CHAPTER 7

Education Bureau

Education Bureau
Kowloon Tong Education Services Centre

Audit Commission
Hong Kong
1 April 2015

This audit review was carried out under a set of guidelines tabled in the Provisional Legislative Council by the Chairman of the Public Accounts Committee on 11 February 1998. The guidelines were agreed between the Public Accounts Committee and the Director of Audit and accepted by the Government of the Hong Kong Special Administrative Region.

Report No. 64 of the Director of Audit contains 8 Chapters which are available on our website at http://www.aud.gov.hk

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EDUCATION BUREAU
KOWLOON TONG
EDUCATION SERVICES CENTRE

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Executive Summary

1.   The Education Bureau Kowloon Tong Education Services Centre (KTESC) is located on top of a public transport interchange at 19 Suffolk Road, Kowloon and adjacent to the Mass Transit Railway Kowloon Tong Station. It has a total net operational floor area (NOFA) of 13,900 square metres (m^2). The KTESC commenced operation in early 2006. The project expenditure was $487 million.

2.   The KTESC provides the following facilities:

    (a)   educational facilities, namely the Central Resources Centre (CRC), Special Education Resource Centre (SERC), Hong Kong Teachers' Centre (HKTC) and Young Achievers' Gallery (YAG);

    (b)   12 communal facilities, namely one lecture theatre, one mini-lecture theatre, one multi-purpose hall and nine function rooms; and

    (c)   office accommodation for some 550 staff of the Education Bureau (EDB).

The Audit Commission (Audit) has recently conducted a review on the KTESC.

Realisation of expected benefits of KTESC

3.   ***Changes in accommodations.*** According to the Government's Accommodation Regulations, the user bureau/department (B/D) of a Specialist/Departmental Building has to prepare a Schedule of Accommodation (SoA) and seek the Property Vetting Committee's (PVC) approval. After the approval of SoA, if the NOFA of any individual item varies by more than 10% from the approved NOFA or the total NOFA varies by more than 5% from the approved

area, the user B/D should re-submit the SoA to the PVC for further approval. Audit compared the NOFA of the accommodations of the KTESC as at 31 October 2014 with the latest approved SoA in January 2004. Audit noted that for some accommodations, there were variations exceeding 10%. Audit also noted that some existing accommodations (e.g. Applied Learning Section) were not included in the January 2004 approved SoA (paras. 2.4 to 2.6).

4. ***Utilisation of educational facilities.*** Educational facilities accounted for 11% of the KTESC's total NOFA of 13,900 m^2 (para. 2.8). Audit found that:

    (a)   ***CRC.*** The EDB used the reading recorded by an automatic patron counter of the entrance gate to calculate the number of visitors. The daily average number of visitors reported for 2014 was 266. Audit conducted a five-day on-site survey in January 2015 and noted that the number of visitors included passers-by who entered the CRC solely on the way of visiting the multi-purpose hall adjacent to the CRC. The daily number of visitors who used the CRC services during Audit's five-day survey ranged from 97 to 253 whereas the daily number of visitors calculated by the CRC ranged from 297 to 950 (paras. 2.15 to 2.19);

    (b)   ***SERC.*** Similar to the CRC, the EDB also used a gate counter to collect the number of visitors. The reported daily average number of visitors in 2014 was 119. Audit's five-day survey noted that the number of visitors was five or below on each of the five days (average 3.8 visitors per day) (paras. 2.22 to 2.24);

    (c)   ***HKTC.*** The EDB did not collect information on the number of visitors to the HKTC. Audit's five-day survey noted that the number of visitors was on the low side. During the survey, there were 15 visitors or less on weekdays and 22 visitors on Saturday (average 11.2 visitors per day) (para. 2.26); and

    (d)   ***YAG.*** The daily average number of visitors to the YAG was low, ranging from 15 to 28 for the years 2009 to 2014 (up to 31 October) (para. 2.28).

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5.   ***Utilisation of communal facilities.***   Communal facilities accounted for 12% of the KTESC's total NOFA. In response to the Government Property Agency (GPA)'s survey on utilisation of training venues, in August 2012, the EDB informed the GPA that the average utilisation rate of the 12 communal facilities (see para. 2(b)) was 37% for the period from July 2011 to June 2012. In June 2013, the EDB informed the GPA that the low utilisation was attributed to: (a) high wastage rate (booked sessions subsequently unused) of 60%; and (b) late/no release of unused sessions, of which some 26% were released less than 7 days before the session dates, and 13% had not been released at all. In November 2013, the EDB informed the GPA of its improvement actions taken, including: (i) if the user did not respond to email issued (one month prior to the event date) by the Administration and Management Office (AMO) requesting confirmation of booking within 5 working days, the AMO would cancel the booking; and (ii) opening up the evening session of the lecture theatre, mini-lecture theatre and multi-purpose hall for booking by other B/Ds three months in advance (paras. 2.30, 2.32 to 2.35). Audit, however, found that:

(a)   the average utilisation rate of the communal facilities for the period from November 2013 to October 2014 had only been marginally improved to 39% (para. 2.36);

(b)   the problems of "booked sessions unused" and "late/no release of unused sessions" still persisted. Of the 4,981 booked but unused sessions during the period from November 2013 to October 2014: (i) for 1,812 (36%) sessions, the users did not turn up; and (ii) for 3,169 (64%) cancelled sessions, 1,050 (33% of the 3,169) were only cancelled and released for rebooking 7 days or less prior to the event dates (para. 2.37); and

(c)   the response to the opening up of the facilities for booking by other B/Ds was not encouraging. Up to 31 December 2014, the lecture theatre (the only facility that had been booked by other B/Ds) was only used for eight sessions (para. 2.38(b)).

Operational issues of KTESC

6.   *Services of the CRC.* Audit found that:

(a)   *Borrowing of library resources.* During the period from April 2011 to September 2014: (i) 85% of some 28,000 resource items available for borrowing had not been borrowed by members; and (ii) less than 10% of members had used the borrowing services (paras. 3.5 and 3.6); and

(b)   *Usage of resources at the CRC.* There was scope for enhancing the usage of some in-house services (e.g. in-house reading of books and printed journals and access to electronic resources) (para. 3.8).

7.   *Borrowing service of the SERC.* As at 30 September 2014, the SERC had a collection of some 2,600 books and 4,497 members. According to the EDB's records, there were 11,472 borrowing records (on average 480 each month) for the two-year period from October 2012 to September 2014. During this two-year period, except only one day, each and every day when the SERC was open, there were some members who came to borrow books. The daily average number of borrowers was about 10 (paras. 3.12 to 3.14). However,

(a)   during a five-day Audit survey conducted in January 2015, Audit observed that no member had borrowed any item from the SERC. Only on one of the five days, one member visited the SERC and returned one book (para. 3.15); and

(b)   Audit selected 15 books during the five-day survey and noted that the numbers of borrowing as indicated by the due dates on the books were much less than those shown in the SERC's borrowing records (para. 3.17).

This matter has been referred to the EDB management for investigation (para. 3.16).

Way forward

8.   The EDB has not conducted a post-implementation review (PIR) to assess the effectiveness of the KTESC project in achieving its planned objectives and expected benefits (para. 4.5).

Audit recommendations

9.   **Audit recommendations are made in PART 4 of this Audit Report. Only the key ones are highlighted in this Executive Summary. Audit has** *recommended* **that the Secretary for Education should:**

Realisation of expected benefits of KTESC

(a)   **for changes to the accommodations at the KTESC after the PVC's approval in January 2004, seek approval from the PVC in accordance with Accommodation Regulation 312 and Annex IV (Part One) of the Accommodation Regulations;**

(b)   **take measures to ensure that in future changes to accommodations are properly approved by the PVC;**

(c)   **improve the accuracy of the methods for recording the number of visitors to the CRC and the SERC, with a view to more accurately reflecting their utilisation;**

(d)   **take effective action to improve the utilisation of the educational facilities (i.e. the CRC, SERC, HKTC and YAG);**

(e)   **take effective action to improve the utilisation of communal facilities;**

Operational issues of KTESC

(f)   **take effective action to further promote the services of the CRC and the SERC;**

(g) **investigate the discrepancies between the borrowing activities as observed by Audit and the borrowing records in the computer system of the SERC;**

(h) **ensure that the borrowing statistics of the CRC and the SERC accurately reflect their actual borrowing activities;**

Way forward

(i) **work out a strategy for the effective use of the KTESC and closely monitor the implementation of the strategy; and**

(j) **conduct a PIR of the KTESC project, taking into account the audit findings in this Audit Report.**

Response from the Government

10. The Secretary for Education agrees with the audit recommendations.

PART 1: INTRODUCTION

1.1   This PART describes the background to the audit and outlines the audit objectives and scope.

Background

1.2   The Education Bureau Kowloon Tong Education Services Centre (KTESC — see Photograph 1) officially opened in August 2006 (commenced operation in early 2006). It is located on top of a public transport interchange at 19 Suffolk Road, Kowloon and adjacent to the Mass Transit Railway Kowloon Tong Station. The five-storey building comprises the East Block and West Block (each with four floors linked at each level via link-bridges) sharing a common podium. The Centre has a total net operational floor area (NOFA) of 13,900 square metres (m^2) and is managed by the Education Bureau (EDB).

Photograph 1

KTESC

Source: Photograph taken by Audit on 22 November 2014

Introduction

1.3   The KTESC aims to provide an integrated and more efficient education services to the public through a centrally located composite centre.   When the Government submitted the funding application to the Finance Committee (FC) of the Legislative Council (LegCo) in March 2001, it stated that the KTESC would house various education resources centres and service centres for children of special education needs then scattered across the territory.   The KTESC was constructed in two stages (see Table 1).

Table 1

Construction of KTESC

Stage	Works involved	FC approval date	Expenditure ($ million)		Completion date
			Approved	Actual	
1	Site foundation works and the commission of a pre-contract consultancy for Stage 2	March 2001	90	55	September 2002
2	Construction works, including a public transport interchange underneath the KTESC	December 2002	483	432	October 2005

Source: EDB and Architectural Services Department records

Remarks: An underground concourse was built under the site of the KTESC.   Upon project completion, the KTESC, the public transport interchange and the underground concourse formed an integrated structure.   The project was therefore split into two stages, with Stage 1's site foundation works entrusted to the Mass Transit Railway Corporation so as to avoid interface problems.   The Architectural Services Department took up the construction works of the KTESC and the public transport interchange at Stage 2.

The total actual project expenditure of the KTESC was $487 million.   It was completed on time and within the approved budget.

