

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Controlling officer: the Permanent Secretary for Education will account for expenditure under this Head.

Estimate 2016–17	\$53,184.1m
Establishment ceiling 2016–17 (notional annual mid-point salary value) representing an estimated 5 551 non-directorate posts as at 31 March 2016 (including 3 390 posts in government schools) rising by 131 posts to 5 682 posts as at 31 March 2017 (including 3 455 posts in government schools)	\$3,200.5m
In addition, there will be an estimated 32 directorate posts as at 31 March 2016 rising by two posts to 34 posts as at 31 March 2017.	
Commitment balance	\$2,779.6m

Controlling Officer's Report

Programmes

Programme (1) Director of Bureau's Office	This programme contributes to Policy Area 27: Intra-Governmental Services (Secretary for Education).
Programme (2) Primary Education	These programmes contribute to Policy Area 16: Education (Secretary for Education).
Programme (3) Secondary Education	
Programme (4) Special Education	
Programme (5) Other Educational Services and Subsidies	
Programme (6) Vocational and Professional Education	
Programme (7) Policy and Support	

Detail

Programme (1): Director of Bureau's Office

	2014–15 (Actual)	2015–16 (Original)	2015–16 (Revised)	2016–17 (Estimate)
Financial provision (\$m)	11.7	11.7	12.4 (+6.0%)	12.4 (—)
				(or +6.0% on 2015–16 Original)

Aim

2 The aim is to ensure the smooth operation of the Office of the Secretary for Education.

Brief Description

3 The Office of the Secretary for Education is responsible for providing support to the Secretary for Education in undertaking political work. This includes the support provided by the Under Secretary and the Political Assistant. The Office is also responsible for providing administrative support to the Secretary for Education in carrying out his duties. The work includes the planning, co-ordination and implementation of all arrangements for the Secretary's public, media and community functions.

Programme (2): Primary Education

	2014–15 (Actual)	2015–16 (Original)	2015–16 (Revised)	2016–17 (Estimate)
Financial provision (\$m)				
Government sector	1,012.7	1,096.4	1,104.9	1,177.1
Subvented sector	13,393.6	14,097.1	14,569.0	15,205.4
Total	14,406.3	15,193.5	15,673.9 (+3.2%)	16,382.5 (+4.5%)
				(or +7.8% on 2015–16 Original)

Aim

4 The aim is to provide free and universal schooling for every child in the relevant age group attending public sector primary schools and to further improve the quality of primary education.

Brief Description

5 Public sector primary school places are provided in government and aided schools, currently in the following proportions: government schools (7.9%) and aided schools (92.1%).

6 Apart from public sector schools, subsidised primary school places are offered in Direct Subsidy Scheme (DSS) schools and English Schools Foundation (ESF) schools, both of which receive recurrent subsidies from the Government. The recurrent subsidies for ESF will be phased out in 13 years starting from the 2016/17 school year.

7 Since the introduction of an open and flexible curriculum framework which aims to promote learning to learn and whole-person development, primary schools have witnessed sustainable changes in the culture of learning and teaching as well as teachers' professional development. Students have become effective and independent learners, with generic skills, positive values and attitudes needed to realise the goals of the curriculum reform.

8 Teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap. 279) before they can be registered or permitted to teach.

9 Major measures to improve primary education, including small class teaching, whole-day primary schooling and various new initiatives to strengthen language teaching, are moving forward smoothly.

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

Indicators

	<i>School Year</i>		
	2014/15 (Actual)	2015/16 (Revised Estimate)	2016/17 (Estimate)
primary students	329 300	337 600	350 800
children in the six to 11 age group	318 500	321 600	342 300
student/teacher ratio in government and aided primary schools	14.0:1	14.1:1	14.1:1
government and aided primary schools.....	452	454	454
primary schools under DSS.....	21	21	21
whole-day government and aided primary schools.....	446	450	450
whole-day government and aided primary classes.....	9 756	10 059	10 566
government, aided and DSS primary school places provided on a whole-day basis (%)‡.....	100	100	100
teachers in government and aided primary schools	18 900	19 400	20 200
teachers in government primary schools with relevant teacher training qualification (%).....	98.2	98.4	98.4
teachers in aided primary schools with relevant teacher training qualification (%).....	97.3	97.4	97.4
teacher wastage rate of government and aided primary schools (%)Δ.....	4.3	4.5	4.5
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%).....	100	100	100
schools provided with school-based professional supportφ.....	372	390	380
schools participating in collaborative research and development ("seed") projects on curriculum development.....	22	15	19

‡ Although one bi-sessional school has yet to formulate its whole-day conversion plans, the school places provided by government, aided and DSS whole-day primary schools are sufficient to accommodate all primary school students.

Δ "Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. "Drop-out teachers" refer to the teachers who had served in a government/aided primary school as at mid-September of the preceding school year but no longer served in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

φ Scope of the indicator covers various school-based support programmes, including those funded by the Education Development Fund.

Matters Requiring Special Attention in 2016–17

11 During 2016–17, the Bureau will:

- continue to improve the learning and teaching of the English Language in primary schools;
- continue to expand the School-based Educational Psychology Service to cover all public sector primary schools by the 2016/17 school year and further enhance the service by progressively improving the ratio of educational psychologist to schools to 1:4 from the same school year for public sector schools with a large number of students with special educational needs;
- continue to subsidise schools and non-profit making organisations to organise after-school activities for supporting needy students under the School-based After-school Learning and Support Programmes;
- continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language; and
- further enhance the ratio of graduate teacher posts in public sector primary schools to 60 per cent and 65 per cent in the 2016/17 and 2017/18 school years respectively upon increasing such ratio from 50 per cent to 55 per cent in the 2015/16 school year to attract more talent to join the teaching force of primary education so as to enhance the quality of teaching.

