	75,792.00	0.00	20,576.94	105,898.00	0.00	26,358.40	105,898.00	0.00	22,709.99
*Pie Chart Summary																												
3. Average Frequency of Computer Breakdown Per Month	300.00	0.00	42.22	150.00	0.00	25.25	100.00	1.00	12.56	150.00	0.00	20.65	19.49	125.00	1.00	29.00	150.00	0.00	26.24	210.00	1.00	24.00	300.00	0.00	32.98	300.00	0	29.71
4. Average No. of Times School Call Up Support Per Month	60.00	0.00	6.89	15.00	0.00	3.33	10.00	1.00	3.32	30.00	0.00	3.72	3.46	50.00	1.00	5.89	50.00	0.00	4.19	60.00	1.00	5.17	60.00	0.00	5.45	60	0	5.02
	<F.5	F.5-F.7	>F.7	<F.5	F.5-F.7	>F.7	<F.5	F.5-F.7	>F.7	<F.5	F.5-F.7	>F.7	<F.5	F.5-F.7	>F.7	<F.5	F.5-F.7	>F.7	<F.5	F.5-F.7	>F.7	<F.5	F.5-F.7	>F.7	<F.5	F.5-F.7	>F.7
5. TSS's Academic Achievement(%)	9.90	36.63	53.47	9.80	47.06	43.14	4.00	44.00	52.00	7.69	36.92	55.38	7.17	42.66	50.17	18.52	40.74	40.74	13.10	45.24	41.67	2.86	42.86	54.29	9.33	36.00	54.67	9.67	39.78	50.56
	Technical	Admin		Technical	Admin		Technical	Admin		Technical	Admin		Technical	Admin		Technical	Admin		Technical	Admin		Technical	Admin		Technical	Admin		Technical	Admin	
6. TSS work Share(%)	75.35	24.65		74.71	25.29		77.92	22.08		79.89	20.11		77.51	22.49		76.30	23.70		76.01	23.99		77.94	22.06		76.72	23.28		76.66	23.34	
	Admin	Teaching		Admin	Teaching		Admin	Teaching		Admin	Teaching		Admin	Teaching		Admin	Teaching		Admin	Teaching		Admin	Teaching		Admin	Teaching		Admin	Teaching	
7. IT Skills(%)	77.42	67.17		72.24	66.78		77.20	61.80		73.20	62.74		74.21	63.77		80.93	72.59		74.10	68.77		76.86	65.14		76.41	64.77		75.75	66.07	
	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		Yes	No	
8. Flexi Time(%)	44.55	55.45		45.10	54.90		44.00	56.00		49.23	50.77		46.11	53.89		25.93	74.07		35.71	64.29		48.57	51.43		47.33	52.67		43.87	56.13	
	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		Yes	No		Yes	No	
9. Establishment of Computer Club(%)	86.14	13.86		17.65	82.35		36.00	64.00		26.15	73.85		26.60	73.40		0.00	100.00		16.67	83.33		40.00	60.00		62.67	37.33		45.35	54.65	

*1 : For Secondary Schools, 81% of them are of Class Size between 19-23, Class Size segregation has no represention significance.

*2 : For Special Schools, all of them are of Class Size between 1-18, no size segregation is needed

4.1.8 Flexi-time Working Scheme

This indicated the percentage of Schools whose general office staff had flexible working hours. This helped provide the manpower needed for the "Extension of Schools' IT Facilities" without having to incur costs for the hiring of additional manpower.

4.1.9 Establishment of Students' Computer Club

This indicated the percentage of Schools which had established students' Computer Clubs. For the students who joined the Club, it was an indication of a positive attitude and interest in acquiring additional knowledge related to digital technology.

4.1.10 Special Schools

It was noted that special schools had to spend 12% more on the employment of TSS compared with the average spending of primary and secondary schools combined. However, thanks to the flexibility of deployment of the CITG among the Six Expenditure Areas, their relatively higher spending on TSS was offset by savings from the other Expenditure Areas.

4.1.11 **Table 4a** "CITG Vs non-CITG Funds Schools deployed for ITEd related Activities (2006/07 School Year)" shows the actual and percentage of CITG vs non-CITG Funds deployed by Schools on ITEd related activities for the 2006/07 school year. The findings showed that, out of the total amount of funds Schools deployed on ITEd expenditures, approximately 30% came from non-CITG funds.

Table 4b "CITG Vs non-CITG Funds Schools deployed for ITEd related Activities (2006/07 School Year) – Secondary, Primary, Special" provides similar expenditure analysis at Schools with breakdown by school categories, viz. secondary, primary and special Schools.

Breakdown of the non-CITG expenses in relation to the total amount (including CITG and non-CITG Funds) Schools spent on ITEd related activities is also listed in **Table 5a** below:

Table 5a	Percentage of non-CITG Funds Deployed Vs. CITG & non-CITG Funds Total Amount Spent on ITEd related Activities by Schools		
a.	Purchase of IT Consumables	:	1.0%
b.	Purchase of Digital Resources	:	4.0%
c.	Internet Connectivity & Security	:	1.7%
d.	Employment of TSS and/or hire of services from service providers	:	4.5%
e.	Extension of Schools' IT Facilities	:	0.0%
f.	Maintenance for Schools' IT Facilities	:	1.6%
g.	Others (Main component: over 90% related to Replacement/Upgrading of Schools' IT Facilities)	:	17.2%
	Total	**:**	**30.0%**

Table 5b shows the non-CITG expenditure in relation to CITG expenditure on ITEd

related activities.

Table 5b	Percentage of non-CITG Funds Deployed Vs. CITG Funds Spent on ITEd related Activities by Schools		
a.	Purchase of IT Consumables	:	9.2%
b.	Purchase of Digital Resources	:	82.5%
c.	Internet Connectivity & Security	:	15.1%
d.	Employment of TSS and/or hire of services from service providers	:	12.5%
e.	Extension of Schools' IT Facilities	:	0.0%
f.	Maintenance for Schools' IT Facilities	:	21.9%
g.	Others (Main component: over 90% related to Replacement/Upgrading of Schools' IT Facilities)	:	0.0%
	Total	**:**	**42.7%**

4.2 Qualitative Analysis

4.2.1 Non-CITG Funds Deployed

Table 6 below gives a summary of the number of Schools which had deployed non-CITG funds for ITEd related activities in the 2006/07 school year.

Table 6	No. of Schools deploying non-CITG Funds for ITEd related Activities				
	No. of returned Sample Schools	No. of Schools deploying non-CITG funds in the 2006/07 school year	%	No. of Schools deploying non-CITG funds since the 2004/05 school year	%
Primary Schools	141	88	62	102	72
Secondary Schools	101	54	53	55	54
Special Schools	27	17	63	24	89
Overall	**269**	**159**	**59**	**181**	**67**

It is noted that 59% of the returned Sample Schools had used non-CITG funds for ITEd related purposes in the 2006/07 school year. And, in fact, 67% of the returned Sample Schools had deployed non-CITG funds for ITEd related purposes since the first introduction of the CITG in the 2004/05 school year.