Facilities provided at the KTESC

1.4   The KTESC provides the following facilities:

Educational facilities

(a)   *Central Resources Centre (CRC).* It provides multi-dimensional services and resources to the education professionals, teachers, parents and the public, including book loan service, reference service, access to online education research databases, resources for parent education, photocopying, as well as a meeting place for professional exchanges and sharing;

(b)   *Special Education Resource Centre (SERC).* It provides computers, multi-media equipment and library service on special education;

(c)   *Hong Kong Teachers' Centre (HKTC).* It aims to promote continuous professional development and enrichment among teachers. It organises courses and activities to promote professional development and physical and mental health of teachers. It also provides computers and Internet facilities, sharing corners and resting area for teachers;

(d)   *Young Achievers' Gallery (YAG).* It showcases the outstanding achievements of Hong Kong students and their efforts in various national and international competitions;

The above educational facilities are open for public use, including teaching professionals and parents. They are managed by various divisions of the EDB. The CRC and the YAG are managed by the Curriculum Development Institute (CDI). The HKTC is managed by the Professional Development and Training Division and the SERC by the Special Education and Kindergarten Education Division.

Communal facilities

(e)   the KTESC has 12 communal facilities for holding conferences, seminars, training courses and meetings:

(i)   one lecture theatre;

(ii)   one mini-lecture theatre;

(iii)   one multi-purpose hall; and

(iv)   nine function rooms.

While these facilities can be used by the public, booking can only be done by EDB staff.   These 12 communal facilities are managed by the Administration and Management Office (AMO) of the KTESC; and

Offices

(f)   the KTESC provides office accommodation for some 550 staff (Note 1) of various sections of the following EDB divisions:

(i)   Administration Division;

(ii)   CDI;

(iii)   Education Infrastructure Division;

(iv)   Professional Development and Training Division;

(v)   Quality Assurance and School-based Support Division;

(vi)   School Administration Division;

(vii)   School Development Division; and

(viii) Special Education and Kindergarten Education Division.

Note 1:   *They included 14 staff providing support to the CRC (see para. 1.4(a)) and 14 staff providing support to the HKTC (see para. 1.4(c)).*

1.5   The AMO is responsible for property management of the KTESC. It is headed by a Centre Manager, who is assisted by three support staff. Building management, cleansing and security guard services are outsourced to contractors. Electrical and mechanical services are provided by the Electrical and Mechanical Services Department. In 2013-14, the operating expenditure of the KTESC was $25.2 million.

Audit review

1.6   The Audit Commission (Audit) commenced a review on the KTESC in November 2014. The audit focused on the following areas:

    (a)   realisation of expected benefits of the KTESC (PART 2);

    (b)   operational issues of the KTESC (PART 3); and

    (c)   way forward (PART 4).

Audit has found that there is room for improvement in the above areas and has made a number of recommendations to address the issues.

General response from the Government

1.7   The Secretary for Education agrees with the audit recommendations. He appreciates that Audit has found that there is room for improvement in the realisation of expected benefits and operation of the KTESC.

Acknowledgement

1.8   Audit would like to acknowledge with gratitude the assistance and full cooperation of the staff of the EDB during the course of the audit review.

PART 2: REALISATION OF EXPECTED BENEFITS OF KTESC

2.1   This PART examines the realisation of expected benefits of the KTESC stated by the Government when seeking funding approval for the project in 2002, focusing on the following issues:

(a)   expected benefits of the KTESC (see paras. 2.2 and 2.3);

(b)   changes in accommodations (see paras. 2.4 to 2.7);

(c)   utilisation of educational facilities (see paras. 2.8 to 2.29);

(d)   utilisation of communal facilities (see paras. 2.30 to 2.39);

(e)   feedback from users (see para. 2.40); and

(f)   performance targets (see para. 2.41).

Expected benefits of the KTESC

2.2   In seeking the FC's approval of the KTESC in 2002, the then Education and Manpower Bureau (Note 2) put forward the following benefits as justifications for the project:

(a)   ***Improving the standard of services by reprovisioning scattered centres in a centrally-located building.***   The spreading of education resources centres and service centres for children of special needs in different locations was not convenient to clients. Also, owing to accommodation constraints, some facilities in these centres were sub-standard. Housing these scattered centres in a composite building would provide a focal point of resource support with improved facilities to teachers in the delivery of quality education;

Note 2:   *In January 2003, the Education Department was merged with the then Education and Manpower Bureau. In July 2007, the Bureau was renamed the EDB upon the reorganisation of the Government Secretariat.*

(b)   ***Releasing existing school premises for other educational uses.***   The premises of four former schools (Note 3) occupied by education resources centres and special education services centres could be released for other educational purposes; and

(c)   ***Facilitating exchanges among educational professionals.***   With conference facilities like lecture theatres and conference rooms open to all educational institutes for booking, the KTESC could provide a common meeting place for teachers, principals, teachers' organisations and educational bodies to organise seminars or workshops and to share experience.

2.3   With regard to paragraph 2.2(b) above, Audit noted that the four former school premises had been released for educational uses (e.g. as primary schools). However, with regard to paragraph 2.2(a) and (c), Audit noted that there were areas for improvement.

Changes in accommodations

2.4   The Accommodation Regulations of the Government set out the policy and guiding principles on government accommodation and related matters for government bureaux/departments (B/Ds).   According to the Accommodation Regulations (Regulation 312 and Annex IV (Part One)), the user B/D of a Specialist/Departmental Building has to prepare a Schedule of Accommodation (SoA) and seek the Property Vetting Committee's (PVC — Note 4) approval for the accommodation concerned.   Furthermore, after the approval of SoA, if the NOFA of any individual item varies by more than 10% from the approved NOFA or the total NOFA varies by more than 5% from the approved area, the user B/D should re-submit the SoA to the PVC for further approval.   The KTESC is a Specialist/Departmental Building.   Thus the EDB, as the user bureau, should abide by this requirement.

Note 3:   *These four schools were Tin Kwong Road Government Secondary School, Perth Street Government Primary School, Sir Robert Black College of Education, Hung Hom Annex and Tsuen Wan Government Secondary Technical School.*

Note 4:   *The PVC is established under the Accommodation Regulations to vet and approve SoAs of Specialist/Departmental Buildings. It is chaired by an Assistant Director of the Architectural Services Department and comprises representatives from the Financial Services and the Treasury Bureau and the Government Property Agency as members.*

2.5   According to the EDB's records, the latest SoA approved by the PVC was dated 26 January 2004 (hereinafter referred to as "SoA 2004"). Audit compared the NOFA of the accommodations as at 31 October 2014 with those approved in the SoA 2004 and noted that for some items, there were variations exceeding 10% (see Appendix A). Some examples are shown in Table 2.

Table 2

Deviations of NOFA from SoA 2004
(October 2014)

Facility/EDB office	NOFA as at October 2014 (a) (m²)	NOFA per SoA 2004 (b) (m²)	Difference (c) = (a) − (b) (m²)
HKTC (Note (a))	444	878	−434 (−49%)
Educational Psychology Service (Kowloon) Section (Note (b))	338	622	−284 (−46%)
Language Learning Support Section (Note (c))	602	1,015	−413 (−41%)
Fung Hon Chu Gifted Education Centre (Note (d))	736	1,060	−324 (−31%)

Source: Audit analysis of EDB records

Note: The EDB informed Audit in March 2015 that:

(a)   the resources in the original proposed multi-media library of the HKTC were subsequently provided in the CRC and the NOFA for the HKTC was reduced;

(b)   the SoA 2004 included areas for the Psychological Services (Special Education) Section and Psychological Services (Professional Support) Section. Due to changes in the mode of service delivery from centre-based to school-based, the Psychological Services Sections had been reorganised and the Educational Psychology Service (Kowloon) Section remained in the KTESC;

(c)   the SoA 2004 incorporated space requirement for the Language Resources Centre of the Language Learning Support Section. The Centre was closed down at the time when the Section moved into the KTESC; and

(d)   some of the functions previously carried out by the Fung Hon Chu Gifted Education Centre had been taken over by the Hong Kong Academy of Gifted Education. As a result, there was a reduction of student activities conducted at the Centre.

2.6   Audit also noted that some existing accommodations were not included in the approved accommodations in the SoA 2004 (see Table 3).   In response to Audit's enquiry, the EDB informed Audit in March 2015 that the accommodations were set up/relocated to the KTESC mainly due to operational considerations.

Table 3

**Accommodations not included in the approved accommodations in SoA 2004
(October 2014)**

Facility/EDB office	NOFA (m²)	Year moved to KTESC
Applied Learning Section	258	2006
General Offices, CDI Administration Section	223	2006
Guidance and Discipline Section	26	2006
Home-School Cooperation Section	278	2006
Life-wide Learning and Library Section	96	2006
Placement and Support Section — Non-attendance Cases Team	241	2006
School Leadership and Professional Development Section	63	2007
YAG	304	2007
Textbook Review Team	115	2012

Source: EDB records

2.7   There was no documentary evidence showing that the above changes (see Tables 2 and 3) to the KTESC's accommodations were supported by SoAs approved by the PVC.   The EDB needs to ensure that all changes to the KTESC's accommodations were duly approved.

Utilisation of educational facilities

2.8   The KTESC contains educational facilities for use by the teaching professionals and the public.   These facilities accounted for 11% of the KTESC's total NOFA of 13,900 m^2.   One of the justifications for building the KTESC put forward by the EDB was to house the then scattered centres at a conveniently located composite building with a view to providing a focal point of resource support to users (see para. 2.2(a)).   Audit reviewed the utilisation of the educational facilities (i.e. the CRC, the SERC, the HKTC and the YAG) at the KTESC.   The findings are at paragraphs 2.9 to 2.29 below.

Government Property Agency's survey on resource centres

2.9   According to the Accommodation Regulations, B/Ds are accountable for education/resource centres under their charge and must ensure that they are well-utilised and cost-effective.   If the utilisation and cost-effectiveness of an education/resource centre fail to achieve a reasonable level, the B/D concerned should   promptly   implement   remedial   measures,   including   putting   the education/resource centre to multiple uses, downsizing or closing it and putting the space released to gainful alternative uses.

2.10   To ensure the effective use of accommodation resources, starting from 2011, the Government Property Agency (GPA), under the directive of the Property Strategy Group (PSG — Note 5), has been conducting annual survey on the

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Note 5:   *The PSG is chaired by the Permanent Secretary for Financial Services and the Treasury (Treasury), and comprises representatives from the Development Bureau, the Home Affairs Department, the Planning Department, the Architectural Services Department, and the GPA as members.   Its terms of reference include developing guidelines, identifying and promoting programmes or projects, for the optimal utilisation of government sites as well as maintaining an oversight on their implementation.*

utilisation of various education/resource centres operated by B/Ds (the GPA survey). The relevant B/Ds are required to report, among others, the target/actual number of visitors and the operating costs of the centres to the GPA. For centres with low utilisation, the PSG would request the relevant B/Ds to take improvement measures, such as improving the utilisation of the centres, setting up a performance management system and reviewing the cost-effectiveness of the centres (including critically assessing the value of keeping the centres or considering the consolidation of various centres for achieving synergy). According to the PSG, utilisation level in terms of visitor flow is a key yardstick to measure whether a centre has achieved its objectives.

