

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2021–22 **\$76,087.9m**

Establishment ceiling 2021–22 (notional annual mid-point salary value) representing an estimated 6 428 non-directorate posts as at 31 March 2021 (including 3 850 posts in government schools) rising by ten posts to 6 438 posts as at 31 March 2022 (including 3 850 posts in government schools)..... **\$4,343.6m**

In addition, there will be an estimated 39 directorate posts as at 31 March 2021 and as at 31 March 2022.

Commitment balance..... **\$3,125.3m**

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) Pre-primary Education
Programme (3) Primary Education These programmes contribute to Policy Area 16: Education (Secretary for Education).

Programme (4) Secondary Education
Programme (5) Special Education
Programme (6) Other Educational Services and Subsidies

Programme (7) Post-secondary, Vocational and Professional Education

Programme (8) Policy and Support

Detail

Programme (1): Director of Bureau's Office

	2019–20 (Actual)	2020–21 (Original)	2020–21 (Revised)	2021–22 (Estimate)
Financial provision (\$m)	14.6	14.2	13.8 (–2.8%)	14.2 (+2.9%)

(or same as
2020–21 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): Pre-primary Education

	2019–20 (Actual)	2020–21 (Original)	2020–21 (Revised)	2021–22 (Estimate)
Financial provision (\$m)	6,420.7	6,407.2	6,454.6 (+0.7%)	6,321.6 (–2.1%)

(or –1.3% on
2020–21 Original)

Aim

4 The aim is to provide quality and highly affordable kindergarten education, and enhance the accessibility of students to different modes of services that suit children’s specific needs, while maintaining vibrancy, diversity and uniqueness of kindergarten education in Hong Kong.

Brief Description

5 The Bureau has been implementing the kindergarten education scheme (KG Scheme) 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. Under the co-payment basis between parents and the Government, additional subsidy has also been provided for eligible kindergartens offering whole-day and long whole-day services. Fee remission will continue to be provided 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. In addition to fee remission, an additional grant has been provided for children of needy families to defray school-related expenses incurred from the students’ kindergarten education.

6 The key performance measures in respect of pre-primary education are:

Indicators

	<i>School Year</i>		
	2019/20 (Actual)	2020/21 (Revised Estimate)	2021/22 (Estimate)
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres)	1 049	1 046	1 046
students in kindergartens.....	174 300	164 900	160 500
students under KG Scheme	132 000	127 000	122 000
non-profit-making kindergartens joining KG Scheme.....	761	763	763
kindergarten teachers with Certificate in Early Childhood Education or above (%)§	95.4	95.9	96.3
wastage rate of kindergarten teachers (%)α	12.0	10.1	10.8

§ 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 school year. “Drop-out teachers” refer to the teachers who were serving in a local kindergarten as at mid-September of the preceding school year but were no longer serving in any kindergarten as at mid-September of the school year concerned.

Matters Requiring Special Attention in 2021–22

7 During 2021–22, the Bureau will continue to:

- provide a Promotion of Reading Grant for Kindergartens to support kindergartens joining the KG Scheme to promote reading;
- implement the KG Scheme with enhancements in quality of kindergarten education through enhanced funding support to kindergartens; more room for teachers’ professional activities under the improved teacher-pupil ratio; provision of a salary range and career ladder for kindergarten teachers; enhancements to the quality assurance framework, strengthening governance and monitoring; bolstering teachers’ professionalism; raising the capacity to cater better for student diversity; improving accommodation and facilities, etc.; and
- conduct quality review for kindergartens joining the KG Scheme to ensure quality kindergarten education.

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Programme (3): Primary Education

	2019–20 (Actual)	2020–21 (Original)	2020–21 (Revised)	2021–22 (Estimate)
Financial provision (\$m)				
Government sector	1,520.5	1,611.7	1,566.7	1,622.1
Subvented sector	20,802.8	21,856.1	21,747.6	22,278.2
Total	22,323.3	23,467.8	23,314.3 (–0.7%)	23,900.3 (+2.5%)
				(or +1.8% on 2020–21 Original)

Aim

8 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

9 Public sector primary school places are provided in government and aided schools, currently in the following proportions: government schools (7.6%) and aided schools (92.4%).