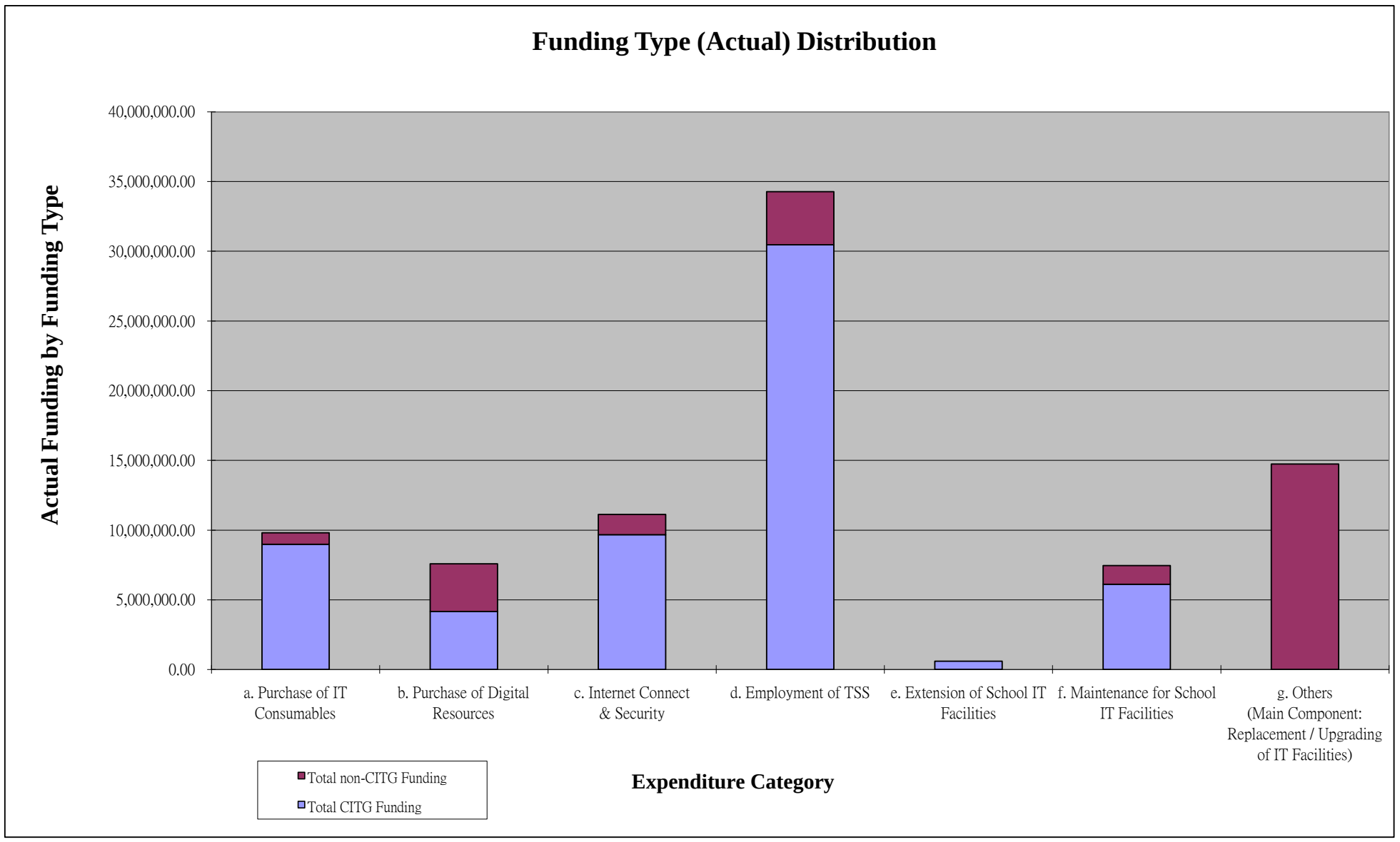
Table 7 gives the application and amount of various non-CITG funds deployed by Schools in the 2006/07 school year.

4.2.2 TSS Personnel

124 (46%) of the 269 valid returns from Sample Schools requested more resources to be allocated to help retain their TSS by offering them with higher salary or providing them with career advancement opportunity, such as to "permanently" employ them at Schools with a "point scale" salary system.

Table 4a CITG Vs Non-CITG Funds Schools depolyed for ITEd related Activities (2006/07 School Year) - Overall

Actuals Funding Type	a. Purchase of IT Consumables	b. Purchase of Digital Resources	c. Internet Connect & Security	d. Employment of TSS	e. Extension of School IT Facilities	f. Maintenance for School IT Facilities	g. Others (Main Component: Replacement / Upgrading of IT Facilities)	Total
Total CITG Funding	8,976,804.50	4,151,493.00	9,658,373.00	30,457,562.00	589,030.50	6,108,987.20		59,942,250.20
Total non-CITG Funding	824,159.50	3,423,673.28	1,462,466.20	3,816,402.18	0.00	1,337,205.08	14,730,783.36	25,594,689.60
Total	9,800,964.00	7,575,166.28	11,120,839.20	34,273,964.18	589,030.50	7,446,192.28	14,730,783.36	85,536,939.80



% Funding Type	a. Purchase of IT Consumables	b. Purchase of Digital Resources	c. Internet Connect & Security	d. Employment of TSS	e. Extension of School IT Facilities	f. Maintenance for School IT Facilities	g. Others (Main Component: Replacement / Upgrading of IT Facilities)	Total
% of CITG Funding	91.59%	54.80%	86.85%	88.87%	99.58%	82.04%	0.00%	70.08%
% of non-CITG Funding	8.41%	45.20%	13.15%	11.13%	0.42%	17.96%	100.00%	29.92%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

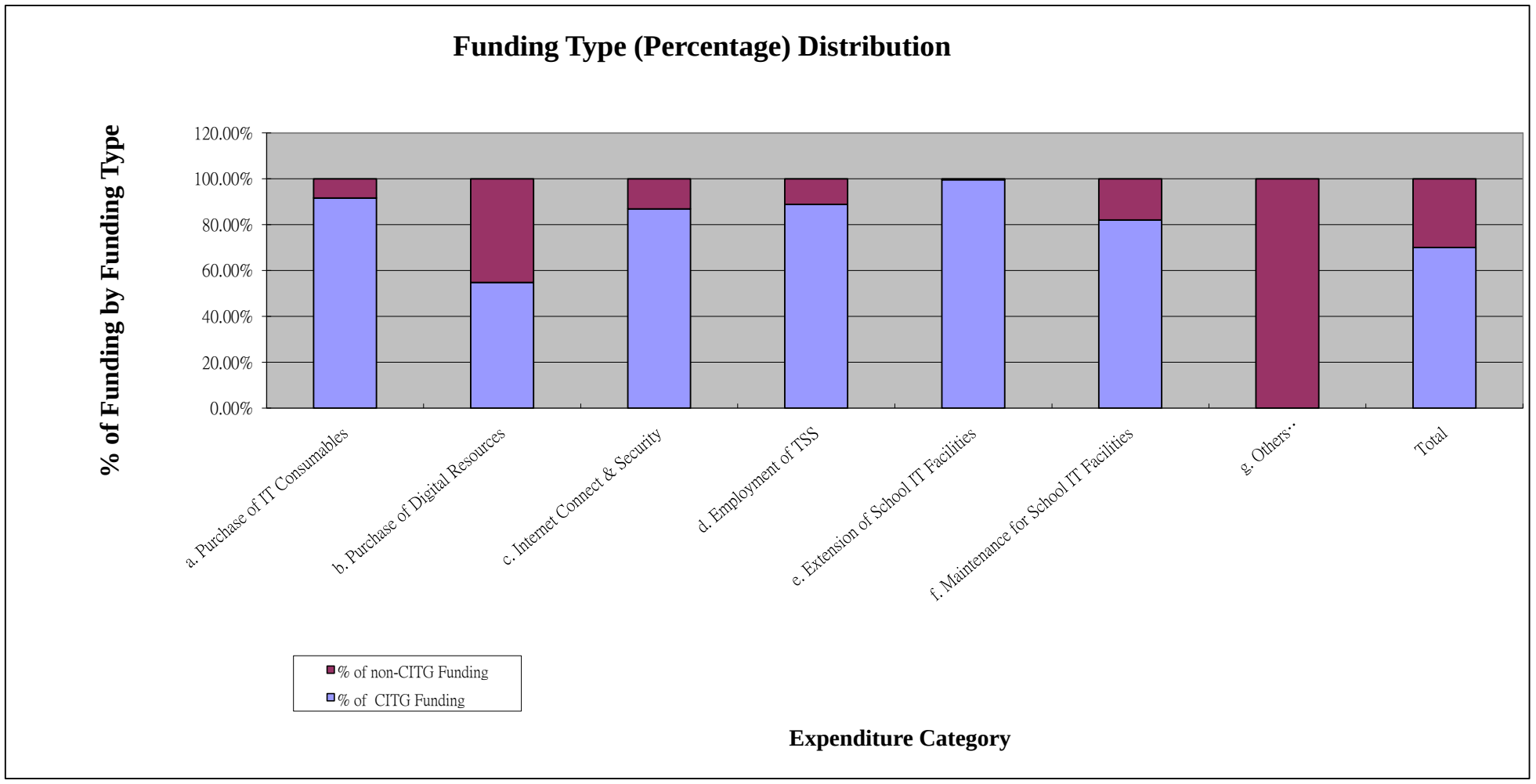
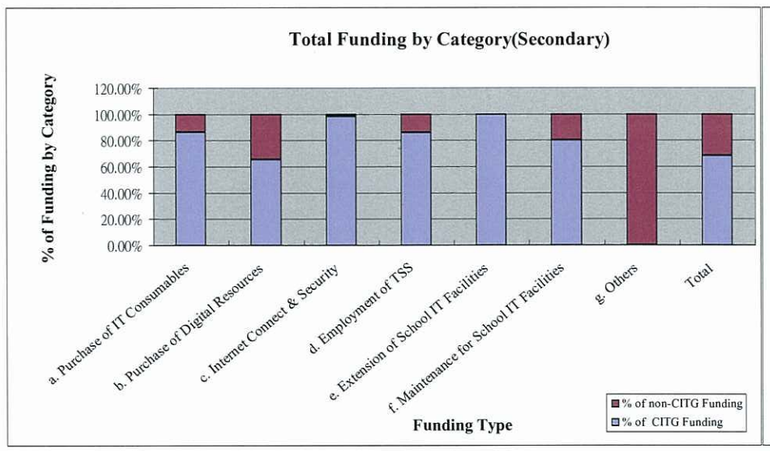