Programme (3): Secondary Education

	2014–15 (Actual)	2015–16 (Original)	2015–16 (Revised)	2016–17 (Estimate)
Financial provision (\$m)				
Government sector	1,460.1	1,516.9	1,522.0	1,601.8
Subvented sector	22,268.5	22,527.1	23,226.0	23,501.0
Total	23,728.6	24,044.0	24,748.0 (+2.9%)	25,102.8 (+1.4%)
				(or +4.4% on 2015–16 Original)

Aim

12 The aim is to provide free and universal schooling for every child in the relevant age group attending public sector secondary schools, including the provision of free senior secondary education in public sector schools with effect from the 2008/09 school year, and to further improve the quality of secondary education.

Brief Description

13 Public sector secondary school places are provided in government, aided and caput schools, currently in the following proportions: government schools (7.4%), aided schools (92.1%), and caput schools (0.5%).

14 Apart from public sector schools, subsidised secondary school places are offered in DSS schools and ESF schools, both of which receive recurrent subsidies from the Government. The recurrent subsidies for ESF will be phased out in 13 years starting from the 2016/17 school year.

15 Since the introduction of an open and flexible curriculum framework which aims to promote learning to learn and whole-person development, secondary schools have witnessed sustainable changes in the culture of learning and teaching as well as teachers’ professional development. Students have become effective and independent learners, with generic skills, positive values and attitudes needed to realise the goals of the curriculum reform. The senior secondary curriculum under the New Academic Structure (NAS) has been implemented since September 2009 to enable all secondary students to develop their capabilities to the full. Greater emphasis is placed on learning how to learn rather than on acquiring detailed knowledge in a narrow field. The NAS is a necessary step to realise in full the benefits of the curriculum reform already under way.

16 Teachers have to meet educational standards and other requirements specified in the Education Ordinance before they can be registered or permitted to teach.

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

Indicators

	<i>School Year</i>		
	2014/15 (Actual)	2015/16 (Revised Estimate)	2016/17 (Estimate)
secondary 1 to 3 students	180 200	170 100	164 200
children in the 12 to 14 age group.....	169 200	166 900	154 400
student/teacher ratio in public sector secondary schools	13.0:1	12.4:1	11.9:1
public sector secondary schools	395	393	393
secondary schools under DSS	61	61	61
subsidised secondary 4 to 6 places.....	217 700	205 800	200 400
children in the 15 to 17 age group.....	200 800	189 000	182 900
teachers in public sector secondary schools.....	23 300	22 900	22 100
teachers in government secondary schools with relevant teacher training qualification (%).....	97.8	97.8	97.8
teachers in aided secondary schools with relevant teacher training qualification (%).....	97.3	97.7	97.7
teacher wastage rate of public sector secondary schools (%)Ω	4.8	5.0	4.9
public sector secondary schools being provided with NETs to enhance English language teaching (%).....	100	100	100
schools provided with school-based professional supportφ	309	300	300
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	31	38	38
public sector and DSS secondary schools offering ten subject choices or more in the senior secondary curriculum under the NASλ.....	405	405	405
Applied Learning courses offered by course providers	36	40	36

Ω “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. “Drop-out teachers” refer to the teachers who had served in a public sector secondary school as at mid-September of the preceding school year but no longer served in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

φ Scope of the indicator covers various school-based support programmes, including those funded by the Education Development Fund.

λ In the senior secondary curriculum under the NAS, schools are required to provide students with reasonable subject choices (i.e. at least ten elective subjects including Other Languages and Applied Learning courses) to cater for their diverse interests, needs and abilities, and help them meet their aspirations via multiple progression pathways for better student achievement.

Matters Requiring Special Attention in 2016–17

18 During 2016–17, the Bureau will:

- continue to implement the senior secondary curriculum;
- continue to provide teacher training and develop resource materials to support the implementation of the NAS;
- continue to provide Applied Learning courses for senior secondary students;
- continue to expand the School-based Educational Psychology Service to cover all public sector secondary schools by the 2016/17 school year and further enhance the service by progressively improving the ratio of educational psychologist to schools to 1:4 from the same school year for public sector schools with a large number of students with special educational needs;
- continue to implement a series of targeted relief measures aiming at facilitating the sustainable development of schools and maintaining the stability and strengths of the teaching force in light of the temporary decline of the secondary 1 student population;
- continue to subsidise schools and non-profit making organisations to organise after-school activities for supporting needy students under the School-based After-school Learning and Support Programmes;

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- continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language; and
- starting from the 2016/17 school year, allow schools to turn the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services.

Programme (4): Special Education

	2014–15 (Actual)	2015–16 (Original)	2015–16 (Revised)	2016–17 (Estimate)
Financial provision (\$m)	2,010.8	2,186.0	2,231.0 (+2.1%)	2,309.5 (+3.5%)
				(or +5.6% on 2015–16 Original)

Aim

19 The aim is to provide free and universal education for children with special educational needs in the relevant age group attending public sector special schools, including the provision of free senior secondary school places in relevant public sector special schools with effect from the 2008/09 school year, and to further improve the quality of special education.

Brief Description

20 Special educational needs include the needs of both gifted students and students with various types of disabilities. Children with more severe learning difficulties or multiple disabilities are referred to special schools for intensive support. Other children who can benefit from ordinary school education are enrolled in mainstream schools. To help schools cater for the learning needs of these students, the necessary provision, services and support are, as far as possible, incorporated into the resource requirements for mainstream school education and rendered through the implementation of Programmes (2), (3), (5) and (7). Enrichment and enhancement programmes are conducted both within and outside schools to provide challenges to and cater for the needs of gifted students.