10 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. Starting from the 2016/17 school year, the recurrent subsidies for ESF are being phased out. The 13-year phasing out will be completed in the 2028/29 school year.

11 Given an open and flexible curriculum framework which aims to promote learning to learn and whole-person development, primary schools have been making sustainable changes in the culture of learning and teaching and in teachers' professional development. Greater emphasis is placed on whole-person development, nurturing generic skills, positive values and attitudes of students as well as their independent learning capabilities.

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

Indicators

	School Year		
	2019/20 (Actual)	2020/21 (Revised Estimate)	2021/22 (Estimate)
primary students@	373 200	364 300	365 500
children in the six to 11 age group¶	382 600@	—	—
student/teacher ratio in government and aided primary schools	13.3:1	12.9:1	12.9:1
government and aided primary schools.....	455	455	456
primary schools under DSS.....	21	21	21
whole-day government and aided primary schools.....	454	454	455
whole-day government and aided primary classes.....	10 983	10 956	11 003
government, aided and DSS primary school places provided on a whole-day basis (%)‡.....	100	100	100
teachers in government and aided primary schools	22 600	22 700	22 800
teachers in government primary schools with teacher training qualification (%).....	98.8	99.0	99.0
teachers in aided primary schools with teacher training qualification (%).....	96.5	96.7	96.7
teacher wastage rate of government and aided primary schools (%)Δ.....	4.2	4.2	4.5
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%).....	100	100	100
schools provided with school-based professional support.....	350	350	350

@ While children in the age group of six to 11 are considered appropriate for primary education, some children in this age group may be attending other levels whereas children under the age of six or over the age of 11 may also enrol at primary education.

¶ Indicator removed with effect from the 2020/21 school year.

- ‡ Although one bi-sessional school has yet to formulate its whole-day conversion plan, the school places provided by government, aided and DSS whole-day primary schools are sufficient to accommodate all primary school students.
- △ “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 were serving in a government/aided primary school as at mid-September of the preceding school year but were no longer serving in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

Matters Requiring Special Attention in 2021–22

13 During 2021–22, the Bureau will:

- seek to improve the manpower at the middle management level in public sector primary schools;
- continue to provide additional funding to all public sector and DSS primary schools admitting non-Chinese speaking (NCS) students to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language and creation of an inclusive learning environment in schools;
- continue to implement the all-graduate teaching force policy in public sector primary schools. Schools may, taking into account their school-based circumstances, achieve full implementation in the 2020/21 school year;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide the Life-wide Learning Grant for public sector primary schools to promote life-wide learning in alignment with the curriculum with enhanced efforts;
- continue to provide the Promotion of Reading Grant to public sector primary schools to promote reading;
- continue to provide recurrent grant and professional support to public sector primary schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities;
- continue to improve the learning and teaching of the English Language so as to lay solid foundation for students’ diversified needs of English learning in future;
- continue to provide recurrent funding support to all public sector and DSS primary schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness information technology (IT);
- continue to provide Enhanced School-based Speech Therapy Service (SBSTS) to all public sector primary schools to allow more comprehensive SBSTS by creating school-based speech therapist (SBST) posts for clusters of schools by phases;
- continue to extend the Enhanced School-based Educational Psychology Service (SBEPS) (with the educational psychologist (EP) to school ratio being 1:4) to about 60 per cent of all public sector schools and enhance the EP to school ratio to 1:6 for the remaining 40 per cent of schools by the 2023/24 school year; and
- continue various measures in public sector primary schools to support students with special educational needs (SEN) by:
 - implementing the enhanced Learning Support Grant (LSG) to provide permanent teaching posts and extending the LSG to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs;
 - upgrading the post of Special Educational Needs Coordinator (SENCO) in public sector primary schools with comparatively large number of students with SEN to promotion rank to facilitate SENCOs to deliver their leadership duties more effectively; and
 - providing additional resources under a three-tier structure to public sector and DSS primary schools admitting NCS students with SEN.