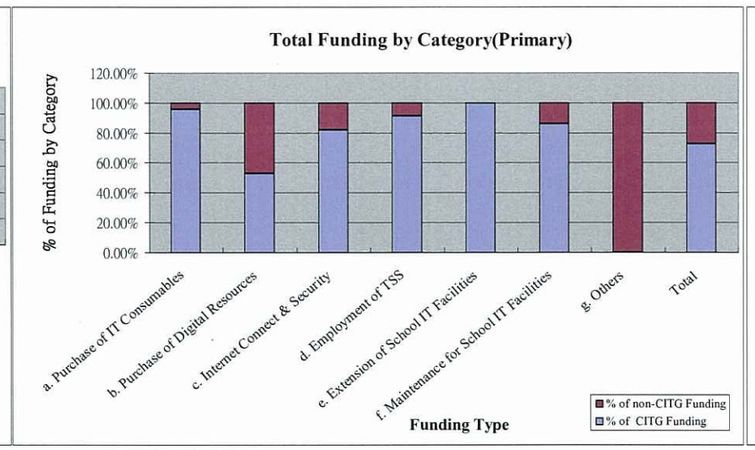
Table 4b CITG Vs Non-CITG Funds School depolyed for ITEd related Activities (2006/07 School Year) - Secondary, Primary, Special

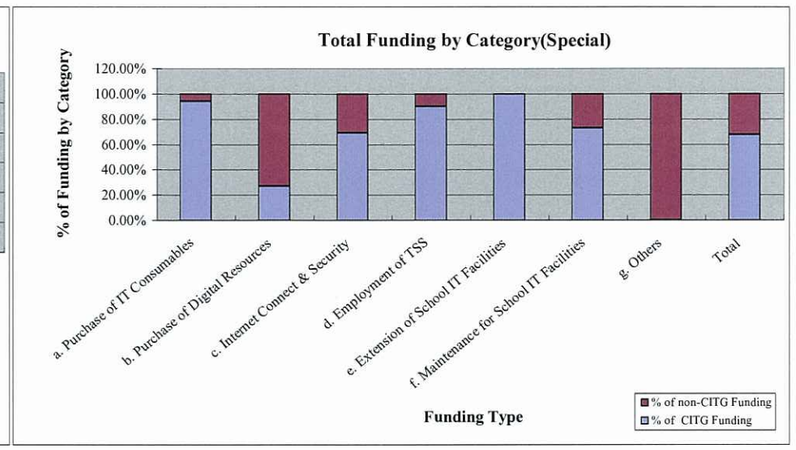
	Secondary							
Actual	a. Purchase of IT Consumables	b. Purchase of Digital Resources	c. Internet Connect & Security	d. Employment of TSS	e. Extension of School IT Facilities	f. Maintenance for School IT Facilities	g. Others	Total
Total CITG Funding	3,758,854.00	2,189,348.00	4,227,088.00	12,852,017.00	356,165.00	3,141,797.00		26,525,269.00
Total non-CITG Funding	585,556.50	1,151,389.00	65,618.20	2,116,147.38	0.00	772,504.33	7,686,172.56	12,377,387.97
Total	4,344,410.50	3,340,737.00	4,292,706.20	14,968,164.38	356,165.00	3,914,301.33	7,686,172.56	38,902,656.97
%	a. Purchase of IT Consumables	b. Purchase of Digital Resources	c. Internet Connect & Security	d. Employment of TSS	e. Extension of School IT Facilities	f. Maintenance for School IT Facilities	g. Others	Total
% of CITG Funding	86.52%	65.53%	98.47%	85.86%	100.00%	80.26%	0.00%	68.18%
% of non-CITG Funding	13.48%	34.47%	1.53%	14.14%	0.00%	19.74%	100.00%	31.82%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

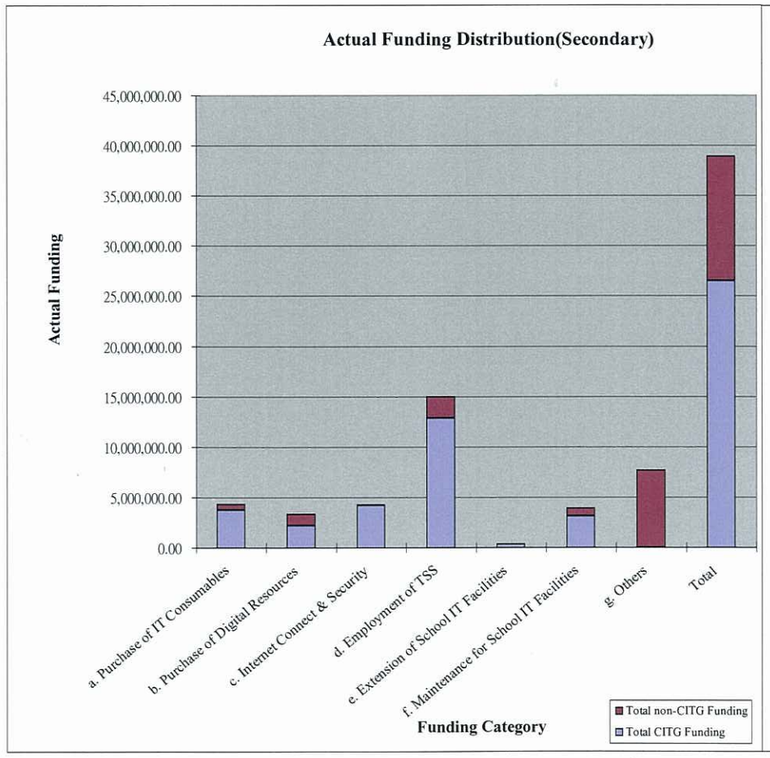
	Primary							
Actual	a. Purchase of IT Consumables	b. Purchase of Digital Resources	c. Internet Connect & Security	d. Employment of TSS	e. Extension of School IT Facilities	f. Maintenance for School IT Facilities	g. Others	Total
Total CITG Funding	4,426,524.50	1,670,128.00	4,590,014.00	14,607,569.00	214,954.50	2,575,000.20		28,084,190.20
Total non-CITG Funding	188,335.00	1,484,701.58	1,021,073.00	1,373,284.80	0.00	419,954.74	6,150,605.05	10,637,954.17
Total	4,614,859.50	3,154,829.58	5,611,087.00	15,980,853.80	214,954.50	2,994,954.94	6,150,605.05	38,722,144.37
%	a. Purchase of IT Consumables	b. Purchase of Digital Resources	c. Internet Connect & Security	d. Employment of TSS	e. Extension of School IT Facilities	f. Maintenance for School IT Facilities	g. Others	Total
% of CITG Funding	95.92%	52.94%	81.80%	91.41%	100.00%	85.98%	0.00%	72.53%
% of non-CITG Funding	4.08%	47.06%	18.20%	8.59%	0.00%	14.02%	100.00%	27.47%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