2.11   The CRC and the SERC fell within the scope of the GPA survey. The target and actual number of visitors to the CRC and the SERC from 2011 to 2014 as reported by the EDB to the GPA are shown in Table 4.

Table 4

**Target and reported number of visitors to
CRC and SERC in GPA survey
(2011 to 2014)**

Year	CRC		SERC	
	Target	**Reported**	**Target**	**Reported**
2011	12,500	19,915	2,500	2,236
2012	19,000	57,100	10,140	10,202
2013	72,000	69,590	19,520	21,296
2014	70,000	78,596	19,580	29,466

Source: EDB records

2.12   The GPA survey showed that there had been a significant increase in the number of visitors to the CRC and the SERC since 2012. However, Audit found that the existing methodology for collecting visitor information of the CRC and the SERC could affect the accuracy of the numbers reported in the GPA survey (see paras. 2.13 to 2.24).

Reported number of visitors to CRC included passers-by

2.13   The CRC aims to provide a wide range of educational resources and services to support learning and teaching as well as teachers' professional development in Hong Kong.   In this connection, Parent Corner, Wi-Fi Zone, Computer Workstation Area, Multi-media Resources Zone, Art Gallery and Exhibition Area are set up in the CRC.   Apart from the collection for teachers, there are books/references on children's development, parenting and other education-related information for parents.   The CRC is open to all teachers, teaching professionals and parents.   The CRC is located at the podium of West Block.   It has an operational area of 654 m^2, of which 434 m^2 (66%) are for public use.   It opens daily (except Sundays and public holidays) from 8:30 a.m. to 8:00 p.m.

2.14   The number of visitors to the CRC is reported each month to the EDB management for monitoring the performance of the CRC.   The daily average number of visitors to the CRC since its commencement of service in May 2006 to December 2014 is shown in Figure 1.

Figure 1

**Daily average number of visitors to CRC
(May 2006 to December 2014)**
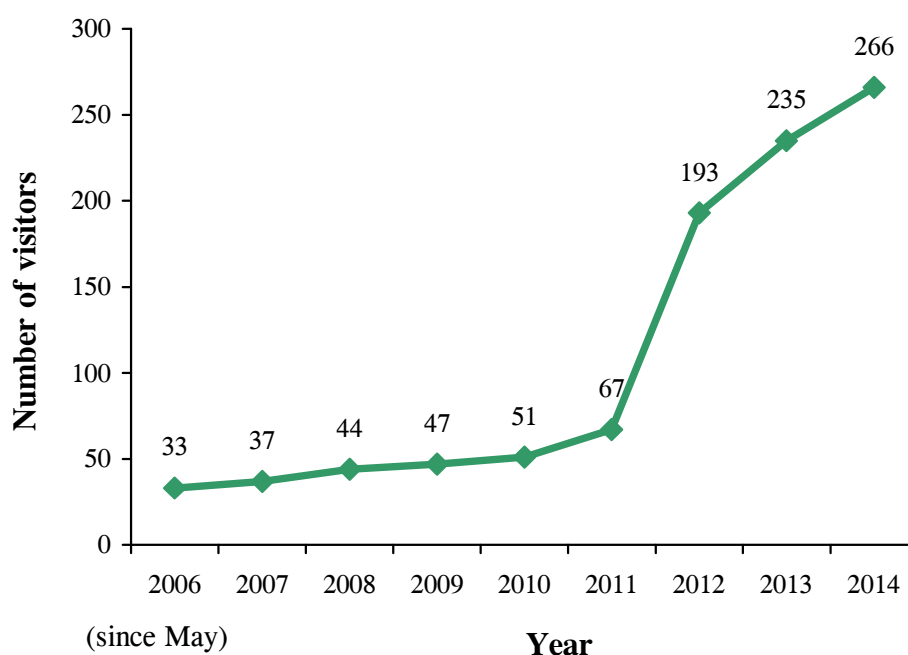
Source: Audit analysis of EDB records

2.15   Figure 1 revealed that between 2006 and 2011, the daily average number of visitors increased steadily, but had risen significantly since 2012 (increased by three times from 67 in 2011 to 266 in 2014). The EDB informed Audit that before 2012, the reported number of visitors was the sum of the several hourly counts performed by CRC staff every day.   Under this manual counting method, some users might not have been counted, such as those who only had a brief stay in the CRC and therefore were not present at the time of counting. To overcome this inadequacy, starting from January 2012, the EDB used the reading recorded by an automatic patron counter of the entrance gate to calculate the number of visitors (Note 6).

2.16   Audit, however, found that the number of visitors recorded by the automatic patron counter of the entrance gate might not have accurately reflected the actual number of visitors to the CRC, and hence might not have represented a fair picture of the usage of the CRC. Audit noted that the multi-purpose hall (WP01 — see Figure 2) was located adjacent to the CRC. The multi-purpose hall was used for various purposes, including exhibitions, seminars and meetings. The CRC and the multi-purpose hall were located in a way that visitors would enter the multi-purpose hall via the CRC entrance gate (see Figure 2). Directional signs were also placed to direct visitors to enter the multi-purpose hall via the CRC (see Photographs 2 and 3). These visitors to the hall were also counted as visitors to the CRC. According to the EDB, the directional signs were placed by organisers of the events held in the multi-purpose hall.

Note 6:   *According to the EDB, the automatic patron counter of the entrance gate is part of a detection system to safeguard the CRC resources. The detection system has been installed since the opening of the CRC in May 2006. The EDB later noted that the detection system could also be used to record the daily counts of people passing through the gate. Since then, the CRC staff have used the readings of the automatic patron counter of the entrance gate to calculate the number of visitors by the following formula:*

Number of daily visitors =
[(daily closing gate log figure − daily opening gate log figure) ÷ 2]
− estimated number of non-CRC users (i.e. 50 for weekdays and 18 for weekends)

Figure 2

Floor plan of CRC and multi-purpose hall
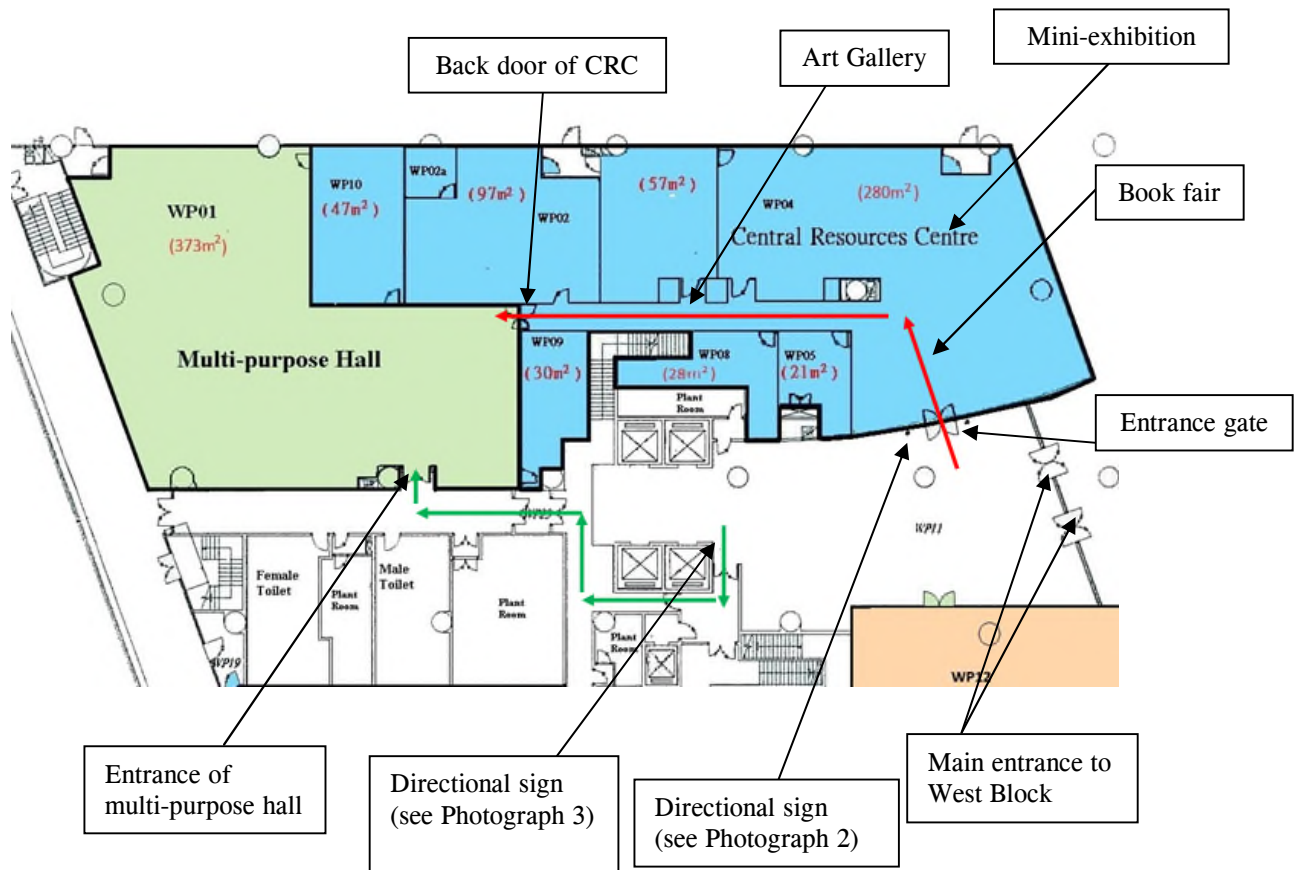
Legend: ———————▶ Access to the multi-purpose hall via the CRC

———————▶ Access to the multi-purpose hall not via the CRC

Source: Audit analysis of EDB records

Photograph 2

Directional sign outside CRC
directing visitors to enter multi-purpose hall via CRC

Directional sign

Entrance gate

Source: Photograph taken by Audit on 2 December 2014

Photograph 3

Directional sign opposite to CRC
directing visitors to enter multi-purpose hall via CRC

Directional sign

Source: Photograph taken by Audit on 9 January 2015

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2.17   The EDB had not ascertained the number of passers-by who entered the CRC solely for the purpose of visiting the multi-purpose hall. In January 2015, the EDB informed Audit that:

(a)   it was not possible to identify and record the number of persons who entered the CRC solely for the purpose of going to the multi-purpose hall;

(b)   some visitors to the multi-purpose hall might have browsed the exhibits and might have borrowed resources of the CRC before going to the multi-purpose hall;

(c)   the CRC often held activities such as book fairs and exhibitions with themes related to the function of the multi-purpose hall. The visitors of the multi-purpose hall could read and access resources of the CRC during the break of the function in multi-purpose hall or after the event; and

(d)   some visitors to the CRC were not counted as visitors to the CRC although they should have been counted. Some visitors of the multi-purpose hall might enter and leave the multi-purpose hall through the back door (see Figure 2). These visitors were not counted by the automatic patron counter although they might have been to the CRC.