21 Public sector special school places are provided in aided special schools. Teachers have to meet educational standards and other requirements specified in the Education Ordinance before they can be registered or permitted to teach.

22 The key performance measures in respect of special education are:

Indicators

	<i>School Year</i>		
	2014/15 (Actual)	2015/16 (Revised Estimate)	2016/17 (Estimate)
special schools.....	60	60	60
students in special schools	7 643	7 750	7 800
teachers in special schools	1 678	1 700	1 730
teachers in special schools with teacher training and special education training qualification (%).....	72.8	71.8	72.7
teachers in special schools with teacher training qualification (%).....	98.5	99.1	99.3
teachers in special schools with special education training qualification (%).....	73.4	72.1	72.1
teacher wastage rate of special schools (%)μ.....	6.8	6.9	6.9
schools provided with school-based professional supportφ.....	42	32	32
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	12	16	16

μ “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers in special schools as at mid-September of the preceding school year. “Drop-out teachers” refer to the teachers who had served in a special school as at mid-September of the preceding school year but no longer served in any special schools as at mid-September of the school year concerned.

φ Scope of the indicator covers various school-based support programmes, including those funded by the Education Development Fund.

Matters Requiring Special Attention in 2016–17

23 During 2016–17, the Bureau will:

- continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools in setting up support network and enabling knowledge and skill transfer to better support students with special educational needs;
- continue to reduce progressively the class size to 12 students per class in the school for children with visual impairment and schools for social development;
- continue to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the NAS;
- continue to provide teacher training related to the planning and implementation of a 12-year curriculum in special schools, and develop resource and guidance materials for enhancing the interface between basic education and senior secondary education for students with intellectual disability;
- continue to subsidise schools and non-profit making organisations to organise after-school activities for supporting needy students under the School-based After-school Learning and Support Programmes;
- continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language;
- further enhance the ratio of graduate teacher posts in the primary section of public sector special schools to 60 per cent and 65 per cent in the 2016/17 and 2017/18 school years respectively upon increasing such ratio from 50 per cent to 55 per cent in the 2015/16 school year to attract more talent to join the teaching force of special education so as to enhance the quality of teaching; and
- starting from the 2016/17 school year, allow special schools operating senior secondary levels to turn the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services.

Programme (5): Other Educational Services and Subsidies

	2014–15 (Actual)	2015–16 (Original)	2015–16 (Revised)	2016–17 (Estimate)
Financial provision (\$m)	3,658.3	4,361.1	4,176.3 (–4.2%)	4,525.4 (+8.4%)
				(or +3.8% on 2015–16 Original)

Aim

24 The aim is to strengthen the professional preparation and continuing professional development of school principals and teachers and to provide resources for pre-primary education and other services for specific educational purposes.

Brief Description

Training and development of principals and teachers

25 With a view to enhancing teachers’ professionalism, the Bureau works with the Committee on Professional Development of Teachers and Principals (formerly known as the Advisory Committee on Teacher Education and Qualifications) in formulating measures to promote professional development of teachers and principals across the continuum from student teachers to novice teachers, experienced teachers, aspiring principals, newly-appointed principals, then to experienced principals. In addition to fostering a professional and collaborative culture among the teaching profession, the Bureau also formulates measures relating to the certification of aspiring principals and gives due recognition to teachers with excellent performance.

Kindergarten education

26 Upon harmonisation of pre-primary services on 1 September 2005, all pre-primary institutions are operated as kindergartens or kindergarten-cum-child care centres (except for standalone child care centres for children aged below three which remain to be supervised by the Social Welfare Department). Kindergartens hereafter mentioned thus also include kindergarten-cum-child care centres. All kindergartens are privately run. Eligible non-profit-making kindergartens may receive assistance towards rent, rates and government rent so that they can direct more funds to improving the quality of education. Subsidy is also available to the child care centre portion of the kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme to enable the operators to employ trained child care workers without having to raise their fees substantially.

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27 The Bureau introduced the Pre-primary Education Voucher Scheme (PEVS) with effect from the 2007/08 school year to provide direct fee subsidy for parents with eligible children attending classes in eligible kindergartens.

28 The Bureau will implement the free quality kindergarten education policy to replace PEVS with effect from the 2017/18 school year to provide direct subsidy for eligible local non-profit-making kindergartens for the provision of quality half-day service for all eligible children aged between three and six. Additional subsidy will also be provided for eligible whole-day and long whole-day kindergartens. The Legislative Council Panel on Education was consulted on 1 February 2016 regarding the key features of the free quality kindergarten education policy and related matters.

Educational support for newly-arrived children and young people (including non-Chinese speaking children)

29 Apart from providing school places for newly-arrived children and young people, the Bureau also provides them with Induction Programmes through non-governmental organisations and full-time Initiation Programmes before they enrol in mainstream schools. Schools which admitted newly-arrived students also receive grants from the Bureau for organising school-based support programmes to help these children integrate into the local education system.

Educational support for non-Chinese speaking students

30 The Bureau provides various support to non-Chinese speaking students in the learning of Chinese Language including, among others, the promotion of early adaptation in pre-primary education to parents, provision of funding and professional support to schools admitting non-Chinese speaking students, enhancing professional capabilities of Chinese Language teachers in teaching Chinese as a second language and subsidising after-school support programmes on Chinese learning for non-Chinese speaking students.