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Programme (4): Secondary Education

	2019–20 (Actual)	2020–21 (Original)	2020–21 (Revised)	2021–22 (Estimate)
Financial provision (\$m)				
Government sector	1,785.8	1,854.4	1,807.4	1,866.9
Subvented sector	27,912.7	29,156.3	28,539.0	29,285.3
Total	29,698.5	31,010.7	30,346.4 (–2.1%)	31,152.2 (+2.7%)
				(or +0.5% on 2020–21 Original)

Aim

14 The aim is to provide free and universal junior and senior secondary schooling for every youngster in the relevant age group attending public sector secondary schools and to further improve the quality of secondary education.

Brief Description

15 Public sector secondary school places are provided in government, aided and caput schools, currently in the following proportions: government schools (8%), aided schools (91.6%), and caput schools (0.4%).

16 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. Starting from the 2016/17 school year, the recurrent subsidies for ESF are being phased out. The 13-year phasing out will be completed in the 2028/29 school year.

17 Given an open and flexible curriculum framework which aims to promote learning to learn and whole-person development, secondary schools have been making sustainable changes in the culture of learning and teaching and in teachers' professional development. There has been progress in developing students into independent learners with knowledge, generic skills, positive values and attitudes. Greater emphasis is placed on promoting whole-person development and catering for learner diversity, including the nurturing of generic skills, positive values and attitudes in addition to the acquisition of knowledge across disciplines for preparing students for opportunities and challenges of the 21st century.

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

Indicators

	School Year		
	2019/20 (Actual)	2020/21 (Revised Estimate)	2021/22 (Estimate)
secondary 1 to 3 students	174 200	177 700	184 600
youngsters in the 12 to 14 age group¶.....	173 500	—	—
student/teacher ratio in public sector secondary schools	11.3:1	11.3:1	11.5:1
public sector secondary schools	392	392	392
secondary schools under DSS	59	59	59
secondary 4 to 6 students	150 700	149 000	151 200
youngsters in the 15 to 17 age group¶.....	157 700	—	—
teachers in public sector secondary schools.....	22 600	22 800	22 900
teachers in government secondary schools with teacher training qualification (%).....	98.8	98.7	98.7
teachers in aided secondary schools with teacher training qualification (%).....	96.7	95.9	95.9
teacher wastage rate of public sector secondary schools (%)Ω	4.6	4.6	4.6
public sector secondary schools being provided with NETs to enhance English language teaching (%).....	100	100	100
schools provided with school-based professional support.....	190	190	190

	<i>School Year</i>		
	2019/20 (Actual)	2020/21 (Revised Estimate)	2021/22 (Estimate)
public sector and DSS secondary schools offering ten subject choices or more in the senior secondary curriculum under the New Academic Structure (NAS) ^λ	403	403	402
Applied Learning courses offered by course providers	39	41	45

¶ Indicator removed with effect from the 2020/21 school year.

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 were serving in a public sector secondary school as at mid-September of the preceding school year but were no longer serving in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

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 further study or work.