2.18   To ascertain the extent of passers-by who enter the CRC solely on the way of visiting the multi-purpose hall, Audit conducted a five full-day (i.e. during the opening hours of the CRC from 8:30 a.m. to 8:00 p.m.) on-site survey at the CRC in January 2015. Results of the on-site survey are shown in Table 5.

Table 5

Results of Audit's on-site survey at CRC
(January 2015)

| Date (January 2015) | Number of visitors | | | Number of visitors calculated based on automatic patron counter (see Note 6 to para. 2.15) |
| | who entered the CRC solely on the way of visiting the multi-purpose hall | who entered the CRC and used the services provided | Total | |
	(a)	(b)	(c) = (a) + (b)	(d)
15 (Thursday)	240 (71%)	97 (29%)	337 (100%)	469
17 (Saturday)	448 (74%)	157 (26%)	605 (100%)	950
21 (Wednesday)	73 (29%)	175 (71%)	248 (100%)	357
26 (Monday)	19 (13%)	133 (87%)	152 (100%)	297
30 (Friday)	96 (28%)	253 (72%)	349 (100%)	535

Source: Audit on-site survey and EDB records

Remarks: There were exhibitions and seminars held at the multi-purpose hall on 15, 17 and 30 January 2015.

2.19   Audit's on-site survey revealed that:

(a)   the number of visitors who entered the CRC and used the services provided (column (b) in Table 5) was significantly less than the number of visitors calculated based on the automatic patron counter (column (d) in Table 5). In response to Audit's enquiry, the EDB informed Audit in March 2015 that as compared with visual counting, the automatic patron

counter served as an evidence-based and more objective and cost-effective method for collecting visitor numbers. The EDB also said that the higher number of visitors in column (d) of Table 5 might be attributable to counting multiple entries of the same visitor;

(b)   visitors who stayed in the CRC rarely borrowed books and used the reference resources (see also Audit's observations in paras. 3.2 to 3.11). Activities of visitors who stayed in the CRC included using the workstations or their personal electronic devices, reading books and other publications and skimming through the exhibited books. Audit had already included these visitors in column (b) of Table 5;

(c)   an exhibition was held in the multi-purpose hall during Audit's survey on 15 and 17 January 2015. Most visitors were students who entered the CRC solely for visiting the multi-purpose hall (see column (a) in Table 5). Audit observed that most students went directly to the multi-purpose hall without using the CRC resources or reading the exhibited books of the book fair or mini-exhibition at the CRC (see Photograph 4);

Photograph 4

Students entering the multi-purpose hall via CRC

Source: Photograph taken by Audit on 13 January 2015

(d)   on 21 and 26 January 2015, the visitor numbers were much reduced because the exhibition mentioned in (c) ended on 20 January 2015; and

(e)   on 30 January 2015, a training course was held in the multi-purpose hall. Audit observed that 111 participants entered the multi-purpose hall via the CRC. Most of the participants went directly to the multi-purpose hall. During break time, 15 participants went to the CRC and browsed the CRC resources briefly. They were already included in column (b) of Table 5.

Audit considers that the EDB needs to review and revise the method for measuring the patronage of the CRC, with a view to more accurately reflecting the number of visitors. Furthermore, the EDB needs to take measures to improve the utilisation of the CRC.

Need to review the accuracy of the number of visitors to SERC

2.20   The purpose of the SERC is to provide professional support to teachers and other stakeholders (e.g. supporting staff and parents) with an information base for sharing teaching strategies, reference resources and the latest information on development of the support for students with special educational needs. These students include those with visual impairment, hearing impairment, speech and language impairments, and learning, emotional or behavioural difficulties.

2.21   The SERC is located on the second floor of the West Block of the KTESC with an area of 120 m^2. It is open for public access from Monday to Friday (9:30 a.m. to 1:00 p.m. and 2:00 p.m. to 6:30 p.m.). The Centre provides computers, multi-media equipment and library service (e.g. journals, magazines and books on special education as well as school-based teaching and learning packages) for visitors' uses. Visitors can make use of the reference books and learning materials/packages to search information on special education or produce teaching materials (see Photograph 5).

Photograph 5

SERC

Source: Photograph taken by Audit on 22 January 2015

2.22   Since October 2012, the number of visitors to the SERC has been collected monthly using a gate counter installed at the entrance of the SERC (Note 7 — see Photograph 6). Prior to that, the number of visitors was collected by counting the number of signatures on a visitor record book. According to the EDB, as many visitors were not willing to sign on the record book, the reported numbers of visitors before October 2012 were understated.

Note 7:   *The formula used for calculating the number of visitors to the SERC is as follows:*

Number of visitors =
(gate counter reading ÷ 2) − number of visits by non-users (9 per day)

Photograph 6

Gate counter and gate sensor of SERC
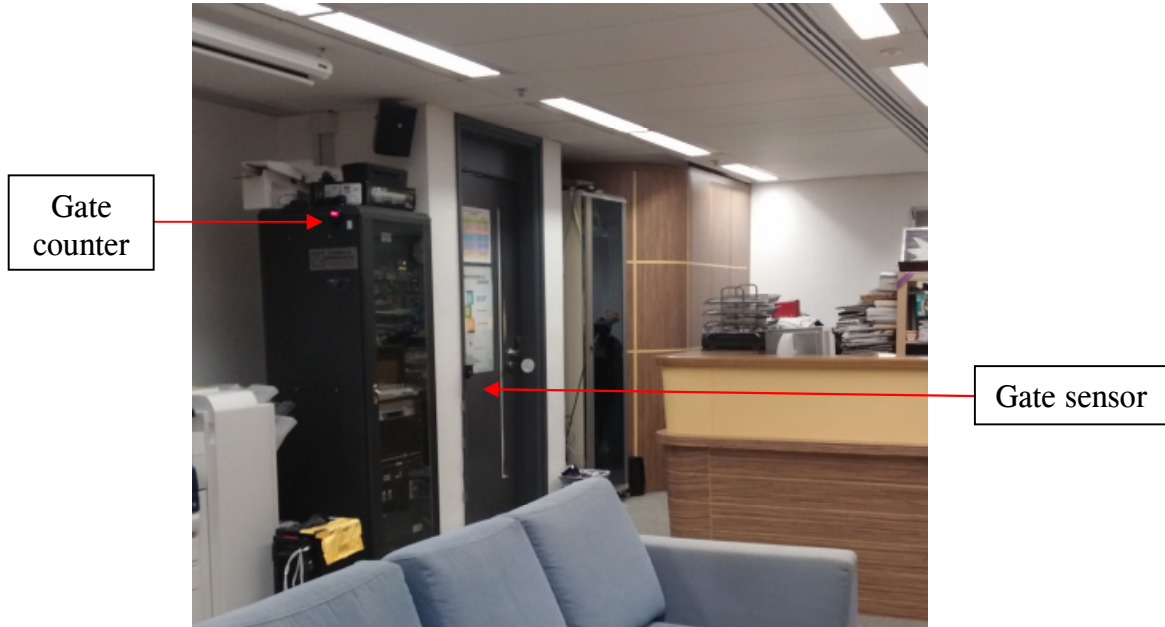
Source: Photograph taken by Audit on 9 January 2015

2.23   Figure 3 shows the daily average number of visitors to the SERC from 2007 to 2014 according to the EDB's records. It can be seen that the daily average number of visitors increased significantly (some nine times) from 10 (2007 to 2011) to 103 (2013 and 2014) after using the gate counter in October 2012. Audit also noted that, starting from October 2012, the EDB has been organising more guided tours to the SERC in order to enhance the utilisation rate of the SERC. The number of participants in guided tours were 1,186 and 1,719 in 2013 and 2014 respectively.

Figure 3

Daily average number of visitors to SERC
(2007 to 2014)
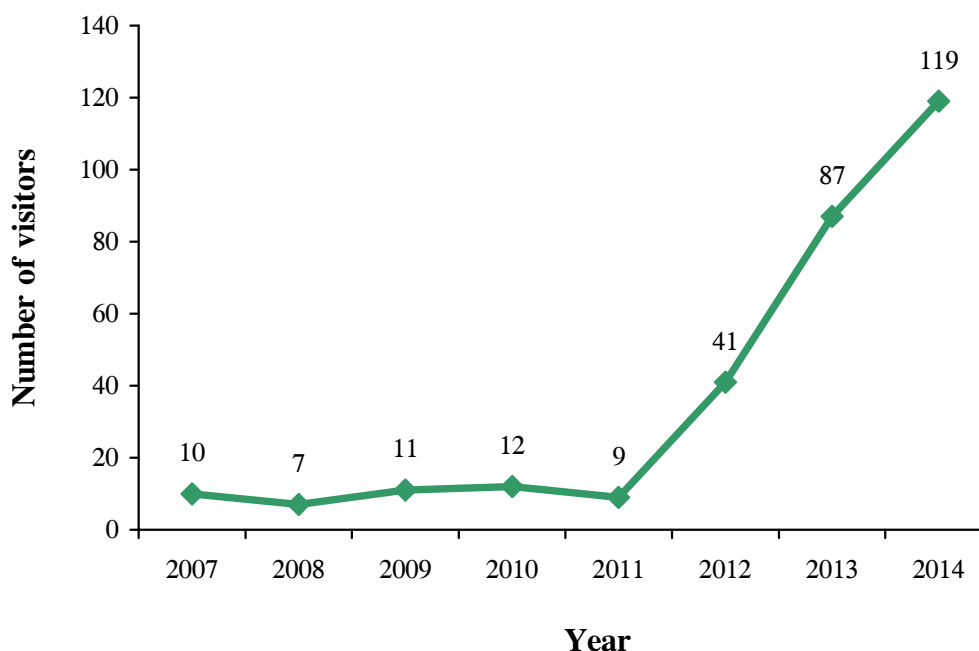
Source: *Audit analysis of EDB records*

Remarks: *Starting from October 2012, the SERC has been using a gate counter to collect visitor information.   The daily average number of visitors from 2007 to 2011 was 10 and that for 2013 and 2014 was 103.*

2.24   To ascertain the usage of the SERC facilities and observe the visitor flow, Audit conducted an on-site survey at the SERC on five days in January 2015 (from 9:30 a.m. to 6:30 p.m.).   Audit's on-site survey revealed that:

(a)   the number of visitors to the centre was five or below on each of the five days (average 3.8 visitors per day — see Table 6).   No guided tours were observed; and

Table 6

**Results of Audit's on-site survey at SERC
(January 2015)**

Date (January 2015)	Number of visitors (Note)
15 (Thursday)	5
19 (Monday)	5
22 (Thursday)	3
26 (Monday)	5
28 (Wednesday)	1
Average	3.8

Source: Audit's on-site survey

Note: The number of visitors excluded staff stationed at the SERC.

Remarks: There were no guided tours on any of the five days.

(b)   many visitors just skimmed through the books on the bookshelf briefly. Only one visitor had used the borrowing service (for returning a book).