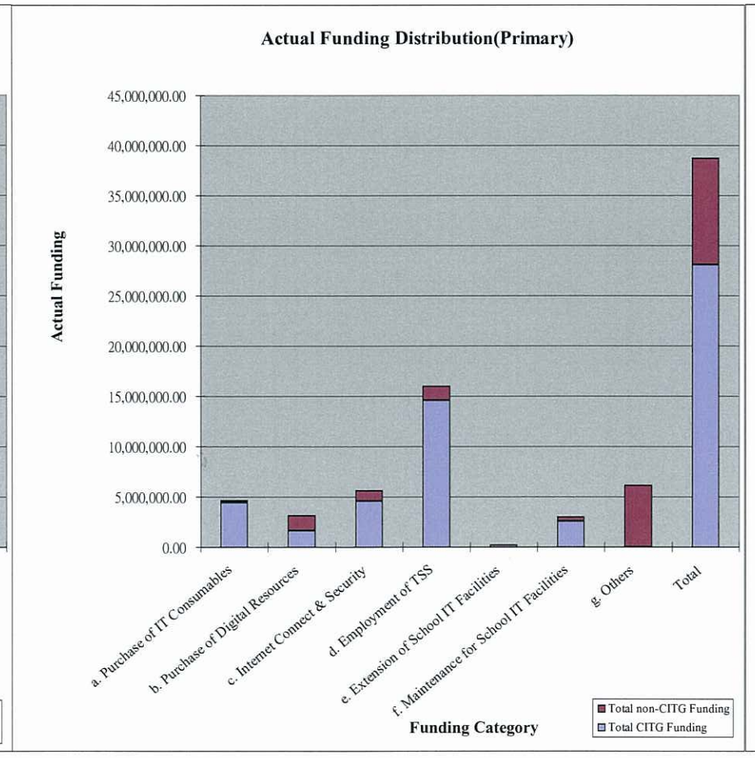
	Special							
Actual	a. Purchase of IT Consumables	b. Purchase of Digital Resources	c. Internet Connect & Security	d. Employment of TSS	e. Extension of School IT Facilities	f. Maintenance for School IT Facilities	g. Others	Total
Total CITG Funding	791,426.00	292,017.00	841,271.00	2,997,976.00	17,911.00	392,190.00		5,332,791.00
Total non-CITG Funding	50,268.00	787,582.70	375,775.00	326,970.00	0.00	144,746.01	894,005.75	2,579,347.46
Total	841,694.00	1,079,599.70	1,217,046.00	3,324,946.00	17,911.00	536,936.01	894,005.75	7,912,138.46
%	a. Purchase of IT Consumables	b. Purchase of Digital Resources	c. Internet Connect & Security	d. Employment of TSS	e. Extension of School IT Facilities	f. Maintenance for School IT Facilities	g. Others	Total
% of CITG Funding	94.03%	27.05%	69.12%	90.17%	100.00%	73.04%	0.00%	67.40%
% of non-CITG Funding	5.97%	72.95%	30.88%	9.83%	0.00%	26.96%	100.00%	32.60%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

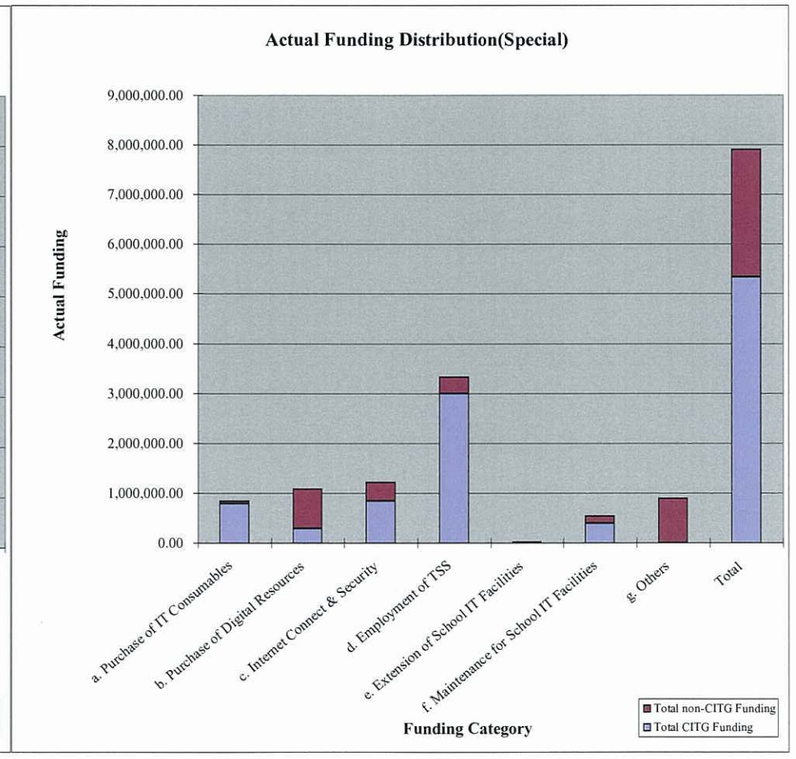












4.2.3 Scope and Ambit of CITG

47 (17%) of the 269 valid returns from Sample Schools expressed that they would like to see the scope of the CITG expanded and be more flexible to accommodate different aspects of ITEd expenses at Schools.

4.2.4 Replacement of IT Equipment

178 (67%) of the 269 valid returns from Sample Schools expressed that either their IT equipment was getting old and needed to be replaced or that they wanted recurrent funding to be subsumed into the CITG for purchase of new IT equipment or upgrade of existing facilities.

4.2.5 Other Comments

The following is a list of comments raised by less than 5% of the returns from Sample Schools:

(a) Too much administrative work for Schools' TSS;
(b) Schools would like to have a central tendering mechanism for sourcing the suppliers in order to reduce administrative work. In particular, they would like EDB to help in the negotiation process for subscription of Internet connectivity, hire of TSS and the arrangement of maintenance services;
(c) Each member of the teaching staff to have his/her own desktop computer; and
(d) Some "permanent" e-teaching materials (endorsed by certain educational authorities) in place online, e.g. EDB website.

Table 7 Application and Amount of non-CITG Funds Deployed by Schools in the 2006/07 School Year

S/N	non-CITG Funds	Application / Usage	Amount of non-CITG Funds Deployed for the 2006/07 School Year
1.	Quality Education Fund (QEF)	Enhancement of IT infrastructure, purchase of equipment, hardware, workstations, servers and software	$5,404,913
2.	Enhancement of IT Infrastructure Matching Grant (Matching Grant)	Enhancement of IT infrastructure, facilities enhancement, Internet charges, maintenance charges, setting up of e-learning platform, intranet sharing scheme, purchase of projects and visual aided products	$5,286,474
3.	Capacity Enhancement Grant (CEG)	Employment of computer technician, enhancement Plan, IT support, hire of TSS, IT Seed Scheme	$4,566,168
4.	Electronic Learning Credits (eLC)	Software for various subjects, e-learning platform, "Chapter Daily", and e-learning supporting kits	$526,410

Table 7 Application and Amount of non-CITG Funds Deployed by Schools in the 2006/07 School Year			
S/N	non-CITG Funds	Application / Usage	Amount of non-CITG Funds Deployed for the 2006/07 School Year
5.	School and Class Grant (SCG)	Maintenance, purchase of software, hardware, IT equipment, projection systems, and consumables	$1,829,287
6.	Composite Furniture and Equipment Grant (CFEG) / Departmental Expense (DE)	Purchase of IT equipment, USB drivers, notebook LAN card, IT consumables, and software for various subjects, maintenance expenses	$1,443,409
7.	Operating Expenses Block Grant (OEBG) / Expanded Operating Expenses Block Grant (EOEBG)	Computer subject related expenses, Internet charges, purchase of computer hardware, software, servers & printers, coverage of deficiency of CITG, repairs and maintenance, consumables & other inventory items, and MMLC maintenance	$2,601,597
8.	Donations and Funds Raised by Schools	Purchase of wireless network and teaching facilities	$736,462
9.	School Sponsoring Body (SSB) / School Management Committee (SMC)	Enhancement of software for educational use, and purchase of computers	$463,544
10.	Other Government Subsidies (not specified)	Purchase of computers, projector maintenance, IT equipment and consumables	$597,337
11.	School Improvement Programme (SIP)	Purchase of personal computer network, digital resources and materials for learning and teaching	$162,744
12.	School Management Initiative (SMI)	Purchase of equipment	$100,052
13.	Revised Administration Grant	Hire of technical staff	$225,563

Table 7 Application and Amount of non-CITG Funds Deployed by Schools in the 2006/07 School Year			
S/N	non-CITG Funds	Application / Usage	Amount of non-CITG Funds Deployed for the 2006/07 School Year
14.	Fund raised by Committee for the Home-School Co-operation (CHSC)	Maintenance charges, purchase of projectors' light bulbs and computer equipment	$115,250
15.	Money contributed by students (not specified)	For colour computer printouts, purchase of projectors, and maintenance expenses	$185,400
16.	New Senior Secondary Curriculum Migration Grant (NSSCMG)	Not specified	$79,200
17.	Teacher Professional Preparation Grant (TPPG)	Hire of technical staff	$907,540
18.	IT Fee (not specified)	Hire of technical staff	$363,340
		Total:	**$25,594,690**

5. Findings and Review

5.1 Quantitative Data

5.1.1 CITG Allocation and Expenditure

In the 2006/07 school year, the amount of CITG granted to the 269 Sample Schools was $65.1 million, with an average grant of $281,026 per secondary school, $218,392 per primary school and $218,980 per special school.