Subsidies to educational bodies

31 The Bureau supports activities which contribute to the wider involvement in education and development of professionalism, e.g. support for the Council on Professional Conduct in Education and educational organisations registered with the Hong Kong Teachers' Centre. The Bureau also provides subventions to the Hong Kong Education City Limited for the delivery of quality education information and resources to schools, teachers, students and parents through an e-platform.

National education

32 The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides professional support, where appropriate, to schools.

33 The key performance measures in respect of services under this programme are:

Indicators

	<i>School Year</i>		
	2014/15 (Actual)	2015/16 (Revised Estimate)	2016/17 (Estimate)
teacher development programmes related to curriculum reform for all schools	950	801	950
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%)	100	100	100
training places for school managers on the implementation of school-based management	1 795	1 800	1 800
kindergarten education			
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres)	978	1 000	1 015
students in kindergartens	176 400	185 400	181 600
students joining PEVS	133 300	139 800	138 000
non-profit-making kindergartens joining PEVS	724	732	742
kindergarten teachers with Certificate in Early Childhood Education or above (%)§	90.4	91.1	93.4
wastage rate of kindergarten teachers (%)α	9.2	8.6	8.5
educational support for newly-arrived children and young people, and non-Chinese speaking students			
enrolment of Induction Programmes for newly-arrived children and young people	1 162	1 200	1 200
enrolment of Initiation Programmes for newly-arrived children and young people	759	740	740
enrolment of Summer Bridging Programmes for non-Chinese speaking students#	2 117	1 900	2 100

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	<i>School Year</i>		
	2014/15 (Actual)	2015/16 (Revised Estimate)	2016/17 (Estimate)
home-school co-operation activities subsidised.....	3 200	3 300	3 350

§ Percentage of kindergarten teachers with Certificate in Early Childhood Education or above covers all local kindergartens.

α “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers in local kindergartens as at mid-September of the preceding year. “Drop-out teachers” refer to the teachers who had served in a local kindergarten as at mid-September of the preceding school year but no longer served in any kindergartens as at mid-September of the school year concerned.

The Summer Bridging Programme is conducted in the summer before commencement of the school year.

Matters Requiring Special Attention in 2016–17

34 During 2016–17, the Bureau will:

- continue to provide direct fee subsidies to parents of eligible children enrolled in kindergartens under PEVS and fee remission for children of needy families under the Kindergarten and Child Care Centre Fee Remission Scheme implemented by the Working Family and Student Financial Assistance Agency;
- continue to conduct Quality Review for kindergartens joining PEVS to support quality kindergarten education;
- formulate strategies and details of specific measures for the implementation of the free quality kindergarten education policy starting from the 2017/18 school year;
- continue to provide training and support to school leaders, middle managers and teachers for the implementation of the senior secondary curriculum;
- continue to work with the Committee on Professional Development of Teachers and Principals in enhancing the professional development of the teaching profession at different career stages;
- continue to support the work of the Committee on Home-School Co-operation and facilitate the promotion of home-school co-operation;
- continue to provide more Mainland exchange opportunities for primary and secondary school students;
- continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels;
- develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, e-textbooks and preparation of learning and teaching resources for a variety of subjects;
- continue to implement the Professional Enhancement Grant Scheme with the Language Fund to enhance Chinese Language teachers’ professional capability in teaching Chinese as a second language; and
- commission non-governmental organisations, on a pilot basis, to provide career exploration opportunities and relevant experiences for students with specific learning difficulties and non-Chinese speaking students respectively.

Programme (6): Vocational and Professional Education

	2014–15 (Actual)	2015–16 (Original)	2015–16 (Revised)	2016–17 (Estimate)
Financial provision (\$m)	2,182.1	2,228.1	2,302.8 (+3.4%)	2,319.1 (+0.7%)
				(or +4.1% on 2015–16 Original)

Aim

35 The aim is to provide, through subventions to the Vocational Training Council (VTC), vocational and professional education services to enable students to acquire skills and knowledge that prepare them for employment and at the same time equip them with the foundation for lifelong learning.

Brief Description

36 The VTC, a statutory body established under the Vocational Training Council Ordinance (Cap. 1130), provides a comprehensive system of vocational and professional education and training (VPET) services through its member institutes such as the Technological and Higher Education Institute of Hong Kong, Institute of Professional Education and Knowledge, School for Higher and Professional Education, Hong Kong Institute of Vocational Education, Hong Kong Design Institute, International Culinary Institute, Hotel and Tourism Institute, Chinese Culinary Institute, Maritime Services Training Institute, Pro-Act Training and Development Centres, Youth College and Integrated Vocational Development Centre. In respect of vocational and professional education, the VTC offers a wide range of full-time and part-time courses which lead to formal qualifications from post-secondary 3 up to degree levels. These courses are offered in a spectrum of disciplines, including applied science, design, engineering, hospitality, child care, elderly and community services, business, information technology and culinary arts.

37 The key performance indicators in respect of vocational and professional education are:

Indicators

	<i>Academic Year</i>		
	2014/15 (Actual)	2015/16 (Revised Estimate)	2016/17 (Estimate)
full-time vocational and professional education student places	48 457	44 900	43 200
part-time vocational and professional education student places	20 906	21 500	22 300
enrolment rate (full-time equivalent) (%)	105	100	100
retention rate			
full-time (%)	96	94	94
part-time (%)	97	92	92
employment rate (of economically active graduates) – full-time students (%)	89 [^]	85	85

[^] This is a provisional figure. Actual figure will be available in April 2016.