Matters Requiring Special Attention in 2021–22

19 During 2021–22, the Bureau will:

- provide support to public sector secondary schools (including special schools) and DSS schools offering local senior secondary curriculum for the implementation of the renamed core subject at the senior secondary level;
- provide various support measures to further promote Applied Learning;
- continue to provide additional funding to all public sector secondary schools and DSS secondary schools offering the local curriculum and admitting NCS students to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language and creation of an inclusive learning environment in schools;
- continue to implement the all-graduate teaching force policy in public sector secondary schools. Schools may, taking into account their school-based circumstances, achieve full implementation in the 2020/21 school year;
- continue to allow schools to convert 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. The posts converted from the two grants will be included in the calculation of promotion posts. Full conversion of the two grants into regular posts will be achieved in the 2022/23 school year;
- 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 though the overall secondary 1 student population is rebounding progressively;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide the Life-wide Learning Grant for public sector secondary schools to promote life-wide learning in alignment with the curriculum with enhanced efforts;
- continue to provide the Promotion of Reading Grant to public sector secondary schools to promote reading;
- continue to provide recurrent grant and professional support to public sector secondary schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities;
- continue to provide recurrent funding support to all public sector and DSS secondary schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness IT;
- continue to provide Enhanced SBSTS to all public sector secondary schools to allow more comprehensive SBSTS by creating SBST posts for clusters of schools by phases;
- continue to extend the Enhanced SBEPS (with the EP to school ratio being 1:4) to about 60 per cent of all public sector schools and enhance the EP to school ratio to 1:6 for the remaining 40 per cent of schools by the 2023/24 school year; and

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- continue various measures in public sector secondary schools to support students with SEN by:
 - implementing the enhanced LSG to provide permanent teaching posts and extending the LSG to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs;
 - upgrading the post of SENCO in public sector secondary schools with comparatively large number of students with SEN to promotion rank to facilitate SENCOs to deliver their leadership duties more effectively; and
 - providing additional resources under a three-tier structure to public sector and DSS secondary schools admitting NCS students with SEN.

Programme (5): Special Education

	2019–20 (Actual)	2020–21 (Original)	2020–21 (Revised)	2021–22 (Estimate)
Financial provision (\$m)	2,977.8	3,341.5	3,218.5 (–3.7%)	3,535.1 (+9.8%)
				(or +5.8% on 2020–21 Original)

Aim

20 The aim is to provide free and universal primary and secondary education for children with SEN in the relevant age group attending public sector special schools and to further improve the quality of special education.

Brief Description

21 SEN include the learning needs of 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 the latter group of 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 (3), (4), (6) and (8).

22 Public sector special school places are provided in aided special schools.

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

Indicators

	<i>School Year</i>		
	2019/20 (Actual)	2020/21 (Revised Estimate)	2021/22 (Estimate)
special schools.....	61	61	62
students in special schools	8 201	8 200	8 500
teachers in special schools	1 950	2 020	2 100
teachers in special schools with teacher training and special education training qualification (%)	70.4	70.3	71.1
teachers in special schools with teacher training qualification (%).....	99.1	99.0	99.0
teachers in special schools with special education training qualification (%)¶.....	70.7	—	—
teacher wastage rate of special schools (%)µ.....	7.1	5.3	5.3
schools provided with school-based professional support.....	15	15	15

¶ Indicator removed with effect from the 2020/21 school year.

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 were serving in a special school as at mid-September of the preceding school year but were no longer serving in any special schools as at mid-September of the school year concerned.

Matters Requiring Special Attention in 2021–22

24 During 2021–22, the Bureau will:

- seek to improve the manpower at the middle management level for public sector special schools with a primary section;
- strengthen the provision of professionals such as nurses, occupational therapists and physiotherapists for public sector special schools and allow flexibility in the appointment of auxiliary staff to meet the needs of students and school operation starting from the 2021/22 school year;
- continue to provide additional funding to all public sector special schools admitting NCS students to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language and creation of an inclusive learning environment in schools;
- continue to implement the all-graduate teaching force policy in public sector special schools. Schools may, taking into account their school-based circumstances, achieve full implementation in the 2020/21 school year;
- 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 primary education and secondary education for students with ID;
- continue to allow special schools operating senior secondary levels to convert 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. The posts converted from the two grants will be included in the calculation of promotion posts. Full conversion of the two grants into regular posts will be achieved in the 2022/23 school year;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide the Life-wide Learning Grant for public sector special schools to promote life-wide learning in alignment with the curriculum with enhanced efforts;
- continue to provide the Promotion of Reading Grant to public sector special schools to promote reading;
- continue to provide recurrent grant and professional support to public sector special schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities; and
- continue to provide recurrent funding support to all public sector special schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness IT.