About 28% (74 Schools comprising 33 primary schools, 37 secondary schools and 4 special schools) of the 269 Sample Schools had exhausted their CITG. 60% (161 Schools comprising 88 primary schools, 54 secondary schools and 19 special schools) had a surplus exceeding 5% of their CITG provision. On average, Schools had used up over 90% of their CITG provision on implementation of ITEd. The total expenditure was $59.9 million, or 92% of the CITG granted to Schools. In other words, there was a surplus of $5.2 million (8%), with an average unspent sum of $19,134 per school. A breakdown of spending of CITG by school categories is summarized at **Table 8** below –

Table 8	**Spending of CITG by Schools**			
School Category (No. of Sample Schools with valid-returned questionnaire)	CITG provision	Amount of CITG spent	Unspent amount	Average unspent per school
Primary Schools (141)	$30,793,296	$28,084,190 (91.2%)	$2,709,106 (8.8%)	$19,214
Secondary Schools (101)	$28,383,619	$26,525,269 (93.5%)	$1,858,350 (6.5%)	$18,400
Special Schools (27)	$5,912,459	$5,332,791 (90.2%)	$579,668 (9.8%)	$21,469
Total	**$65,089,374**	**$59,942,250 (92.1%)**	**$5,147,124 (7.9%)**	**$19,134**

The following findings are made with reference to **Table 3**:

5.1.2 Economy of Scale of the CITG Deployed

On average, the CITG per computer of secondary schools is about half of that of primary and special schools. This was mainly due to the fact that an average secondary school had a larger class size than an average primary or special school, i.e. the larger the class size, the more economy of scale the CITG was deployed.

5.1.3 Purchase of IT-related Consumables

On average, this accounted for about 15% of the total CITG expenses. Major expenditure components in this area were ink/carbon toners for printers and projectors' light bulbs.

5.1.4 Purchase of Digital Resources

On average, this accounted for about 7% of the total CITG expenses, mainly for the purchase of computer software for different subjects to facilitate learning and teaching.

5.1.5 Internet Connectivity and Security

On average, this accounted for 16% of the total CITG expenses. Schools faced the pressure of an increase of recurrent Internet charges levied by ISPs once the Schools had established their Internet connectivity trucking with a specific ISP.

5.1.6 Employment of TSS

On average, this accounted for about half (51%) of the total CITG expenses. In light of the increasing use of digital technology in Schools, the overall workload of TSS was reported to have increased over the years. Schools had also reported the high turnover rate of their TSS due to promising market demand for people with similar IT skills.

5.1.7 Extension of Schools' IT Facilities

On average, this accounted for a mere 1% of the total CITG expenses. Some Schools were able to minimize the use or save this expenditure for other uses by deploying their general office staff instead of hiring additional manpower to supervise students during extended time.

5.1.8 Maintenance of Schools' IT Facilities

On average, this accounted for about 10% of the total CITG expenses. This percentage appeared to be on the high side although it might reflect the fact that Schools' IT facilities were getting old and beginning to exert more pressure on maintenance costs.

5.1.9 Special Schools

Despite the fact that special schools had a team of staff with IT Skills 10% higher than an average School (ref. **Table 3**), the former had spent some 12% of their CITG provision (ref. **Table 4b**) more on the employment of TSS as compared with the combined average spending of mainstream primary and secondary schools. Moreover, special schools had deployed relatively greater percentage (13.6%) of CITG and non-CITG funds together on purchase of digital resources whereas it was 8.2% for primary schools and 8.6% for secondary schools. This showed that more resources were needed for special schools to conduct ITEd related activities, especially to tailor-make the digital resources or IT facilities to help their SEN students.

5.2 Qualitative Data

5.2.1 Average Frequency of Computer Breakdown per Month

On average, there was one occurrence of computer breakdown every day. It might

be generally inferred that Schools' TSS was engaged in at least one task of technical nature once each day.

5.2.2 Average No. of Times Schools Called for External Technical Support

Schools called for external technical support 5 times each month on average. If such call was made/initiated by the TSS, together with the maintenance task described in Section 5.2.1 above, he/she generally performed an average of 1.2 technically-related tasks per day.

5.2.3 TSS's Academic Achievement and Respective Market Salary (**Table 9**)

On average, about half of Schools' TSS possessed academic qualifications above F.7 level; about 40% were above F.5 level and the remaining 10% at F.5 level.

Table 9	**Academic Achievements of Schools' TSS and Comparative Market Rate**	
Academic Level	% of Schools' TSS Achieving the Academic Level	Average Monthly Salary of Technical Personnel with Similar Job Nature in the Market*
F.5	10%	$8,000
F.7	40%	$9,000
Above F.7	50%	$13,000
* Source: Combined average of respective salary offered for the position with similar academic qualifications and working experience advertised through the Labour Department and JobsDB		

With reference to the average market monthly salary of a technical personnel, the current average monthly salary of a typical TSS at Schools (Year of 2008) is around $10,900 in the market:
($8,000 x 10% + $9,000 x 40% + $13,000 x 50% = $10,900)

Table 10	**Actual Monthly Average of TSS's Salary at Schools (2006/07 school year)**
Funding Source	Total Expenditure on Employment of TSS at Schools
CITG	$30,457,562
Non-CITG Funds	$3,816,402
Total	**$34,273,964**

The average monthly salary of a TSS personnel at Schools in the 2006/07 school year was $10,618 ($34,273,964 ÷ 269 ÷ 12 = $10,618) and with add-up of 1.3% of CCPI adjustment, the current monthly salary of a TSS personnel (2007/08 school year) is about $10,756.

It is therefore noted that the average monthly salary of a school TSS personnel is more or less the same as the market rate.

5.2.4 TSS Work

On average, TSS personnel were engaged in non-technical related task for slightly over 20% of their time at School. This might have contributed to some of the

reported comments that the TSS were overloaded with work at Schools.

5.2.5 IT Skills of Administrative and Teaching Staff at Schools

On average, more than three quarters of Schools' administrative staff and nearly two-thirds of their teaching staff used digital technology, such as computers, at work. This indicated that the non-technical related IT work currently handled by TSS at Schools could actually be handled by Schools' administrative and teaching staff.

5.2.6 Flexi Working Time for Schools' Office Staff

On average, over 43% of the Schools had a flexi working hour arrangement for their office staff. With such an arrangement, some Schools could save the cost for 'extension of Schools' IT facilities' for other uses.

5.2.7 Establishment of Students' Computer Club

On average, over 85% of secondary Schools and almost 30% of primary Schools ran a students' Computer Club. Through a shared platform, Schools and students could share their good habits of using IT equipment and students to be educated to have right attitude towards hardware protection and maintenance. This would help reduce the possibility of IT hardware failures and breakdowns due to improper use of equipment.

6. Recommendations

IT is an area which attracts a huge amount of resources on research and development worldwide. In fact, the pace of development is so fast that it is not only difficult to keep in pace with the rapid development but, in order to maintain a competitive edge, it is necessary for companies and organizations to look ahead and ensure that they have best positioned themselves to meet the challenges with the advancement of technology. After carefully considering the findings in this comprehensive Survey, and with due respect to the principles of school-based management, Dudley, as an independent party, proposes the following recommendations. And, with reference to the insights revealed in some other researches in adapting to the fastly-paced changes in the IT environment, we urge the EDB and the recipients of IT funds to consider these proposals in the light of future provision of the CITG.

6.1 Purchase of IT Consumables

This area accounted to about 15% of the total CITG provision, as the third largest expenditure item, in which Schools should make efforts to promote efficient use of their resources. A significant part of this expenditure is on carbon toners. Should Schools wish to optimize the use of their resources, they could explore and formulate their own plans to reduce the number of computer printouts (e.g. through more regular use of e-communications and/or e-submission of School assignments). The use of computers/e-communications would be more environmental friendly by consuming less paper and generating further savings from purchase of consumables. To avoid over stocking of carbon toners which might lead to possible wastage, some Schools have made arrangement with suppliers to charge on printer meters instead of keeping a stock of toners.

6.2 Internet Connectivity

Expenditure on Internet connectivity was the second largest expenditure component of the CITG. EDB might consider exercising collective bargaining power with ISPs for all Schools to negotiate a more favorable “bulk” offer, say by regions. This will also significantly reduce the administrative work for individual Schools in procurement. With the savings from this major expenditure item, Schools would have more rooms in the CITG to implement their ITEd plans.

6.3 Employment of TSS

6.3.1 Being the largest expenditure item, this took up half of the CITG provision and is indeed an area to which both EDB and the Schools should pay close attention to.

6.3.2 Non-technical Work

As IT pays an increasingly important role in many facets of our lives, it is inevitable that there will have greater integration of IT into learning and teaching at Schools. At present, TSS in Schools spent some 20% of their time on non-technical work. It is thus suggested that these non-technical duties should revert to the Schools' teaching or administrative staff. In fact, from the perspective of better management and information security control, it is more appropriate to assign such kind of non-technical work to Schools' teaching and administrative staff acquiring necessary IT Skills.