Matters Requiring Special Attention in 2016–17

38 During 2016–17, the VTC will:

- continue to uphold the quality of VPET and support the Government in promotion of VPET;
- extend the Pilot Training and Support Scheme for two more cohorts of intakes admitted to VTC’s training programmes in 2016/17 and 2017/18 academic years to benefit additional 2 000 students and attract young people to join industry sectors with a keen demand for labour. The Scheme may be further extended in case there are unexpended funds after implementing for these two cohorts; and
- continue the industry attachment programme for students, with funding support from the Bureau, so as to enhance their employability and prepare them for a smooth transition from study to work.

Programme (7): Policy and Support

	2014–15 (Actual)	2015–16 (Original)	2015–16 (Revised)	2016–17 (Estimate)
Financial provision (\$m)	1,978.0	3,358.3	3,169.0 (–5.6%)	2,532.4 (–20.1%)
				(or –24.6% on 2015–16 Original)

Aim

39 The aim is to ensure that people in Hong Kong receive an all-round quality education to prepare them for challenges in life and work, and to develop their aptitude for lifelong learning.

Brief Description

40 The Bureau formulates policies on education, introduces legislation on education, and monitors the performance of the entire education sector.

41 The Bureau oversees the implementation of the education reform which spans across areas including, inter alia, the NAS for senior secondary and post-secondary education, school curriculum, quality assurance and school places allocation.

42 The Bureau supports the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. Through the development of both sectors, over 46 per cent of young people in the relevant cohort now have access to degree-level education (including first year and senior year intakes). Including sub-degree places, nearly 70 per cent of young people in the relevant age group will have access to post-secondary education. In support of students in post-secondary education and secondary school leavers, the Bureau implements a number of initiatives including:

- the Study Subsidy Scheme for Designated Professions/Sectors which will subsidise about 1 000 students per cohort starting from the 2015/16 academic year to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs for three cohorts and be subject to a review on its effectiveness,
- the provision of subsidy for needy post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes, and
- the reimbursement of tuition fees and the provision of a flat rate academic expenses grant for needy students pursuing eligible full-time programmes below sub-degree level.

43 The Bureau implements the cross-sectoral Qualifications Framework which aims to provide clear and diverse progression pathways and specify the outcome standards required for the award of qualifications at different levels. The Bureau implements the Diploma Yi Jin Programme to provide an alternative pathway for secondary 6 school leavers and for adult learners to gain a formal qualification for employment and continuing education.

44 To broaden opportunities for local students to receive subsidised higher education outside Hong Kong, the Bureau implements:

- the Hong Kong Scholarship for Excellence Scheme to support outstanding students to study in renowned universities outside Hong Kong for three cohorts from the 2015/16 academic year and be subject to a review on its effectiveness, and
- the Mainland University Study Subsidy Scheme (MUSSS) to provide needy students pursuing undergraduate studies under the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) with a means-tested grant during their study period for three cohorts from the 2014/15 academic year and be subject to a review on its effectiveness.

45 The Bureau continues to oversee the implementation of the Basic Competency Assessment which comprises the Territory-wide System Assessment (TSA) and the Student Assessment (SA). For the purpose of improving learning and teaching, the TSA assesses the performance of students at primary 3, primary 6 and secondary 3 in attaining basic competency in Chinese Language, English Language and Mathematics; while the SA provides online assessment for the three said subjects.

46 The Bureau continues to collaborate with the Standing Committee on Language Education and Research in supporting language education at all key stages and improving the language skills of the community in general.

Matters Requiring Special Attention in 2016–17

47 During 2016–17, the Bureau will:

- advance the review of the MUSSS with a view to expanding the scope of the scheme to support more needy Hong Kong students who are pursuing undergraduate studies in those Mainland higher education institutions participating in the Admission Scheme, starting from the 2016/17 academic year;
- plan to set up a Gifted Education Fund of \$800 million to nurture more gifted students in an effort to enrich the talent pool and enhance the competitiveness of Hong Kong;
- provide financial and professional support on a pilot basis to local public sector and DSS schools having formed sister school with their counterparts in the Mainland to further strengthen professional interflows among them;
- continue to implement measures and make refinements to enhance the development of Hong Kong as a regional education hub, including planning to introduce the Hong Kong Scholarship for Belt and Road Students with a view to attracting outstanding students from the Belt and Road regions to pursue undergraduate study in Hong Kong starting from the 2016/17 academic year;
- continue to monitor and facilitate the provision of school places for meeting the needs of the international community in Hong Kong, particularly through allocation of vacant school premises and greenfield sites for international school development;
- continue to provide a broad range of support services for kindergartens as well as primary and secondary schools to help them take forward education reform initiatives, and to cater for learner diversity;
- continue to provide assessment tools for School Self-evaluation and conduct External School Reviews for continuous school improvement;

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- continue to consolidate and disseminate the experiences of the Pilot Project on Strengthening Schools' Administration Management with a view to benefiting other public sector schools and teachers by providing them with support; and
- continue to implement the Fourth Strategy on Information Technology in Education. Major initiatives include the phased provision of wireless network services and other supporting facilities for all public sector schools.

ANALYSIS OF FINANCIAL PROVISION

Programme	2014–15 (Actual) (\$m)	2015–16 (Original) (\$m)	2015–16 (Revised) (\$m)	2016–17 (Estimate) (\$m)
(1) Director of Bureau’s Office	11.7	11.7	12.4	12.4
(2) Primary Education.....	14,406.3	15,193.5	15,673.9	16,382.5
(3) Secondary Education.....	23,728.6	24,044.0	24,748.0	25,102.8
(4) Special Education.....	2,010.8	2,186.0	2,231.0	2,309.5
(5) Other Educational Services and Subsidies	3,658.3	4,361.1	4,176.3	4,525.4
(6) Vocational and Professional Education.....	2,182.1	2,228.1	2,302.8	2,319.1
(7) Policy and Support	1,978.0	3,358.3	3,169.0	2,532.4
	47,975.8	51,382.7	52,313.4 (+1.8%)	53,184.1 (+1.7%)
				(or +3.5% on 2015–16 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2016–17 is the same as the revised estimate for 2015–16.