It can be seen that there is a great discrepancy between the results of Audit's survey and the EDB's record calculated using the readings of the gate counter (see Note 7 to para. 2.22) on the number of visitors to the SERC (average 103 per day for 2013 and 2014 — see para. 2.23). In response to Audit's enquiry, the EDB informed Audit in March 2015 that the higher number of visitors recorded by the gate counter, as compared to the Audit finding, might be attributable to the different ways of counting the number of visitors, i.e. multiple entries of the same visitor. The EDB needs to investigate the reasons for the discrepancy and explore ways to improve the accuracy of its counting method on the number of visitors to the SERC.

Visitor number to HKTC not monitored

2.25   The HKTC was established in 1989 (Note 8) and moved to the KTESC in April 2006.   The HKTC is located on the first floor of the West Block of the KTESC.   It is open for teachers' use on Monday to Friday from 9 a.m. to 7 p.m. and on Saturday from 9 a.m. to 6 p.m.   It has a total area of 440 m^2, of which 240 m^2 (55%) are for office use and 200 m^2 (45%) for providing facilities such as computer workstations, sharing corners, resting area (with newspapers and leisure magazines) and display-boards (see Photographs 7 to 9).

Photographs 7 to 9

Facilities of HKTC

Photograph 7   **Photograph 8**

Resting area   **Sharing corners**

Photograph 9

Computer workstations

Source: Photographs taken by Audit on 2 December 2014

Note 8:   *The Education Commission Report No. 1 published in 1984 recommended the establishment of a HKTC to promote continuing professional development and training of teachers as well as to foster a greater sense of unity and professionalism among teachers in an encouraging, neutral and non-hierarchical environment.   The secretariat services and daily operation of the HKTC are supported by the EDB.*

2.26   Audit noted that the EDB did not collect information on the number of visitors to the HKTC. To ascertain the utilisation of the HKTC facilities, Audit conducted a five-day on-site survey throughout the opening hours of the HKTC in January 2015. Audit's on-site survey revealed that:

(a)   the numbers of visitors (excluding non-users, e.g. staff and visitors for dispatch purposes) to the centre were on the low side. During weekdays, there were 15 or less visitors and on Saturday, there were 22 visitors (on average 11.2 visitors per day — see Table 7); and

Table 7

Results of Audit's on-site survey at HKTC
(January 2015)

Date (January 2015)	Number of visitors
15 (Thursday)	4
17 (Saturday)	22
19 (Monday)	6
22 (Thursday)	9
26 (Monday)	15
Average	11.2

Source: Audit's on-site survey

(b)   visitors usually used the computer workstations and read newspapers or magazines in the resting area. The usage of the sharing corners was particularly low as compared to usage of the other facilities.

Audit considers that the EDB needs to collect visitor information of the HKTC and monitor the usage of the HKTC facilities in order to make effective use of the facilities.

Small number of visitors to YAG

2.27   The YAG showcases the outstanding achievements of Hong Kong students (e.g. students who had received awards at national and international competitions in areas like sports, science and technology, etc.) so as to inspire and encourage other students to strive for success. It has an area of 304 m^2 and is located at the podium of the West Block (see Photograph 10). It is open for public access from Monday to Saturday (except public holidays) from 10 a.m. to 6 p.m.

Photograph 10

YAG

Source: Photograph taken by Audit on 2 December 2014

2.28   The EDB organises group visits to the YAG. The YAG is also open to walk-in visitors. The EDB did not set target on the number of visitors to the YAG. However, the number of visitors (including walk-in visitors and group visits) to the YAG had been on the low side (on average 21.5 visitors per day). Table 8 below shows the daily average number of visitors from 2009 to 2014 (up to 31 October).

Table 8

**Daily average number of visitors to YAG
(2009 to 2014)**

Year	Number of visitors
2009	20
2010	25
2011	18
2012	15
2013	24
2014 (up to 31 October)	28
Overall	21.5 (Note)

Source: EDB records

*Note: This is a weighted average of the 5.83 years from January 2009
to October 2014.*

2.29   To improve the utilisation of the YAG, the EDB plans to convert the YAG into a multiple function hall to encourage students to learn from each other through appreciating other young achievers' learning exhibits in relevant key learning areas (e.g. science education). It also plans to reduce the present scale of the YAG but supplement it with a digital version for both on-site visits and virtual tours through the Internet in 2015-16. The estimated expenditure is $1.7 million. Audit welcomes the effort to improve the usage of the area and considers that the EDB needs to closely monitor the utilisation of the YAG to ensure that the objectives of the YAG are achieved.

Utilisation of communal facilities

2.30   The communal facilities of the KTESC comprise 12 facilities, namely one lecture theatre, one mini-lecture theatre, one multi-purpose hall and nine function rooms (see Photographs 11 to 14). These facilities are located on the third and fourth floors of the West Block (except for the multi-purpose hall, which is located at the podium of the West Block). They accounted for 12% of the KTESC's total

NOFA of 13,900 m^2 and are managed by the AMO. Three booking sessions (morning, afternoon and evening — Note 9) are available each day (except Sundays and public holidays). The facilities can be booked 360 days in advance.

Photographs 11 to 14

Communal facilities of KTESC

Photograph 11

Photograph 12

Lecture theatre

Mini-lecture theatre

Source: Photographs taken by Audit on 27 January 2015

Photograph 13

Photograph 14

Multi-purpose hall
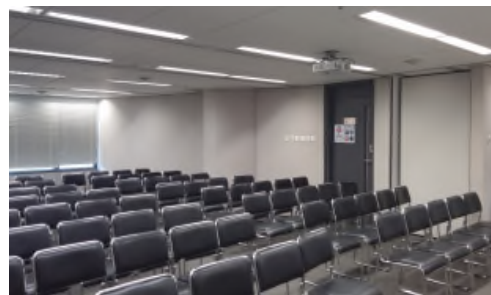
One of the function rooms

Source: Photographs taken by Audit on 2 December 2014

Note 9:   *Morning session is from 9 a.m. to 1 p.m., afternoon session from 2 p.m. to 5:30 p.m. and evening session from 6:30 p.m. to 10 p.m.*

2.31   The operational areas and seating capacity of the communal facilities are shown in Table 9.

Table 9

**Operational areas and seating capacity of
communal facilities of KTESC**

Communal facilities	Area (m²)	Capacity (No. of persons)
Lecture theatre	457	440
Mini-lecture theatre	295	200
Multi-purpose hall	373	200
9 function rooms	44 to 102 (total: 555)	30 to 85 (total: 435)

Source: EDB records

Concern of PSG on utilisation of communal facilities

2.32   In July 2012, in connection with a survey on the utilisation of training venues initiated by the PSG, the GPA requested the EDB to provide utilisation details on the training venues of the KTESC for the year from July 2011 to June 2012. In August 2012, the EDB informed the GPA that the average utilisation rate of the 12 communal facilities of the KTESC was 37% (42%, 54% and 16% for the morning, afternoon and evening sessions respectively) (Note 10).

2.33   In December 2012, the GPA informed the EDB that the PSG was concerned about the utilisation of the KTESC which was below 60%. It requested the EDB to take follow-up actions (such as reviewing the size of the venues and opening up the facilities for booking by other B/Ds).

Note 10:   *Utilisation rate is calculated as follows:*

Number of sessions used ÷ number of sessions available × 100%

2.34 In June 2013, the EDB informed the GPA that after conducting a sample study, the low utilisation of the facilities of the KTESC was attributed to:

(a) ***Booked sessions unused.*** Booking rates for three sessions were high (99% for both morning and afternoon sessions, and over 50% for the evening sessions), and the average wastage rate (i.e. booked sessions subsequently unused) was 60%; and

(b) ***Late/no release of unused sessions.*** Some 94% of the booked but subsequently unused sessions were only released for booking again one month or less before the session dates. Some 26% were released less than 7 days before the session dates, and 13% had not been released at all.

Improvement actions taken by EDB

2.35 In November 2013, the EDB informed the GPA that it had taken the following actions to improve the utilisation of the communal facilities:

(a) revamping the online booking system in October 2013 to generate reports on booking statistics;

(b) implementing a new arrangement with effect from August 2013 that if the user did not respond to an email issued by the AMO (one month prior to the date of the booked session) requesting confirmation of booking within 5 working days, the AMO would cancel the booking and release the venue for booking again; and

(c) opening up the evening session of the lecture theatre, mini-lecture theatre and multi-purpose hall for booking by other B/Ds three months in advance with effect from September 2013. Relevant facility information had been posted onto the Government's Central Cyber Government Office website.

Marginal increase in average utilisation rate

2.36 Notwithstanding the actions taken by the EDB, Audit noted that the utilisation of the communal facilities had only been improved marginally, as shown in Table 10.

Table 10

Utilisation rates of communal facilities of KTESC

Session	Average utilisation rate	
	July 2011 to June 2012 (Note)	**November 2013 to October 2014**
Morning	42%	43%
Afternoon	54%	51%
Evening	16%	22%
Average	37%	39%

Source: *EDB records*

Note: *The period for which the GPA requested the EDB to provide utilisation information (see para. 2.32).*

Reasons for the marginal improvement in utilisation

2.37 The problems of "booked sessions unused" and "late/no release of unused sessions" (see para. 2.34) still persisted. During the period from November 2013 to October 2014, out of 9,124 booked sessions, 4,981 sessions were not used (wastage rate of 55%). Audit analysed these 4,981 unused sessions and noted that:

(a) for 1,812 (36%) sessions, the users did not turn up; and

(b) for 3,169 (64%) sessions, while these bookings were cancelled in advance, 1,050 (33% of the 3,169) were only cancelled and released for rebooking 7 days or less prior to the event dates (see Table 11).

Table 11

**Cancellation of booked sessions
(1 November 2013 to 31 October 2014)**

Number of days cancelled in advance	Number of sessions	
1 day	236	(7%)
2 to 7 days	814	(26%)
8 to 14 days	645	(20%)
15 to 30 days	940	(30%)
31 to 60 days	484	(15%)
Over 60 days	50	(2%)
Total	3,169	(100%)

1,050 (33%) — [brace grouping "1 day" and "2 to 7 days"]

Source: Audit analysis of EDB records

2.38   Regarding the improvement actions (see para. 2.35), Audit noted that:

(a)   when the users did not respond to confirmation requests, the booked sessions could be released about 25 days prior to the session dates (see para. 2.35(b)).   During the period from July to December 2014, there were 163 bookings which the users did not respond to the confirmation requests and had to be cancelled by the AMO.   Of these 163 bookings, 118 (72%) were cancelled by the AMO 20 days or less prior to the event dates (including 67 bookings (41%) which were cancelled within 10 days prior to the event dates); and

(b)   the response to the opening up of the facilities for booking by other B/Ds was not encouraging.   Up to 31 December 2014, the lecture theatre (the only facility that had been booked by other B/Ds) was only used by them for eight sessions.