6.3.3 Workload

Since the first introduction of ITEd in Schools about ten years ago, there has been more and more integration of IT into learning and teaching. On the other hand, teachers and students generally get used to the use of IT more in their daily life. It is also important to note that the more integration of IT into learning and teaching by teachers and students, the more successful the implementation of ITEd in Schools. If Schools confine their TSS to only technical-related tasks whilst all teaching and administrative related tasks be handled by respective subject teaching staff and general support staff, TSS will have a relatively more manageable workload. This will mitigate the ever-increasing "workload" of the TSS and alleviate Schools' difficulties in retaining their personnel.

6.3.4 Job Nature of TSS

The technical know-how of maintaining IT equipment at Schools by TSS normally stands until a new model of such IT equipment with new technology emerges. By that time, the TSS has to learn and pick up new skills quickly to cope with the changing needs. When the skill requirement attached to a job changes rapidly, it is not uncommon to explain why the position itself is relatively vibrant and the turnover rate is comparatively higher than the others.

6.3.5 Market Condition

As the position of TSS itself is vulnerable to market mobility by its nature as explained in Section 6.3.4 above, offering a "permanent" position at Schools would not help alleviate the situation significantly. A more practical solution to retain TSS at Schools is to offer them a more attractive salary competitive to the market and to eliminate those work which is non-technical in nature. In this respect, more efficient deployment of the CITG provision in such areas as "purchase of IT consumables", "Internet connectivity and security", "extension of IT facilities" and "maintenance of Schools' IT facilities", as well as flexible reallocation resources from resources other than CITG, would allow Schools to provide a more competitive and attractive offer to their TSS.

6.4 Extension of Schools' IT Facilities

Some Schools were able to save this area of their expenditure through a flexi working time arrangement for their general office staff. It is a good practice worthwhile for

other Schools to follow. This allows more flexibility for Schools to deploy their CITG to implement their plans for ITEd.

6.5 Provision for Replacement/Upgrading of IT Facilities

Besides the CITG, Schools are currently allowed to redeploy their resources under different block grants to meet their operational needs, including purchase of IT hardware and facilities. To encourage Schools to implement their ITEd, regular injection of capitals to Schools for regular replacement/upgrading of their IT facilities could be considered, say about 3 to 6 years per cycle to tie in with the normal time span of the facilities.

6.6 Maintenance of School IT Facilities

Schools are also encouraged to negotiate a more comprehensive maintenance package with service providers so that in case of technical faults, Schools would be less technically dependent on their TSS. Under such circumstances, Schools' TSS would help identify the technical problems and negotiate with service providers for effective maintenance supports. This would also stablize Schools' TSS in the long run in view of the rapid advancement of new technology.

6.7 Special Schools, Special Needs

In view of their returns, this Survey received 100% response rate from special Schools, which, to a certain extent, indicated that they had spent more efforts in preparing the returns.

On the other hand, the fact that about 63% of these special schools had deployed non-CITG funds in the 2006/07 school year indicated that these Schools really needed special care from the policy department.

We found that more efforts should be put to assist special schools to identify and solicit suitable digital resources. Encouraging and assisting in the mutual-sharing of digital resources developed for SEN students among special schools might be an alternative to alleviate their burden. It was noted that special schools might have to modify IT equipment or acquire IT-empowered assistive tools. It is therefore recommended that a practical form of assistance could be considered to facilitate the modification of IT equipment and/or to acquire IT-empowered assistive tools for the use of SEN students so that they will not lag behind in the current "age of technology".

6.8 Composite Consumer Price Index ("CCPI")[1] Reference of the CITG

[1] Composite Consumer Price Index is a basket of weighted expenditure on miscellaneous services, transport, miscellaneous goods, durable goods, clothing & footwear, alcohol drinks & tobacco, electricity, gas & water, housing and food (source from the Census and Statistics Department, HKSARG).

As a collective and comprehensive indicator of economic indicators, CCPI is a widely accepted reference for general inflation in Hong Kong.

The current adjustment mechanism of the CITG with reference to the CCPI movement is an objective and effective means of adjustment for such grant to be provided to Schools.

6.9 Maximizing the Effectiveness of the CITG

Given limited resources available, if every party using/benefiting from the CITG would maximize his inputs and efficiency, the effectiveness of the grant could be optimized. Likewise, students would learn from their teachers, the users of the grant, as role models, regarding the importance of striking the balance between exercising their rights and performing their duties.

6.10 Increase Support for the CITG Provision

It was found that more than half of the Schools had deployed non-CITG funds, to supplement their CITG provisions on ITEd related expenditures in the 2006/07 school year. To provide sufficient coverage and budget for schools to meet their operational needs on ITEd, the EDB could consider providing them with appropriate support in the provision of CITG.

Annex I

Grant Rate of Composite IT Grant (CITG) from 2004/05 to 2007/08 School Years

School Type		School Year			
		2004/05	2005/06	2006/07	2007/08
		CCPI -0.1%	CCPI +1.2%	CCPI +2.2%	CCPI +1.3%
Primary	**Whole-day**				
	18 class or below	$189,936	$192,215	$216,717	$227620
	19-24 classes	$213,337	$215,897	$241,811	$253,492
	25-30 classes	$236,740	$239,581	$266,908	$279,366
	31-36 class	$260,142	$263,264	$292,003	$305,238
	37 or more classes	$283,544	$286,947	$317,098	$331,111
	Bi-sessional				
	18 class or below	$113,404	$114,765	$127,427	$133,126
	19-24 classes	$125,105	$126,606	$139,974	$146,062
	25-30 classes	$136,806	$138,448	$152,522	$158,999
	31-36 class	$148,507	$150,289	$165,069	$171,935
	37 or more classes	$160,209	$162,132	$177,618	$184,874
Secondary	**Grammar**				
	18 class or below	$188,085	$190,342	$222,373	$240,244
	19-24 classes	$211,486	$214,024	$248,293	$267,370
	25-30 classes	$234,889	$237,708	$274,215	$294,499
	31-36 class	$258,290	$261,389	$300,134	$321,624
	37 or more classes	$281,693	$285,073	$326,056	$348,754
	Ex-technical				
	18 class or below	$211,486	$214,024	$258,014	$276,348
	19-24 classes	$234,888	$237,707	$283,935	$303,477
	25-30 classes	$258,290	$261,389	$309,855	$330,603
	31-36 class	$281,692	$285,072	$335,776	$357,730
	37 or more classes	$305,095	$308,756	$361,698	$384,859
	Ex-prevocational				
	18 class or below	$225,527	$228,233	$269,926	$305,372
	19-24 classes	$248,929	$251,916	$295,847	$332,500
	25-30 classes	$272,331	$275,599	$321,768	$359,627
	31-36 class	$295,733	$299,282	$347,688	$386,755
	37 or more classes	$319,136	$322,966	$373,610	$413,883
Special					
	14 classes or less	$182,530	$184,720	$204,195	$217,715
	15-18 classes	$186,234	$188,469	$211,266	$225,064
	19-24 classes	$209,635	$212,151	$235,837	$250,141
	25-30 classes	$233,038	$235,834	$260,482	$275,330
	31-36 classes	$256,439	$259,516	$285,127	$300,520
	37 or more classes	$279,842	$283,200	$309,773	$325,710

Remarks

Note 1: For primary schools, Intensive Remedial Teaching Programmes (IRTP) are excluded in the calculation of the grant.

Note 2: Rate is on per session basis for a bi-sessional primary school. The session with more classes will determine the entitled rate.

Note 3: 4-month maintenance provision for ITED projects was excluded in the calculation of the grant rate for the 2006/07 school year.