Programme (6): Other Educational Services and Subsidies

	2019–20 (Actual)	2020–21 (Original)	2020–21 (Revised)	2021–22 (Estimate)
Financial provision (\$m)	1,082.6	1,355.9	967.1 (–28.7%)	1,324.6 (+37.0%)
				(or –2.3% on 2020–21 Original)

Aim

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

Brief Description

Training and development of principals and teachers

26 Teachers have to meet professional standards and other requirements specified in the Education Ordinance (Cap. 279) and Education Regulations (Cap. 279A) before they can be registered or permitted to teach. With a view to enhancing teachers’ professionalism, the Bureau works with the Committee on Professional Development of Teachers and Principals in formulating measures to promote professional development of teachers and principals across the continuum from student teachers and novice teachers to experienced teachers, aspiring principals, newly-appointed principals, and 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.

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Educational support for newly-arrived children and young people (including NCS children)

27 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 admit newly-arrived children 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 NCS students

28 The Bureau provides various support to NCS students in the learning of the 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 NCS 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 NCS students.

National education

29 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.

Gifted education

30 The Bureau continues to enhance learning opportunities both within and outside school to cater for the needs of gifted students. Training and support are provided to facilitate schools/teachers to enhance school-based gifted education development. The Bureau also continues to support the Hong Kong Academy for Gifted Education to provide after-school enrichment programmes for gifted and talented students. The Bureau also supports relevant education programmes under the Gifted Education Fund and works closely with the programme providers.

Subsidies to educational bodies

31 The Bureau supports activities which contribute to the wider involvement in education and development of professionalism. The Bureau also provides subvention 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.

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

Indicators

	<i>School Year</i>		
	2019/20 (Actual)	2020/21 (Revised Estimate)	2021/22 (Estimate)
teacher development programmes related to curriculum development and implementation for all schools.....	468	991	991
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum renewal (%).	100	100	100
training places for school managers on the implementation of school-based management	2 600	2 700	2 700
educational support for newly-arrived children and young people, and NCS students			
enrolment of Induction Programmes for newly-arrived children and young people.....	974	200β	1 000
enrolment of Initiation Programmes for newly-arrived children and young people.....	398	250β	820
enrolment of Summer Bridging Programmes for NCS students#	1 232	240β	1 440
home-school co-operation activities subsidised.....	3 700	3 640	3 650

β The decrease was due to the COVID-19 epidemic.

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

Matters Requiring Special Attention in 2021–22

33 During 2021–22, the Bureau will:

- step up training requirements for newly appointed and serving teachers and teachers to be promoted, covering professional roles, values and conduct of teachers; education development at the local, national and international levels; national education; national security education, etc.;
- follow up on the relevant recommendations put forward by the Task Force on Review of School Curriculum and continue a host of support strategies to facilitate curriculum implementation, including the provision of training and support to school leaders, middle managers and teachers, facilitating e-textbook development and preparation of learning and teaching resources for a variety of subjects;
- continue to develop a variety of learning and teaching resources for promoting Constitution and Basic Law education, including national anthem and national security education, in schools;
- continue to provide Mainland exchange opportunities for primary and secondary school students;
- continue to enhance the support for students with autism spectrum disorders by assisting public sector ordinary schools to deploy a three-tier intervention model by phases, which is expected to benefit about 10 000 primary and secondary school students by the 2023/24 school year;
- continue to enhance the professional development of teachers and principals by following up on the recommendations of the Task Force on Professional Development of Teachers and working with the Committee on Professional Development of Teachers and Principals to implement suitable projects under the T-excel@hk strategic work plan and other initiatives for teachers to broaden their perspectives and enrich their experience;
- continue to strengthen parent education by rolling out the Positive Parent Campaign and to promote home-school co-operation by supporting the work of the Committee on Home-School Co-operation and subsidising relevant Parent-Teacher Associations and Federations of Parent-Teacher Associations to organise more parent education programmes or activities. For parents of NCS students, specific parent education programmes are to be provided for five years starting from the 2020/21 school year with a non-recurrent allocation of \$15 million;
- continue to provide public sector and DSS schools with the Student Activities Support Grant from the Student Activities Support Fund to support financially needy students to participate in life-wide learning activities for fostering their whole-person development;
- continue to provide the Hong Kong Examinations and Assessment Authority (HKEAA) with a tide-over non-recurrent grant to enable it to sustain the administration of the Hong Kong Diploma of Secondary Education Examination (HKDSE) for four cohorts from 2019 to 2022. At the same time, the HKEAA, in consultation with the Government, will work out a proposal to ensure the former’s long-term financial sustainability; and
- 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.