2.39   In order to improve the utilisation of the communal facilities, the EDB needs to:

(a)   strengthen control over the booking process; and

(b)   consider opening up more sessions/venues for booking by other B/Ds and non-governmental organisations, as well as stepping up the publicity of such measure.

Feedback from users

2.40   The objectives of the KTESC put forward by the EDB included improving the standard of education services and facilitating the exchanges among education professionals. Hence, to ascertain the extent to which the objectives have been achieved and benefits realised, it is important to ascertain the awareness of, and obtain feedback on services provided from, users of the KTESC (namely parents, teachers and teaching professionals) on a regular basis. Table 12 shows the user surveys conducted by various divisions of the EDB.

Table 12

Surveys conducted by various EDB divisions on services provided

Services provided at	EDB division	User survey conducted
HKTC	Professional Development and Training Division	The HKTC conducted a survey on its services in 2005. However, there was no comprehensive survey conducted since the relocation of the HKTC to the KTESC in April 2006. The Division conducted two surveys in 2012 on the HKTC Bulletin and the provision of magazines in the resting area. Users' feedback on courses/activities organised by the HKTC was regularly collected while there was no regular survey to collect feedback on other services of the HKTC.

Table 12 (Cont'd)

Services provided at	EDB division	User survey conducted
SERC	Special Education and Kindergarten Education Division	In response to Audit's enquiry, the EDB informed Audit in March 2015 that: (a) for group visits, feedback was collected in the debriefing sessions at the end of every visit; (b) for individual visitors, their opinions were sought verbally from time to time when they borrowed books or requested assistance from SERC staff; and (c) a number of facilities/services of the SERC had been improved based on the feedback and opinions collected. Audit, however, noted that there was no documentation on feedback obtained.
CRC	CDI	From 2012 to 2014 (up to 30 September), of 172 group visits to the CRC, user surveys were conducted for 13 (8%) selected group visits covering student teachers, in-service kindergarten teachers, and primary and secondary school teachers. The CRC also collected user feedback via opinion forms provided in the centre. From April 2011 to September 2014, the CRC received 41 opinion forms.

Table 12 (Cont'd)

Services provided at	EDB division	User survey conducted
YAG	CDI	Feedback was collected from the participating students of 26 Celebrity Student Talks from the school years 2010/11 to 2013/14. Starting from 1 January 2015, feedback has also been collected from group visitors. As at 6 February 2015, 363 feedback forms were received from group visits. No feedback was collected from walk-in visitors.
Other training venues	various	With the exception of the Information Technology in Education Section, no user survey was conducted.

Source: Audit analysis of EDB records

Performance targets

2.41   With a view to monitoring the utilisation of various facilities in the KTESC, clear and meaningful targets together with a performance management mechanism under close monitoring by the senior management should be in place. Performance indicators (such as monthly in-house usage of resources of the CRC) were monitored. However, Audit found that except for the CRC and the SERC, performance targets on number of visitors to educational facilities (e.g. the YAG) or utilisation rates of communal facilities have not been set. For the CRC and the SERC, only targets on number of visitors have been set (see Table 4 in para. 2.11). Specific targets have not been set in relation to the other services provided by these two centres, i.e. usage and/or borrowing of the educational resources.

PART 3: OPERATIONAL ISSUES OF KTESC

3.1   The KTESC provides education resources and services for the educational and teaching professionals and parents at the CRC and the SERC. It also showcases the outstanding achievements of students at the YAG. This PART examines the following issues:

(a)   services of the CRC (see paras. 3.2 to 3.11);

(b)   borrowing service of the SERC (see paras. 3.12 to 3.20); and

(c)   mini-theatre of the YAG (see paras. 3.21 to 3.24).

Services of the Central Resources Centre

3.2   According to the EDB, the CRC provides various educational services and resources (see para. 1.4(a)). Audit noted the following areas for improvement:

(a)   borrowing of library resources (see paras. 3.3 to 3.6);

(b)   usage of resources at the CRC (see paras. 3.7 and 3.8); and

(c)   reporting of borrowing records (see paras. 3.9 to 3.11).

Borrowing of library resources

3.3   As at 30 September 2014, the CRC had a collection of some 41,000 items of library resources (excluding printed journals, EDB learning and teaching lists, and electronic databases/journals/newspapers). Details of the CRC library resources are shown in Table 13.

Table 13

CRC library resources
(30 September 2014)

Resource item	Available for loan	Not for loan	Total
Audio-visual materials	532	788	1,320
Books	26,963	9,538	36,501
Electronic resources	475	985	1,460
Learning/educational kits	116	484	600
Web resources	—	1,099	1,099
Total	28,086	12,894	40,980

Source: EDB records

3.4   Circulation turnover rate (CTR) is one of the performance indicators used to measure the borrowing of library resources by users. CTR is the number of times an item has been borrowed during a period, say a year. Audit noted that the EDB did not calculate the CTR of the CRC for performance monitoring purpose. Audit calculated the CTR of the CRC for the period from April 2011 to September 2014 and noted that although the CTR was steadily improving, there was scope for further improvement (see Table 14 below).

Table 14

CTR of CRC
(2011-12 to 2014-15)

Year	Number of items borrowed (a)	Average number of items available for loan (b)	CTR (c) = (a) ÷ (b)
2011-12	2,129	25,199	0.08
2012-13	2,363	25,865	0.09
2013-14	2,973	26,942	0.11
2014-15 (up to 30 September 2014)	2,339	27,926	0.17 (Note)

Source: Audit analysis of EDB records

Note: The CTR is adjusted to a yearly basis based on the data for the period from April to September 2014.

3.5   As mentioned in paragraph 3.3, the CRC has some 28,000 resource items available for borrowing. Audit analysis indicated that 85% of these items had not been borrowed by members during the period from April 2011 to September 2014.

3.6   Borrowing service is only available to registered members of the CRC. Audit analysis revealed that less than 10% of the members had used the borrowing service (see Table 15).

Table 15

**Members who had used borrowing service
(2011-12 to 2014-15)**

Year	Number of members who had used the borrowing service (a)	Average number of members during the period (b)	Percentage of members who had used the borrowing service $(c) = (a) \div (b) \times 100\%$
2011-12	296	3,605	8.2%
2012-13	365	4,641	7.9%
2013-14	554	6,180	9.0%
2014-15 (up to 30 September 2014)	361	7,937	9.1% (Note)

Source: Audit analysis of EDB records

Note: The percentage is adjusted to a yearly basis based on the data for the period from April to September 2014.

Usage of resources at the CRC

3.7   In addition to borrowing of library resources, the CRC also provides other professional educational services such as in-house reading of books and printed journals, access to electronic resources (databases, journals and newspapers) and provision of computer workstations with Internet access and Wi-Fi service.

3.8   Audit examined the usage records of these in-house services for 2014 and noted that there was scope for enhancing the usage of some services (see Table 16).

Table 16

Usage of in-house services/resources at CRC
(2014)

In-house service/resource	Items available	Average monthly usage
Electronic newspaper service	—	1 request
Books placed on open shelves	16,500	1,136 books
Audio-visual materials placed on open shelves	120	17 items
Good practices and exemplary cases of Quality Education Fund projects placed on open shelves	1,330	52 items
Printed journals placed on open shelves (about 250 titles)	2,360	35 items
Reference materials and printed journals kept at storerooms	11,460	23 requests

Source: Audit analysis of EDB records

Reporting of borrowing records

3.9   According to the records of the CRC, the monthly average number of items borrowed increased by 120% from 177 in 2011-12 to 390 in 2014-15 (up to September 2014).   Audit examined the borrowing records for the period from April 2011 to September 2014 and found that there were anomalies in 449 borrowing records (which accounted for 4.6% of the 9,800 borrowing records) involving 17 users of whom:

(a)   6 users who had borrowed books (involving 186 borrowing records) were not on the CRC member list; and

(b)   11 members (involving 263 borrowing records) borrowed and returned books within a very short period of time (e.g. as short as a few seconds).

3.10   In response to Audit's enquiry, the EDB informed Audit in March 2015 that:

(a)   for the cases mentioned in paragraph 3.9(a), 179 of the 186 borrowing records of 4 users were related to system testing. However, no record was available to explain the remaining 7 borrowing records of the other 2 users;

(b)   for the cases mentioned in paragraph 3.9(b), all the 263 borrowing records of the 11 users identified by Audit were related to system testing; and

(c)   the CRC had not created library accounts for testing purpose and the library staff would also occasionally use their own accounts to test the system. Therefore, borrowing records performed for testing purpose could not be singled out, and were included in the reported borrowing statistics.

Audit noted that there was no documentation showing the system testing mentioned by the EDB.

3.11   Audit considers that the EDB needs to:

(a)   take actions to further promote the services (including borrowing services) of the CRC (see paras. 3.3 to 3.8); and

(b)   enhance the library system of the CRC so that testing records could be separated from the borrowing statistics reported to management (see paras. 3.9 and 3.10).

Borrowing service of the Special Education Resource Centre

3.12   The SERC provides general library services, including books for loan to its members.   It uses a computerised library system to manage the borrowing service.   The loan limit for borrowing service for each member is three books with loan period of 14 days.   As at 30 September 2014, the SERC had a collection of some 2,600 books and 4,497 members.   Audit analysed the borrowing records for the two-year period from October 2012 to September 2014 and noted the following issues which warrant the management's attention (see paras. 3.13 to 3.20).

Book borrowing rate

3.13   According to the EDB's records, there were 11,472 borrowing records (on average 480 each month) for the two-year period from October 2012 to September 2014, involving 2,797 members (61% were teachers, 34% were general public and 5% were EDB staff) and 2,196 books.   Tables 17 and 18 show the CTR of the SERC and the percentage of members who had used the borrowing service respectively.

Table 17

CTR of SERC
(October 2012 to September 2014)

Period	Number of borrowing records (a)	Average number of items available for loan (b)	CTR (c) = (a) ÷ (b)
October 2012 to September 2013	5,371	2,552	2.1
October 2013 to September 2014	6,101	2,598	2.3

Source: Audit analysis of EDB records

Table 18

Percentage of members who had used borrowing service
(October 2012 to September 2014)

Period	Number of members who had used the borrowing service (a)	Average number of members during the period (b)	Percentage of members who had used the borrowing service (c) = (a) ÷ (b) × 100%
October 2012 to September 2013	1,632	3,920	42%
October 2013 to September 2014	1,819	4,223	43%

Source: Audit analysis of EDB records

3.14   Audit analysis also showed that during the two-year period, except only one day, each and every day when the SERC was open, there were some members who came to borrow books. The daily average number of borrowers is shown in Table 19.

Table 19

Daily average number of borrowers
(October 2012 to September 2014)

Period	Daily average number of borrowers
October 2012 to September 2013	9
October 2013 to September 2014	11

Source: Audit analysis of EDB records

3.15   During the Audit survey conducted on five days in January 2015 (see para. 2.24), Audit found that no member had borrowed any item from the SERC. Only on one of the five days, one member had visited the SERC and returned one book.