Note 4: For eligible secondary and special schools with MMLCs which are still in use, additional sum of provision per school per annum is provided starting from 2006/07 school year-

School Year	Additional Provision	
2006/07	$46,808	(total 95 eligible schools)
2007/08	$47,417	(total 93 eligible schools)

Annex II

Distribution of School Categories and Sizes in the 2007/08 School Year

School Category	No. of Operating Classes in 2007/08 School Year																																					
	2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		19		20		21		22		23		24	
	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample
Aided Primary (BIS) [Note 1]	-	-	-	-	-	-	-	-	2	1	-	-	-	-	2	1	-	-	6	2	12	5	-	-	4	2	-	-	-	-	-	-	4	2	-	-	4	2	2	1	4	2	8	3	26	9
Aided Primary (WD) [Note 2]	1	1	13	3	8	2	5	1	25	6	5	1	6	1	11	3	9	2	11	3	22	5	6	1	8	2	9	3	7	2	8	2	21	6	7	2	9	3	15	4	9	3	12	3	61	14
Government Primary (BIS) [Note 1]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1
Government Primary (WD) [Note 2]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1	-	-	2	1	-	-	-	-	-	-	-	-	2	1	1	1	-	-	1	1	-	-	3	1	1	1	6	2
Aided Secondary	-	-	-	-	2	1	-	-	-	-	1	1	-	-	1	1	2	1	1	1	1	1	-	-	-	-	3	1	-	-	6	1	1	1	3	1	5	1	1	1	5	1	2	1	47	11
Caput	-	-	-	-	-	-	-	-	2	1	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Government Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	1	1	-	-	1	1	1	1	-	-	1	1	-	-	-	-	-	-	1	1	1	-	3	1
Special	-	-	-	-	-	-	3	1	4	1	2	1	8	3	14	6	7	3	3	1	6	3	2	1	-	-	1	1	-	-	1	1	3	1	2	1	-	-	1	1	2	1	-	-	-	-
Total Sch. No. (by size)	1	1	13	3	10	3	8	2	33	9	8	3	14	4	28	11	20	7	22	8	44	16	9	3	12	4	14	6	8	3	17	5	31	12	12	4	19	7	19	7	24	9	24	8	145	38

School Category	No. of Operating Classes in 2007/08 School Year																																				Total Sch. No. (by category)		C.L. : 95% C.I. :5%	X / 585 x 100%
	25		26		27		28		29		30		31		32		33		34		35		36		37		38		39		40		41		42		43					
	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	Actual	Sample	(X)	
Aided Primary (BIS) [Note 1]	2	1	2	1	4	2	-	-	6	2	2	1	-	-	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	92	38	74	12.6%
Aided Primary (WD) [Note 2]	11	3	5	1	4	1	5	1	13	3	61	14	9	2	-	-	-	-	2	1	-	-	4	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	403	101	197	33.7%
Government Primary (BIS) [Note 1]	2	1	-	-	-	-	-	-	2	1	4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	5	10	1.7%
Government Primary (WD) [Note 2]	-	-	-	-	1	1	-	-	-	-	7	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27	13	25	4.3%
Aided Secondary	19	5	11	3	53	12	17	4	129	30	9	2	39	8	-	-	1	1	3	1	1	1	6	1	-	-	1	1	-	-	-	-	-	-	-	-	2	1	372	95	189	32.3%
Caput	1	1	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	5	6	1.0%
Government Secondary	2	1	2	1	4	1	1	1	9	2	-	-	5	2	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	35	16	32	5.4%
Special	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	60	27	52	8.9%
Total Sch. No. (by size)	37	12	20	6	66	17	23	6	160	39	83	21	54	13	1	1	5	3	6	3	1	1	10	2	-	-	2	2	-	-	-	-	-	-	-	-	2	1	1,005	300	585	100%

Note 1 : "BIS" refers to primary schools with operation of AM and PM sessions at the same school premises. These schools receive CITG Bi-sessional school grant rate for each session and each session is counted as one school site in the above statistical table.

Note 2 : "WD" refers to primary schools with operation of solely whole-day classes, or a mixed mode of either AM or PM session plus whloe-day classes at the same school premises. These schools receive CITG Whole-day school grant rate for the whole school premises and only one school site is counted for all sessions in the above statistical table.

Survey on Expenditure on IT in Education Related Activities

Annex IIIa

	Sept 04 / Aug 05 Actual	Sept 05 / Aug 06 Actual	Sept 06 / Aug 07 Actual	Sept 07 up to end Feb 08 Actual	Your wish for CITG amount and respective expenditure items
(A) CITG					
Amount of CITG received					
(B) Expenditure on CITG					
(a) Purchase of IT-related Consumables					
(b) Purchase of Digital Resources Materials for Learning and Teaching					
(c) Internet Connection and Internet Security					
(d) Employment of Technical Support Personnel and / or Hiring of Technical Support Services	and / or	and / or	and / or	and / or	and / or
(e) Extension of Schools' IT Facilities Beyond School Hours					
(f) Maintenance for Schools' IT Facilities					
Total Expenditure on CITG (B) = (a)+(b)+(c)+(d)+(e)+(f)					
Balance +/(-) (A)-(B)					
(g) Any Other Expenditure Items your School perceived to be IT in Education Related & the Source of Funding deployed for these Expenditure Items					
Expenditure Item / Source of funding					
i) _____ /_____					
ii) _____ /_____					
iii) _____ /_____					
Total Expenditure on Other IT in Education Related Items (C) = (g)(i)+(g)(ii)+(g)(iii)					

Notes: Please provide major components of the above actual expenditures for 2005/06 S.Y.
(Sept 2005 to Aug 2006)

(a)	_____($	) + _____($	) + others ($	) = (a) ($)
(b)	_____($	) + _____($	) + others ($	) = (b) ($)
(c)	_____($	) + _____($	) + others ($	) = (c) ($)
(d)	_____($	) + _____($	) + others ($	) = (d) ($)
(e)	_____($	) + _____($	) + others ($	) = (e) ($)
(f)	_____($	) + _____($	) + others ($	) = (f) ($)

Notes: Please provide major components of the above actual expenditures for 2006/07 S.Y.
(Sept 2006 to Aug 2007)

(a)	_____($	) + _____($	) + others ($	) = (a) ($)
(b)	_____($	) + _____($	) + others ($	) = (b) ($)
(c)	_____($	) + _____($	) + others ($	) = (c) ($)
(d)	_____($	) + _____($	) + others ($	) = (d) ($)
(e)	_____($	) + _____($	) + others ($	) = (e) ($)
(f)	_____($	) + _____($	) + others ($	) = (f) ($)

Notes: Please provide major components of the above actual expenditures for 2004/05 S.Y.
(Sept 2004 to Aug 2005)

(a)	_____($	) + _____($	) + others ($	) = (a) ($)
(b)	_____($	) + _____($	) + others ($	) = (b) ($)
(c)	_____($	) + _____($	) + others ($	) = (c) ($)
(d)	_____($	) + _____($	) + others ($	) = (d) ($)
(e)	_____($	) + _____($	) + others ($	) = (e) ($)
(f)	_____($	) + _____($	) + others ($	) = (f) ($)

Notes: Please provide major components of the above actual expenditures for 2007/08 S.Y.
(Sept 2007 up to end Feb 2008)

(a)	_____($	) + _____($	) + others ($	) = (a) ($)
(b)	_____($	) + _____($	) + others ($	) = (b) ($)
(c)	_____($	) + _____($	) + others ($	) = (c) ($)
(d)	_____($	) + _____($	) + others ($	) = (d) ($)
(e)	_____($	) + _____($	) + others ($	) = (e) ($)
(f)	_____($	) + _____($	) + others ($	) = (f) ($)

Name of School _____ No. of Classes (2007/08 School Year) _____ Contact Person_____ Contact No. _____

(C) Others (Please provide details with reference to the 2007/08 school year)

1 Total number of computers (including desktop and portable) currently in use at your school.

2 Frequency of computer / system breakdown per month at your school.

3 Average number of times per month your school needs to call for hardware maintenance services from maintenance service provider(s).

4 How many on-site Technical School Staff (TSS) personnel are directly employed by your school or by hire of services from service provider?

5 Please give details of the TSS personnel's academic achievements/related experience at your school.

6 Overall time share of your TSS personnel between providing technical support (e.g. problem shooting for school's systems, etc.) and performing administrative work (e.g. arrangement for quotations, etc.).
Technical support (%) Administrative work (%)

7 Estimated percentage of your teaching staff and administrative staff who use computer (including e-mail transmission) during daily operation.
Teaching Staff (%) Administrative Staff (%)

8 Is there any flexi-time working arrangement for your school's office staff? If yes, please briefly describe.

9 Is there a computer club at your school?

(D) Other Comments

I. Please provide your free views and wishes for the CITG, e.g. its provision and ambit, including areas you want to be covered for enhancing your school's effectiveness in the implementation of IT in education. (Please use separate paper if necessary.)

II. Please let us know your school's achievement or good practices on areas related to IT in education which can be shared with other schools. (Please use separate paper if necessary.)

Objective of the CTIG Survey

To enhance schools' effectiveness in using the CITG to cope with their needs in IT in education, we, the Dudley Surveyors Limited, have been hired by the Education Bureau (EDB) to conduct an independent survey on the arrangement of CITG and other expenditures on IT in education related activities whereby 300 public sector schools are chosen randomly to be surveyed.

This questionnaire is used to gather factual information of your school relating to the IT in education during the past three and a half school years. We earnestly hope that you could kindly render your assistance in this survey and provide your valuable views and wishes in this respect.