Programme (7): Post-secondary, Vocational and Professional Education

	2019–20 (Actual)	2020–21 (Original)	2020–21 (Revised)	2021–22 (Estimate)
Financial provision (\$m)	4,368.4	4,607.8	4,281.4 (–7.1%)	4,764.1 (+11.3%)
				(or +3.4% on 2020–21 Original)

Aim

34 The aim is to facilitate the provision of diversified and flexible pathways with multiple entry and exit points for local students to pursue post-secondary education, to enhance Hong Kong’s development as a regional education hub, and to provide, through subventions to the Vocational Training Council (VTC), vocational and professional education and training (VPET) to enable students to acquire skills and knowledge that prepare them for employment and equip them with the foundation for lifelong learning.

Brief Description

35 The Bureau supports the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. As a result of the efforts of the Government and the two sectors, about 50 per cent of young people who have completed secondary education now have access to undergraduate-level education (including first year and senior year intakes). With sub-degree places included, nearly 80 per cent of young people in the relevant age group now have access to post-secondary education. In addition, the Bureau implements initiatives to support students pursuing post-secondary education both locally and outside Hong Kong.

36 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 adult learners to gain a formal qualification for employment and continuing education.

37 The Bureau provides the following support for eligible students:

- the Hong Kong Scholarship for Excellence Scheme, which supports outstanding students studying at renowned universities outside HongKong;
- the Mainland University Study Subsidy Scheme, which provides a subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions;
- the Study Subsidy Scheme for Designated Professions/Sectors, which provides a subsidy for eligible students pursuing designated full-time locally accredited self-financing undergraduate and sub-degree programmes in selected disciplines in Hong Kong;
- the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong, which provides a subsidy for eligible students pursuing full-time locally accredited local and non-local self-financing undergraduate programmes in Hong Kong;
- subsidies for eligible post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes outside Hong Kong; and
- reimbursement of tuition fees and provision of a flat rate academic expenses grant for needy students pursuing the Diploma Yi Jin, Diploma of Vocational Education, Diploma of Foundation Studies, and other eligible full-time programmes below the sub-degree level, together with the Working Family and Student Financial Assistance Agency where appropriate.

38 The VTC, a statutory body established under the Vocational Training Council Ordinance (Cap. 1130), provides a comprehensive system of VPET services through its member institutions such as 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 VPET, the VTC offers a wide range of full-time and part-time programmes which lead to formal qualifications from post-secondary 3 up to the Master's degree level. The programmes offered cover a spectrum of disciplines, including business; child care, elderly and community services; design; engineering; health and life science; hospitality and IT.