3.16   In response to Audit's enquiry, the EDB informed Audit in March 2015 that there were borrowing records on each day of Audit's five-day on-site survey. According to the EDB, there were 42 borrowing records involving 18 members. In Audit's view, EDB management needs to further investigate into this matter.

Discrepancies in borrowing records

3.17   During the on-site survey, Audit selected 15 books and checked the borrowing records as shown on the books (i.e. the page with stamped due dates) against the SERC's borrowing records generated from the computer system provided by the EDB. Audit noted that the numbers of borrowing as indicated by the due dates on the books were much less than those shown in the SERC's borrowing records (see Table 20).

Table 20

Discrepancies in borrowing records of 15 books
(October 2012 to September 2014)

Book	Number of times borrowed		
	Per SERC's borrowing record (a)	**Indicated on the book (b)**	**Discrepancies (c) = (a) − (b)**
A	10	0	10
B	8	0	8
C	8	1	7
D	7	0	7
E	7	0	7
F	6	0	6
G	6	0	6
H	6	1	5
I	6	1	5
J	6	1	5
K	5	0	5
L	5	0	5
M	6	2	4
N	4	1	3
O	3	0	3

Source: Audit analysis of EDB records and Audit on-site survey

3.18   Audit also noted discrepancies in borrowing records of some books (see Case 1 as an illustration).

Case 1

Discrepancies in borrowing records

1.   The SERC had two copies of Book P. Based on the SERC's borrowing records, these two copies had been borrowed for more than one year as shown below:

Copy of Book P	Borrowing date	Return date
1	18 December 2012	26 December 2013
2	7 January 2013	22 January 2014

2.   However, Audit noted that the SERC's borrowing records also showed that there were five borrowing records during the period when the two copies were already borrowed out and not available in the SERC as shown below:

Record	Borrowing date	Return date
1	7 February 2013	25 February 2013
2	14 March 2013	21 March 2013
3	22 March 2013	9 April 2013
4	16 October 2013	31 October 2013
5	9 December 2013	23 December 2013

Audit comments

3.   There is a need to investigate the reasons for the discrepancies in the borrowing records as shown above and review the accuracy of the borrowing records of the SERC.

Source: Audit analysis of EDB records

3.19   In view of the findings mentioned in paragraphs 3.13 to 3.18, Audit considers that there is room for improvement in the keeping of borrowing records at the SERC. The EDB needs to:

(a)   investigate the discrepancy between the borrowing activities as observed by Audit and the borrowing records in the computer system of the SERC (see paras. 3.15 to 3.18); and

(b)   take effective measures to ensure the accuracy of the borrowing records of the SERC.

Access to the online catalogue of the SERC

3.20   The SERC has set up a website on which various teaching and learning resources, publications and reports, and links to other websites relating to special education are provided. The SERC has also maintained a library system to facilitate access of the library catalogue through the Internet. With the online library catalogue, potential users can have a general understanding on the resources available in the SERC and this facilitates them to visit the centre for more information should they find the information useful. However, Audit found that the online catalogue was not accessible despite many attempts during the period from mid-December 2014 to mid-January 2015. As the online catalogue serves to facilitate the public to check and reserve books of the SERC online, there is a need for the EDB to take remedial action.

Mini-theatre of the Young Achievers' Gallery

3.21   One of the facilities in the YAG is a mini-theatre (see Photograph 15). This mini-theatre shows a 180-degree panoramic film of about 15 minutes featuring students' outstanding achievements. The expenditure involved was $5.1 million (comprising $1.9 million for the digital settings and $3.2 million for producing the film).

Photograph 15

Mini-theatre of YAG

Source: Photograph taken by Audit on 2 December 2014

3.22   According to EDB records, the panoramic film has been broadcast since the opening of the YAG. Upon Audit's enquiry about the broadcasting arrangement, EDB informed Audit in December 2014 that the film would be played for pre-arranged guided tours of 20 participants or above and on demand from walk-in visitor groups.

3.23   During the Audit's seven-day site survey at the YAG in January 2015, Audit observed that the entrance of the mini-theatre had been barred (see Photograph 16). There was also no signage informing visitors that they could make a request for film show. On enquiry, the staff replied that the film would not be shown for individual visitors.

Photograph 16

Entrance of mini-theatre of YAG

Source: Photograph taken by Audit on 9 January 2015

3.24   Audit noted that the EDB management was planning a conversion of the YAG in 2015-16 (see para. 2.29) but the mini-theatre would not be affected. According to EDB records, walk-in visitors account for some 50% of the total number of visitors. The EDB needs to promote their awareness of the showing of the film in the mini-theatre (e.g. by displaying signage in the YAG to inform the visitors the show time arrangement and taking measures to ensure that the film is played as scheduled).

PART 4: WAY FORWARD

4.1 This PART examines the way forward of the KTESC and makes audit recommendations.

Need to work out a strategy for effective use of the KTESC

4.2 The KTESC aims to provide an integrated and more efficient education services to the public through a centrally located composite centre. Given that the KTESC is conveniently located at Kowloon Tong with good transport facilities, and has over 3,000 m^2 of educational and communal facilities for public use, the EDB needs to make effective use of the KTESC. However, Audit's findings (see PART 2) indicated that the utilisation of the educational and communal facilities provided at the KTESC was not satisfactory. The EDB needs to, taking into account the views of the teaching professionals, work out a strategy for the effective use of the KTESC and closely monitor the implementation of the strategy.

Need for a post-implementation review of the KTESC

4.3 According to the best practice guide entitled "*A User Guide to Post Implementation Reviews*" published by the Efficiency Unit in February 2009, a post-implementation review (PIR) helps B/Ds evaluate whether a project has achieved its intended objectives, review its performance and capture learning points to improve the delivery and outputs of future projects.

4.4 After the completion of a PIR, the review findings and recommendations should be reported to the senior management for consideration. A PIR report should document the effectiveness and efficiency of the project, the effectiveness of project management, the lessons learnt, and the best practices to be used in future projects.

4.5 With regard to paragraph 2.2, Audit noted that the EDB had not assessed the achievements of the expected benefits (e.g. how effectively the KTESC has facilitated exchanges among educational professionals). Audit further noted that although the KTESC had been established for over eight years, the EDB had not

conducted a PIR to evaluate the extent of benefits achieved and identify improvement areas. Substantial public money had been spent in the construction of the KTESC. To assess the effectiveness of the KTESC project in achieving its planned objectives and expected benefits as mentioned in the FC paper to justify the KTESC's construction, the EDB needs to conduct a PIR of the KTESC project, taking into account the audit findings in this Audit Report.

Audit recommendations

4.6 **Audit has *recommended* that the Secretary for Education should:**

PART 2: Realisation of expected benefits of KTESC

(a) **for changes to the accommodations at the KTESC after the PVC's approval in January 2004, seek approval from the PVC in accordance with Accommodation Regulation 312 and Annex IV (Part One) of the Accommodation Regulations;**

(b) **take measures to ensure that in future changes to accommodations are properly approved by the PVC in accordance with Accommodation Regulation 312 and Annex IV (Part One) of the Accommodation Regulations;**

(c) **improve the accuracy of the methods for recording the number of visitors to the CRC and the SERC, with a view to more accurately reflecting their utilisation;**

(d) **collect visitor information of the facilities at the HKTC and monitor the usage of the HKTC facilities;**

(e) **take effective action to improve the utilisation of the educational facilities (i.e. the CRC, SERC, HKTC and YAG);**

(f) **take effective action to improve the utilisation of communal facilities, including:**

  (i) **strengthening control over the booking of the facilities; and**

(ii)   **considering opening up more sessions/venues for booking by B/Ds and non-governmental organisations;**

(g)   **regularly conduct surveys to ascertain potential users' awareness of the KTESC and existing users' views on services provided by the KTESC;**

(h)   **set performance targets for the utilisation of various facilities of the KTESC;**

(i)   **consider setting performance targets on services (e.g. borrowing service) of the CRC and the SERC;**

PART 3: Operational issues of KTESC

(j)   **take effective action to further promote the services of the CRC and the SERC;**

(k)   **investigate the discrepancies between the borrowing activities as observed by Audit and the borrowing records in the computer system of the SERC (see paras. 3.15 to 3.18);**

(l)   **ensure that the borrowing statistics of the CRC and the SERC accurately reflect their actual borrowing activities;**

(m)   **take prompt action to resume the online library catalogue service for the SERC resources;**

(n)   **promote visitors' awareness of the panoramic film at the YAG (such as posting signages to inform visitors of the show times);**

PART 4: Way forward

(o)   **work out a strategy for the effective use of the KTESC and closely monitor the implementation of the strategy; and**

(p)   **conduct a PIR of the KTESC project, taking into account the audit findings in this Audit Report.**

Response from the Government

4.7   The Secretary for Education agrees with the audit recommendations. He has said that:

PART 2: Realisation of expected benefits of KTESC

(a)   since its establishment in 2006, the KTESC has been providing a wide range of educational services to support learning and teaching as well as teachers' professional development in Hong Kong. Various centre-based services are provided for school principals, teachers, parents, academics, students of educational institutes in post-secondary institutions, etc. in the KTESC through the CRC, SERC, and HKTC, etc. To support new services and/or revamped services, the educational and communal facilities provided therein have been improved and upgraded as necessary over the years to suit the needs of target users. Furthermore, in the past decade, there has been a sharp increasing trend in the use of electronic resources for educational purposes. The centres in the KTESC have upgraded their computer systems and uploaded resource materials on the web to cater for the needs of users who are more adapted to electronic-service. The adoption of electronic databases through remote access service provided by the various centres of the KTESC would certainly have impact on the utilisation rate of the educational and communal facilities therein, in terms of "physical" visits to the KTESC. Along this latest development, utilisation statistics of the educational and communal facilities in terms of physical visits and actual borrowing of resources will reflect only partial but not all facets of usage of the KTESC. Notwithstanding this, the EDB fully agrees that there is a need to ensure effective usage of the KTESC to meet the needs of those stakeholders who choose to seek centre-based services and to continue improving e-service for those who prefer electronic resources. The EDB will keep in view the latest service needs of stakeholders and review usage and service of the KTESC in the light of Audit's recommendations, any new services and/or revamped services to be introduced in the years ahead, as well as operational needs of the EDB in order to ensure the most effective use of the KTESC. As a first step, the EDB will convert the YAG into a multiple function hall to achieve better utilisation of the premises;

(b)   the EDB wrote to the PVC on 6 March 2015 to seek covering approval for changes from the approved SoA. The EDB would ensure strict compliance with the Accommodations Regulations and seek approval for future changes as appropriate;

(c)   automatic patron counter serves as an evidence-based, objective, reliable and cost-effective method for collecting visitor information for the various centres in the KTESC. Suitable deductions from the number of entries/exits collected from the automatic patron counter (to take into account multiple entries of staff to avoid over-counting) had been made when coming up with the number of visitors to the centres. In view of Audit's observations, the EDB would consider if there could be further improvements to the counting method;