Programme (2)

Provision for 2016–17 is \$708.6 million (4.5%) higher than the revised estimate for 2015–16. This is mainly due to salary increments and increased provision for various existing grants to schools in 2016–17. There will be a net increase of 28 posts in 2016–17.

Programme (3)

Provision for 2016–17 is \$354.8 million (1.4%) higher than the revised estimate for 2015–16. This is mainly due to salary increments and increased provision for various existing grants to schools in 2016–17. There will be a net increase of 37 posts in 2016–17.

Programme (4)

Provision for 2016–17 is \$78.5 million (3.5%) higher than the revised estimate for 2015–16. This is mainly due to salary increments and increased provision for various existing grants to schools in 2016–17.

Programme (5)

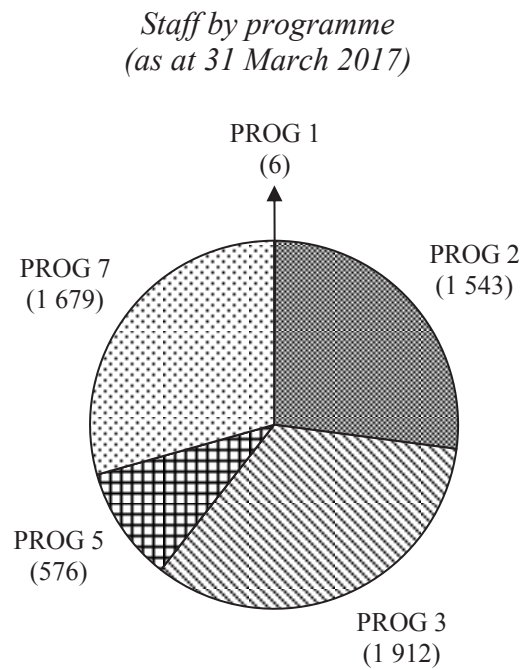
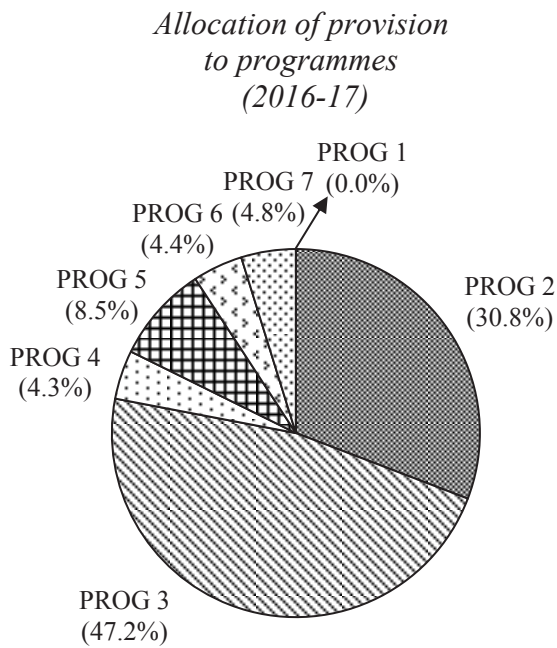
Provision for 2016–17 is \$349.1 million (8.4%) higher than the revised estimate for 2015–16. This is mainly due to increased provision for PEVS. There will be a net increase of 42 posts in 2016–17.

Programme (6)

Provision for 2016–17 is \$16.3 million (0.7%) higher than the revised estimate for 2015–16. This is mainly due to increased provision to VTC.

Programme (7)

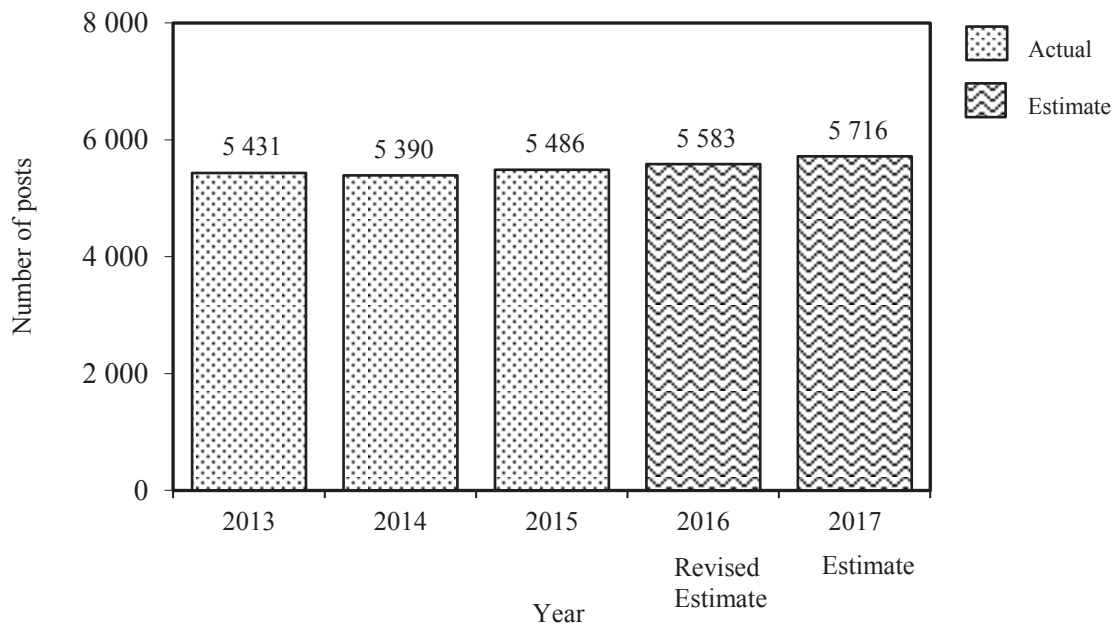
Provision for 2016–17 is \$636.6 million (20.1%) lower than the revised estimate for 2015–16. This is mainly due to lower cash flow requirement for non-recurrent items largely as a result of the completion of the injection of \$1 billion into the Qualifications Framework Fund in 2015–16. There will be a net increase of 26 posts in 2016–17.