39 The key performance indicators in respect of services under this programme are:

Indicators

	<i>Academic Year</i>		
	2019/20 (Actual)	2020/21 (Revised Estimate)	2021/22 (Estimate)
subsidised places of undergraduate programmes under the Study Subsidy Scheme for Designated Professions/Sectors ^δ	2 173	2 027	3 200
awardees under the Hong Kong Scholarship for Excellence Scheme.....	92	100	100
applications approved under the subsidies for post-secondary students to participate in exchange programmes ^θ	1 950	2 200	6 500Φ
<i>VTC</i>			
full-time vocational and professional education student places ^γ	39 858	34 900	35 300
part-time vocational and professional education student places ^γ	16 538	15 000	14 800
enrolment rate (full-time equivalent) (%)	98	100	100

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	<i>Academic Year</i>		
	2019/20 (Actual)	2020/21 (Revised Estimate)	2021/22 (Estimate)
retention rate			
full-time (%).....	96	95	95
part-time (%).....	97	92	92
employment rate (of economically active graduates) – full-time students (%).....	90 [^]	86	86

δ Figures for 2019/20 and 2020/21 refer to the actual numbers of students admitted whereas the figure for 2021/22 refers to the maximum number of students to be admitted in that academic year.

θ The indicator covers both the means-tested and non-means-tested subsidy.

Φ The number of applications in 2020/21 was less than the original estimate due to the COVID-19 epidemic. The figure for 2021/22 is estimated on the assumption that exchange activities will resume.

γ The drops in full-time and part-time student places in 2020/21 were mainly attributed to the declining population of HKDSE graduates.

^ This is a provisional figure. The actual figure will be available in April 2021.

Matters Requiring Special Attention in 2021–22

40 During 2021–22, the Bureau will continue to:

- enhance the quality and co-ordination of the self-financing post-secondary education sector in consultation with the Committee on Self-financing Post-secondary Education, and take forward the review on the Post Secondary Colleges Ordinance (Cap. 320);
- implement the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education;
- follow up on the recommendations put forward by the Task Force on Promotion of VPET, including reviewing sub-degree education and implementing a pilot project on applied degrees; and
- implement a pilot scheme to provide one-stop professional service on VPET for teachers of selected secondary schools, in order to enhance the promotion of VPET in secondary education.

41 During 2021–22, the VTC will:

- implement the Smart Technology Application and Mobile Platform to further promote its provision of VPET, which includes IT related enhancements to the smart campus infrastructure, security protection and IT applications to support new programmes and pedagogies for the provision of quality VPET;
- continue to operate the pilot programme for trainees under the Training and Support Scheme to take part in study and exchange programmes outside Hong Kong;
- continue to implement the Training and Support Scheme to provide 1 200 training places per cohort as well as the related pilot workplace assessment;
- continue to promote the “professional” attributes of VPET and its “through-train” progression pathway to support the Government in the promotion of VPET;
- continue to strengthen and deliver an inspiring STEM (Science, Technology, Engineering and Mathematics) education within the VTC and across the local community in response to the government policy to promote STEM education and to enhance the development of Hong Kong;
- continue the industry attachment programme for students so as to enhance their employability and prepare them for a smooth transition from study to work; and
- continue to implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes to provide a tuition fee subsidy for students admitted to designated part-time programmes offered by the VTC.

Programme (8): Policy and Support

	2019–20 (Actual)	2020–21 (Original)	2020–21 (Revised)	2021–22 (Estimate)
Financial provision (\$m)	3,012.8	6,677.6	6,274.8 (–6.0%)	5,075.8 (–19.1%)
				(or –24.0% on 2020–21 Original)

Aim

42 The aim is to ensure that students 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

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

44 The Bureau continues to oversee the implementation of the Basic Competency Assessment which comprises the Territory-wide System Assessment (TSA) and the Student Assessment Repository (STAR). For the purpose of improving learning and teaching, the TSA assesses the overall performance of students in attaining basic competency in Chinese Language, English Language and Mathematics at the end of the designated key stages. The STAR provides online assessment for the three said subjects.