(d)   as visitors have multi-purposes when coming to the KTESC, the CRC's unique design is to promote and enhance visitors' awareness of the CRC. By entering the multi-purpose hall via the CRC, visitors benefit from the display of the CRC educational resources. The CRC often collaborates with event organisers by supporting their functions with book fairs and exhibitions on related themes, so that visitors can enjoy the centre resources during the break or after the events;

(e)   directing visitors to enter the multi-purpose hall via the CRC help enhance visitors' awareness of the CRC which is conducive to improving the utilisation of the CRC. Given physical layout constraint, the only viable means to avoid recording passers-by who enter the CRC solely for the purpose of visiting the multi-purpose hall is to block off the entrance of the hall from the CRC. However, this is not conducive to enhancing the awareness of the CRC among stakeholders and promoting its services;

(f)   the EDB had already commenced the revamping of the existing on-line room booking system to be completed in three phases. The system revamp would include the following improvement measures:

    (i)   introduction of a penalty system for late cancellation of bookings;

    (ii)   inclusion of the function of automatic cancellation of bookings;

    (iii)   provision of e-booking confirmation forms;

(iv)   provision of search function to enable users to manage their bookings; and

(v)   generation of statistical reports for analysis;

(g)   pending completion of the system revamp, the following interim tightened-up measures had been implemented:

(i)   shortening the advance booking period of the communal facilities;

(ii)   requiring earlier confirmation for use of the booked facilities; and

(iii) issuing monthly reports on cases of "booked sessions unused" and "late/no release of unused sessions" to senior management to step up monitoring efforts;

(h)   the cancellation of bookings by the AMO were currently done manually when users failed to respond to confirmation requests. The EDB had taken note of Audit's observations (see para. 2.38(a)) and had included the function of automatic cancellation in the system revamp to improve future arrangements;

(i)   the EDB would review the utilisation of the communal facilities after the full roll-out of the system revamp and consider the need for opening up of the facilities for external use;

(j)   surveys had been conducted to obtain feedback on facilities and services provided by the KTESC. The EDB would review the arrangement and conduct, as and when appropriate, more surveys having regard to operational needs and specific purposes of the facilities and services provided to obtain existing and potential users' feedback;

(k)   the EDB would take into account the purposes and specific/operational needs of various facilities of the KTESC and consider setting performance targets as appropriate;

(l)   the EDB would review the services of the CRC and the SERC and consider developing appropriate performance indicators to facilitate evaluation of the operation and service improvement of the centres;

PART 3: Operational issues of KTESC

(m)   unlike public libraries which were targeted at users of the general public, the CRC had its own specific target users of limited groups, including professionals in the field of education, teachers and school social workers, etc.   The publications/books of the CRC were usually for functional/professional reading of the education professionals and teachers;

(n)   it was not appropriate to assess the utilisation of the CRC solely on the basis of the CTR because:

  (i)   the CTR did not reflect the usage of the electronic databases and resources which was one of the strengths of the CRC;

  (ii)   the number of resource items borrowed did not include in-house usage or reading of the CRC resources, loan of reference materials and inter-library loans; and

  (iii)   the CRC had recorded a steady rise in terms of the number of items borrowed in the past three years;

(o)   regarding Case 1 in paragraph 3.18:

  (i)   the current library system did not allow books that had already been checked out to be checked out again.   The actual return date of Book P should be 24 December 2012 for Copy 1 and 22 January 2013 for Copy 2 in the table under paragraph 1 of Case 1;

  (ii)   the five borrowing records were actual borrowing records of Book P after its return to the SERC; and

  (iii)   the "discrepancy" observed might be due to errors in decrypting the codes exported from the library system and the data conversion process when compiling the records for submission to Audit;

(p)   the online library catalogue service of the SERC had been resumed; and

PART 4: Way forward

(q)   the EDB would consider conducting a PIR of the KTESC project having regard to the audit findings with a view to working out a strategy to enhance the effective use of the KTESC. The EDB would closely monitor the implementation of the strategy.

SoAs of the KTESC approved by
the PVC in November 2002 and January 2004
and the usage of the KTESC as at 31 October 2014

No.	Facilities	November 2002 (Note 1) NOFA (m²)	January 2004 NOFA (m²)	Usage as at 31 October 2014 NOFA (m²)
1	Media Production Services Unit	301	— (Note 2)	654 (Note 2)
2	Curriculum Resources Centre (now renamed CRC)	407	582 (Note 2)	
3	Technology Education Section:		340 (Note 3)	368 (Note 3)
	— Technology Subjects Section	414		
	— Business Subjects Section	237		
	— Home Economics Section	252		
	— Computer Education Section	(Note 3)		
4	Science Education Team (named as Science Section and Science Education Section in 2002 and 2004 respectively)	126	287	329
5	Arts Education Section	850	493	478
6	Language Learning Support Section (named as Language Learning Section in 2002)	187	1,015	602 (Note 4)
7	Fung Hon Chu Gifted Education Centre	1,060	1,060	736 (Note 5)
8	Training and Development Section (named as Training and Development Unit in 2002)	622	622	576
9	HKTC (named as HKTC cum Multimedia Professional Library in 2002)	897	878	444 (Note 6)

		SoA of the KTESC approved by the PVC		Usage as at 31 October 2014
No.	Facilities	November 2002 (Note 1)	January 2004	
		NOFA (m²)	NOFA (m²)	NOFA (m²)
10	General Teaching Council	164	164	— (Note 7)
11	Kowloon Regional Education Office	2,019	2,019	1,804
12	Psychological Services (Professional Support) Section	284	284	338 (Note 8)
13	Psychological Services (Special Education) Section	338	338	
14	Special Education General Office	464	464	488
15	Special Education Support and Placement	250	529	554 (Note 9)
16	SERC (named as Resource Centre for Special Education Teachers of Special Education Support and Placement Section in 2002)	153	153	164
17	Audiological Services Section	502	502	765 (Note 10)
18	Speech Therapy Services Section	263	301	
19	Special Education Resource Teaching Unit	302	— (Note 11)	— (Note 11)
20	Information Technology Education Resource Centre and Regional Support (named as Information Technology Centre in 2002)	1,275	808	804
21	Central Management Office: Duplicating/Printing Room/Store Room	90	90	225

| No. | Facilities | SoA of the KTESC approved by the PVC | | Usage as at 31 October 2014 |
| | | November 2002 (Note 1) | January 2004 | |
		NOFA (m^2)	NOFA (m^2)	NOFA (m^2)
22	Communal Area: — Lecture theatre cum control room — Conference/Seminar/Meeting rooms — Multi-purpose Area — Media Production Room — Collection/Distribution Area — Central Server Room	506.5 634 290 45 45 68.5	506.5 634 290 45 45 68.5	752 555 373 — (Note 12) 54 76
23	School Leadership and Professional Development Section	—	—	63
24	Life-wide Learning and Library Section	—	—	96
25	Placement and Support Section — Non-attendance Cases Team	—	—	241
26	Applied Learning Section	—	—	258
27	Home-School Cooperation Section	—	—	278
28	General Offices, CDI Administration Section	—	—	223
29	Textbook Review Team	—	—	115
30	YAG	—	—	304
31	Guidance and Discipline Section	—	—	26
32	Common functional spaces (e.g. pantries, lobbies, reception areas, etc.)	54 (Note 13)	54 (Note 13)	1,157
	Total	13,100	12,572	13,900

Source: Audit analysis of EDB records

Note 1: *NOFAs of facilities provided at the KTESC were not stated in the funding paper approved by the FC in December 2002 (see para. 1.3). Instead, the construction floor areas (28,413 m^2) were stated. According to the Architectural Services Department, the SoA of November 2002 approved by the PVC was used as the basis for calculating the construction floor areas of the KTESC.*

Note 2: *According to the EDB, the Curriculum Resources Centre (item no. 2) merged with the Media Production Services Unit (item no. 1) and this Unit was closed down before the setting up of the KTESC.*

Note 3: *The four sections were reorganised to form the Technology Education Section.*

Note 4: *According to the EDB, the SoA approved for the Language Learning Support Section in January 2004 incorporated space requirement for a Language Resources Centre. The Centre was closed down at the time when the Section moved into the KTESC.*

Note 5: *According to the EDB, some of the functions previously carried out by the Fung Hon Chu Gifted Education Centre had been taken over by the Hong Kong Academy of Gifted Education. As a result, there was a reduction of student activities conducted at the Centre.*

Note 6: *The two previous locations of the HKTC (Kowloon and Hong Kong) merged and moved to the KTESC. The resources in the original proposed multi-media library of the Centre were provided in the CRC.*

Note 7: *The provision of the General Teaching Council was dropped after the Government announced the delay on its establishment in the 2001 Policy Address.*

Note 8: *According to the EDB, the SoA 2004 for the area included the Psychological Services (Professional Support) Section (item no. 12) and the Psychological Services (Special Education) Section (item no. 13). Due to changes in the mode of service delivery, these two Sections had been reorganised and the Educational Psychology Service (Kowloon) Section remains in the KTESC.*

Note 9: *Special Education Support and Placement has been reorganised to form the Special Education Support 2 Section and Special Education Support 3 Section.*

Note 10: The Audiological Services Section (item no. 17) was merged with the Speech Therapy Services Section (item no. 18) to form the Speech and Hearing Services Section.

Note 11: The EDB informed Audit that the then Education Department started to launch an Integrated Education Programme in some schools in late 1990s. Against the backdrop for introducing the integration policy, commencing from the early 2000, there were more resources and initiatives supporting schools to adopt the Whole School Approach to cater for students with special educational needs. It was the Education Department's policy objective that schools should adopt the Whole School Approach with school-based assistance to the students with special educational needs under the integration policy. Alongside with the development of the integration policy under which more schools are adopting the Whole School Approach, the department closed down by phases all Resource Teaching Centres and nearly all the Adjustment Units. Accordingly, the Special Education Resource Teaching Unit also became obsolete.

Note 12: The EDB informed Audit that the Media Production Room was closed down before the setting up of the KTESC in 2006.

Note 13: According to the EDB, the approved SoAs in 2002 and 2004 only contained information on the area of pantries (54 m^2). There was no information on other common areas like lobbies and reception areas, etc.

Acronyms and abbreviations

AMO	Administration and Management Office
Audit	Audit Commission
B/Ds	Bureaux/departments
CDI	Curriculum Development Institute
CRC	Central Resources Centre
CTR	Circulation turnover rate
EDB	Education Bureau
FC	Finance Committee
GPA	Government Property Agency
HKTC	Hong Kong Teachers' Centre
KTESC	Education Bureau Kowloon Tong Education Services Centre
LegCo	Legislative Council
m^2	Square metres
NOFA	Net operational floor area
PIR	Post-implementation review
PSG	Property Strategy Group
PVC	Property Vetting Committee
SERC	Special Education Resource Centre
SoA	Schedule of Accommodation
YAG	Young Achievers' Gallery