(Provision for PROG 1 represents 0.02 per cent of the overall provision. The percentage is not shown here due to rounding.)

(Government staff under PROG 4 & 6 are also engaged in, and reflected under, other programmes.)

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



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Sub-head (Code)		Actual expenditure 2014-15	Approved estimate 2015-16	Revised estimate 2015-16	Estimate 2016-17
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	47,064,315	49,188,017	50,189,784	51,796,682
003	Recoverable salaries and allowances (General)..... <i>7,727</i>				
	<i>Deduct</i> reimbursements <i>Cr. 7,727</i>	—	—	—	—
	Total, Recurrent.....	47,064,315	49,188,017	50,189,784	51,796,682
Non-Recurrent					
700	General non-recurrent	197,680	1,400,057	1,325,627	505,331
	Total, Non-Recurrent.....	197,680	1,400,057	1,325,627	505,331
	Total, Operating Account	47,261,995	50,588,074	51,515,411	52,302,013
Capital Account					
Plant, Equipment and Works					
603	Plant, vehicles and equipment.....	—	2,236	2,236	559
661	Minor plant, vehicles and equipment (block vote).....	6,010	5,278	5,209	8,712
	Total, Plant, Equipment and Works.....	6,010	7,514	7,445	9,271
Subventions					
871	Vocational Training Council.....	9,582	21,713	25,238	13,184
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	535	1,214	1,167	966
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	658,915	731,489	731,489	826,560
976	Vocational Training Council (block vote)	32,538	32,538	32,538	32,155
	Codes of Aid for existing schools.....	405	135	135	—
	Hong Kong Examinations and Assessment Authority	5,848	—	—	—
	Total, Subventions	707,823	787,089	790,567	872,865
	Total, Capital Account.....	713,833	794,603	798,012	882,136
	Total Expenditure	47,975,828	51,382,677	52,313,423	53,184,149

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Details of Expenditure by Subhead

The estimate of the amount required in 2016–17 for the salaries and expenses of the Education Bureau is \$53,184,149,000. This represents an increase of \$870,726,000 over the revised estimate for 2015–16 and \$5,208,321,000 over the actual expenditure in 2014–15.

Operating Account

Recurrent

2 Provision of \$51,796,682,000 under *Subhead 000 Operational expenses* is for the salaries, allowances and other operating expenses of the Education Bureau.

3 The establishment as at 31 March 2016 will be 5 583 permanent posts. It is expected that there will be a net increase of 133 posts including one supernumerary post in 2016–17. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2016–17 but the notional annual mid-point salary value of all such posts must not exceed \$3,200,503,000.

4 An analysis of the financial provision under *Subhead 000 Operational expenses* is as follows:

	2014–15 (Actual) (\$'000)	2015–16 (Original) (\$'000)	2015–16 (Revised) (\$'000)	2016–17 (Estimate) (\$'000)
Personal Emoluments				
- Salaries.....	2,919,675	3,045,993	3,053,224	3,186,065
- Allowances.....	34,595	30,953	40,872	42,644
- Job-related allowances.....	6	35	9	35
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	6,936	11,175	8,109	11,180
- Civil Service Provident Fund contribution.....	58,128	67,135	70,044	85,100
Departmental Expenses				
- Temporary staff.....	397,297	453,966	427,719	485,758
- Remuneration for special appointments	97,551	103,030	99,769	109,987
- General departmental expenses	556,129	611,080	597,471	592,915
Other Charges				
- Teacher training.....	89,476	116,044	79,039	88,911
- Curriculum Development Institute	229,325	255,489	252,646	250,246
- Subject and curriculum block grant for government schools	117,305	130,813	127,965	135,607
- Subsidy and scholarship schemes for vocational and post-secondary education.....	170,800	188,190	172,000	275,160
- School extra-curricular activities, programmes, grants and prizes	151,237	226,273	193,455	271,532
- Pre-primary Education Voucher Scheme ..	2,535,681	3,082,653	2,966,337	3,183,900
Subventions				
- Code of Aid for primary schools	12,204,784	12,868,381	13,271,438	13,882,174
- Code of Aid for secondary schools.....	18,994,900	19,074,143	19,675,842	19,792,359
- Mortgage Interest Subsidy Scheme	1	1	1	—
- Code of Aid for special schools.....	1,975,034	2,127,257	2,170,397	2,241,912
- Direct Subsidy Scheme	3,383,140	3,557,661	3,671,433	3,800,691
- Child Care Centre Subsidy Scheme.....	15,891	17,512	15,638	17,556
- Assistance to caput schools.....	96,565	94,088	98,315	97,831
- English Schools Foundation junior schools	119,010	119,276	118,621	109,025
- English Schools Foundation secondary schools	170,699	171,481	171,126	171,625
- Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms	337,571	380,632	375,458	407,073
- Miscellaneous educational services	273,105	312,943	294,467	319,138
- Vocational Training Council	2,129,474	2,141,813	2,238,389	2,238,258
	<hr/>	<hr/>	<hr/>	<hr/>
	47,064,315	49,188,017	50,189,784	51,796,682
	<hr/>	<hr/>	<hr/>	<hr/>

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- 5 Provision of \$7,727,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:
- \$2,246,000 for salaries and allowances of civil servants working in the Provident Funds Unit of the Education Bureau, to be reimbursed by the Schools Provident Funds;
 - \$3,438,000 for salaries and allowances of civil servants working in the Vocational Training Council (VTC) and its skills centres, to be reimbursed by VTC;
 - \$1,296,000 for salaries and allowances of civil servants working for Assistance Programmes of the Community Care Fund, to be reimbursed by the Fund; and
 - \$747,000 for salaries and allowances of civil servants working for the Self-financing Post-secondary Education Fund, to be reimbursed by the Fund.