Guidelines on Filling up this Questionnaire

You may choose to fill in either the hard-copy (in either English or in Chinese) or the soft copy.

To fill in the soft-copy of the questionnaire, please follow the downloading procedures below:
1. Please go to webpage http://www.dudleysurveyors.com/citg_survey
2. Login to the webpage with the following information:
   User name : citg_user
   Password : dsl2008
3. After authentication, you will be directed to the downloading page to download the survey form in either English or Chinese format.
4. Please fill in the softcopy of the survey form and send it back to us by e-mailing to citg@dudleysurveyors.com

Alternatively, you can simply fill in the survey form in hardcopy and mail to ***Dudley Surveyors Limited*** , ***9/F., Siu Ying Commercial Building, 153 Queen's Road Central, Hong Kong*** (return envelop enclosed).

When filing out the form:
- Please mark "N/A" for items not applicable. Be sure not to leave any blank unfilled.
- Please simply copy the historical records from your school's annual audit accounts in respective school years.
- For any query, please call Mr. Frankie Lam on our hotline : 2525 0377.
- Please return this completed survey form (either soft-copy or hard-copy) **on or before 18th April 2008 (Friday)**.

Confidentiality

1. All data provided will be strictly for the use of this survey only and will not be used for any accounting or auditing purpose.
2. On a random sample basis, the provided data are subject to a Data Confirmation Visit by our company at your convenience.
3. Information about your school's identity will be deleted once data integrity is ensured.

資訊科技教育相關活動開支調查

Annex IIIb

	09/2004 / 08/2005 實數	09/2005 / 08/2006 實數	09/2006 / 08/2007 實數	09/2007 / 02尾/2008止 實數	您期望領取資訊科技綜合津貼的撥款額及有關支出項目
(A) 資訊科技綜合津貼					
獲發的資訊科技綜合津貼撥款額					
(B) 資訊科技綜合津貼的支出					
(a) 購買資訊科技相關的消耗品					
(b) 購買數碼教學資源					
(c) 互聯網連接及互聯網保安					
(d) 僱用技術支援人員及/或					
聘請技術支援服務	及/或	及/或	及/或	及/或	及/或
(e) 在學校時間以外延長校內資訊科技設施					
(f) 學校資訊科技設施的維修及保養					
資訊科技綜合津貼總支出 (B) = (a)+(b)+(c)+(d)+(e)+(f)					
結餘 +/(-) (A)-(B)					
(g) 其他有關資訊科技教育的支出項目及所調配的撥款來源					
支出項目 / 撥款來源					
i) _____ /_____					
ii) _____ /_____					
iii) _____ /_____					
其他有關資訊科技教育的支出總計C) = (g)(i)+(g)(ii)+(g)(iii)					

註： 請提供於2005/06學年(09/2005至08/2006)實際支出的主要開支項目

(a)	_____($	) + _____($	)+其他 ($	)= (a) ($)
(b)	_____($	) + _____($	)+其他 ($	)= (b) ($)
(c)	_____($	) + _____($	)+其他 ($	)= (c) ($)
(d)	_____($	) + _____($	)+其他 ($	)= (d) ($)
(e)	_____($	) + _____($	)+其他 ($	)= (e) ($)
(f)	_____($	) + _____($	)+其他 ($	)= (f) ($)

註： 請提供上述於2006/07學年(09/2006至08/2007)實際支出的主要開支項目

(a)	_____($	) + _____($	)+其他 ($	)= (a) ($)
(b)	_____($	) + _____($	)+其他 ($	)= (b) ($)
(c)	_____($	) + _____($	)+其他 ($	)= (c) ($)
(d)	_____($	) + _____($	)+其他 ($	)= (d) ($)
(e)	_____($	) + _____($	)+其他 ($	)= (e) ($)
(f)	_____($	) + _____($	)+其他 ($	)= (f) ($)

註： 請提供上述於2004/05學年(09/2004至08/2005)實際支出的主要開支項目

(a)	_____($	) + _____($	)+其他 ($	)= (a) ($)
(b)	_____($	) + _____($	)+其他 ($	)= (b) ($)
(c)	_____($	) + _____($	)+其他 ($	)= (c) ($)
(d)	_____($	) + _____($	)+其他 ($	)= (d) ($)
(e)	_____($	) + _____($	)+其他 ($	)= (e) ($)
(f)	_____($	) + _____($	)+其他 ($	)= (f) ($)

註： 請提供上述於2007/08學年(09/2007至02尾/2008止)實際支出的主要開支項目

(a)	_____($	) + _____($	)+其他 ($	)= (a) ($)
(b)	_____($	) + _____($	)+其他 ($	)= (b) ($)
(c)	_____($	) + _____($	)+其他 ($	)= (c) ($)
(d)	_____($	) + _____($	)+其他 ($	)= (d) ($)
(e)	_____($	) + _____($	)+其他 ($	)= (e) ($)
(f)	_____($	) + _____($	)+其他 ($	)= (f) ($)

學校名稱: _____ 班數 (2007/08年度) : _____ 聯絡人 : _____ 聯絡電話 : _____

(C) 其他 (請參考2007/08學年的情況提供詳情)

1 貴校現時應用的電腦數目(包括桌上型電腦及手提式電腦)？

2 貴校平均每月電腦或系統發生故障的次數。

3 貴校平均每月向保養維修服務承辦商要求硬件支援服務或維修的次數。

4 貴校現有多少名經學校直接僱用或受聘於服務承辦商的駐校技術支援員工 / 職員？

5 請提供貴校技術支援人員的學歷 / 相關資歷。

6 貴校技術支援人員就提供技術支援(例如解決學校系統問題等)及從事行政工作(例如安排報價等)所佔的時間比例。

技術支援 (　　%) 行政工作 (　　%)

7 貴校教職人員及行政人員在日常工作上使用電腦 (包括電郵傳遞) 的百分比。

教學人員 (　　%) 行政人員 (　　%)

8 貴校辦公室人員有否彈性上班的安排？如有，請簡單說明有關安排。

9 貴校有沒有學生電腦學會？

(D) 其他意見

1. 請提供貴校對資訊科技綜合津貼之意見及期望，例如：撥款額及其適用範圍(包括您期望有關津貼所能涵蓋的範疇)，以加強學校實施資訊科技教育的成效。(如有需要，請分紙記載。)

2. 請告訴我們貴校在資訊科技教育方面可與其他學校分享的成就或優秀個案。(如有需要，請分紙記載。)

資訊科技綜合津貼調查的目的

為加強學校運用資訊科技綜合津貼的成效，使更能配合它們在資訊科技教育方面的實際需要，教育局委託了本公司
—「捷利行測量師有限公司」，就有關資訊科技綜合津貼的安排及公營學校在資訊科技教育有關活動方面的開支進行獨立調查。我們會隨機抽樣300間公營學校參與是項調查。

此問卷旨在收集的貴校在過去3年半與資訊科技教育相關的實際數據資料，我們熱切希望貴校能支持是項調查，及發表貴校對此項津貼的寶貴意見和期望。

填寫問卷的指引

貴校可選擇填寫此硬複印本 (中文或英文) 或軟複印本。

若選擇填寫軟複印本，請按以下程序下載有關檔案 ：

1 請瀏覽網址 http://www.dudleysurveyors.com/citg_survey

2 然後用以下資料登入網址：
使用者名稱 : citg_user
密碼 : dsl2008

3 核實身份後，您將會被轉駁至可下載有關問卷的中文或英文軟複印本網頁；

4 請填寫軟複印本，並將已完成的問卷檔案電郵給本公司 citg@dudleysurveyors.com。

除此之外，您亦可選擇填寫此硬複印本，並將已填妥的問卷郵寄致香港皇后大道中153號兆英商業大廈9 字樓「捷利行測量師有限公司」(隨函附上回郵信封)。

在填寫資料時 ：
- 請填上 “N/A” 在不適用的地方，請勿留空任何欄位。
- 請由貴校經審核的相關學年周年帳目內將資料直接填入適當的地方。
- 如有任何問題，請電本公司熱線 2525 0377 與林永茂先生聯絡。
- 請於**2008年4月18日(星期五)或之前**把已填妥之問卷(硬印本或軟印本)交回本公司。

資料保密機制

1. 所有遞交的資料只會用作是次調查之用，並不會用作會計或審核的用途。
2. 我們將以隨機抽樣方式，向寄回問卷的學校進行資料確認的探訪。
   有關探訪將盡量方便學校情況下進行
3. 當資料的真實性得以確實後，有關貴校身份之資料將會被刪除。