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

Capital Account

Plant, Equipment and Works

6 Provision of \$8,712,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$3,503,000 (67.2%) over the revised estimate for 2015–16. This is mainly due to increased requirement for replacement and new equipment.

Subventions

7 Provision of \$966,000 under *Subhead 898 Codes of Aid for existing schools - furniture and equipment (block vote)* is for replacement and additional furniture and equipment for aided schools in operation requiring a subsidy not exceeding \$500,000 each that is not covered by the recurrent Composite Furniture and Equipment Grant, such as new requirements arising from curriculum changes and opening of additional classes, and replacement of standard items lost in natural disasters, fire and burglary. The provision in 2016–17 represents a decrease of \$201,000 (17.2%) against the revised estimate for 2015–16. This is mainly due to decreased requirement for replacement and new furniture and equipment.

8 Provision of \$826,560,000 under *Subhead 900 Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects for aided schools in operation requiring a subsidy not exceeding \$2 million each. The provision in 2016–17 represents an increase of \$95,071,000 (13%) over the revised estimate for 2015–16. This is mainly due to increased requirement for maintenance, repairs and minor improvement works in aided schools.

9 Provision of \$32,155,000 under *Subhead 976 Vocational Training Council (block vote)* is for replacement and additional furniture and equipment for existing teaching and training venues under the VTC requiring a subsidy above \$200,000 but not exceeding \$10 million each. The funding range is in line with the updated ambit of the standard *Subhead 661 Minor plant, vehicles and equipment (block vote)* as set out in the Introduction to Estimates.

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Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment \$'000	Accumulated expenditure to 31.3.2015 \$'000	Revised estimated expenditure for 2015–16 \$'000	Balance \$'000
Operating Account						
700	<i>General non-recurrent</i>					
813	Grant to the Vocational Training Council for implementing the Pilot Training and Support Schemeβ		288,000β	10,500	6,614	270,886
817	Mainland University Study Subsidy Scheme.....		105,300	3,112	6,100	96,088
819	Study Subsidy Scheme for Designated Professions/Sectors		960,000	2,705	61,563	895,732
820	Scholarship Scheme for Studying Outside Hong Kong		347,965	72	21,158	326,735
839	Yi Jin Diploma		1,000,000	187,903	97,000	715,097
840	E-Textbook Market Development Scheme.....		50,000	26,815	3,853	19,332
848	Implementation of the Fourth Strategy on Information Technology in Education		105,000	—	50,340	54,660
849	Pilot on providing career-related experiences for students with specific learning difficulties and non-Chinese speaking students in secondary schools		16,563	—	1,926	14,637
855	Pilot Mainland Experience Scheme for Post-secondary Students		100,000	72,135	7,580	20,285
857	After-school Learning Support Partnership Pilot Scheme		110,000	62,945	16,490	30,565
896	Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainlandψ		200,000ψ	—	—	200,000
952	Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island.....		57,150	44,483	8,100	4,567
974	International Civic and Citizenship Education Study 2016.....		7,000	1,503	904	4,593
976	Supporting Schools to Adopt E-textbooks		50,000	46,214	3,263	523
986	Support to the 57th International Mathematical Olympiad 2016		3,000	834	581	1,585
987	Qualifications Framework Support Schemes		208,000	95,293	35,980	76,727
989	Applied Learning (ApL) Extension Programme for Workplace Experience		4,800	—	2,425	2,375
			<u>3,612,778</u>	<u>554,514</u>	<u>323,877</u>	<u>2,734,387</u>

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Commitments—Cont'd.

Sub-head (Code)	Item (Code)	<i>Ambit</i>	Approved commitment	Accumulated expenditure to 31.3.2015	Revised estimated expenditure for 2015–16	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Capital Account</i>						
603		<i>Plant, vehicles and equipment</i>				
	861	Procurement of furniture and equipment for the whole-day conversion of Hennessy Road Government Primary PM School	2,795	—	2,236	559
			<u>2,795</u>	<u>—</u>	<u>2,236</u>	<u>559</u>
871		<i>Vocational Training Council</i>				
	804	Enhancement of information technology infrastructure and services	67,218	10,018	21,408	35,792
	873	Provision of augmented reality/virtual reality-assisted training facilities and equipment	4,500	—	2,250	2,250
	895	Enhancement of e-Learning platform and ancillary support services	9,834	1,664	1,580	6,590
			<u>81,552</u>	<u>11,682</u>	<u>25,238</u>	<u>44,632</u>
		Total	<u><u>3,697,125</u></u>	<u><u>566,196</u></u>	<u><u>351,351</u></u>	<u><u>2,779,578</u></u>

β The original commitment for the item, as approved on 4 July 2014, was \$144 million. An increase in the commitment is sought in the context of the Appropriation Bill 2016.

ψ This is a new item, funding for which is sought in the context of the Appropriation Bill 2016.