45 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 2021–22

46 During 2021–22, the Bureau will:

- launch a \$2 billion three-year programme to be funded by the Quality Education Fund to assist schools to ensure students with limited economic means have equal opportunity to enjoy quality education with blended mode of learning and teaching under the new normal;
- provide a non-recurrent funding of \$149 million to launch a one-off relief measure to pay the HKEAA the examination fees for school candidates sitting for the 2022 HKDSE;
- continue to provide the student grant of \$2,500 for secondary day-school, primary school and kindergarten students upon the regularisation of the grant starting from the 2020/21 school year;
- continue to support the Dedicated Funding Programme for Publicly-funded Schools rolled out by the Quality Education Fund Steering Committee in response to the suggestion of the Government in the 2018–19 Budget for application by publicly-funded primary and secondary schools (including special schools) and kindergartens joining the KG Scheme for launching school-based curriculum development and/or student support measures, as well as the relevant school improvement works and/or procurement of supplies to optimise learning from various aspects. The total indicative value of projects for a kindergarten is about \$500,000 and that for a school of the primary, secondary and special school sectors is about \$2 million;
- continue to provide assessment tools for School Self-evaluation and conduct External School Reviews and Focus Inspections for schools' continuous development;
- continue to implement measures set out in the Fourth Strategy on Information Technology in Education for promotion of e-learning at schools;
- continue to provide a broad range of support services for schools to help them take forward education reform initiatives, and to cater for learner diversity, including the provision of a non-recurrent allocation of \$45 million to commission school-based professional support services for about 200 schools (including kindergartens) admitting NCS students in the three school years from 2019/20 to 2021/22 to enhance the professional competency of teachers in teaching Chinese to NCS students;
- continue to oversee and improve the implementation of the Basic Competency Assessment, as well as to review assessments in schools with a view to sustaining improvement in learning and teaching, including gauging NCS students' progress in learning Chinese through longitudinal studies, and provide feedbacks to schools to further enhance support services; and
- continue to monitor the supply and demand of international school places and facilitate the provision of school places as necessary for meeting the needs of the international community in Hong Kong, mainly through allocation of vacant school premises and greenfield sites for international school development.

ANALYSIS OF FINANCIAL PROVISION

Programme	2019–20 (Actual) (\$m)	2020–21 (Original) (\$m)	2020–21 (Revised) (\$m)	2021–22 (Estimate) (\$m)
(1) Director of Bureau’s Office	14.6	14.2	13.8	14.2
(2) Pre-primary Education.....	6,420.7	6,407.2	6,454.6	6,321.6
(3) Primary Education	22,323.3	23,467.8	23,314.3	23,900.3
(4) Secondary Education	29,698.5	31,010.7	30,346.4	31,152.2
(5) Special Education	2,977.8	3,341.5	3,218.5	3,535.1
(6) Other Educational Services and Subsidies	1,082.6	1,355.9	967.1	1,324.6
(7) Post-secondary, Vocational and Professional Education	4,368.4	4,607.8	4,281.4	4,764.1
(8) Policy and Support.....	3,012.8	6,677.6	6,274.8	5,075.8
	<u>69,898.7</u>	<u>76,882.7</u>	<u>74,870.9</u> (-2.6%)	<u>76,087.9</u> (+1.6%)
				(or -1.0% on 2020–21 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2021–22 is \$0.4 million (2.9%) higher than the revised estimate for 2020–21. This is mainly due to increased provision for other operating expenses.

Programme (2)

Provision for 2021–22 is \$133.0 million (2.1%) lower than the revised estimate for 2020–21. This is mainly due to decreased provision for various existing grants to kindergartens in 2021–22 largely as a result of the decrease in number of students.

Programme (3)

Provision for 2021–22 is \$586.0 million (2.5%) higher than the revised estimate for 2020–21. This is mainly due to increased provision for various existing grants to schools in 2021–22.

Programme (4)

Provision for 2021–22 is \$805.8 million (2.7%) higher than the revised estimate for 2020–21. This is mainly due to increased provision for various existing grants to schools in 2021–22.

Programme (5)

Provision for 2021–22 is \$316.6 million (9.8%) higher than the revised estimate for 2020–21. This is mainly due to increased provision for various existing grants to schools in 2021–22.

Programme (6)

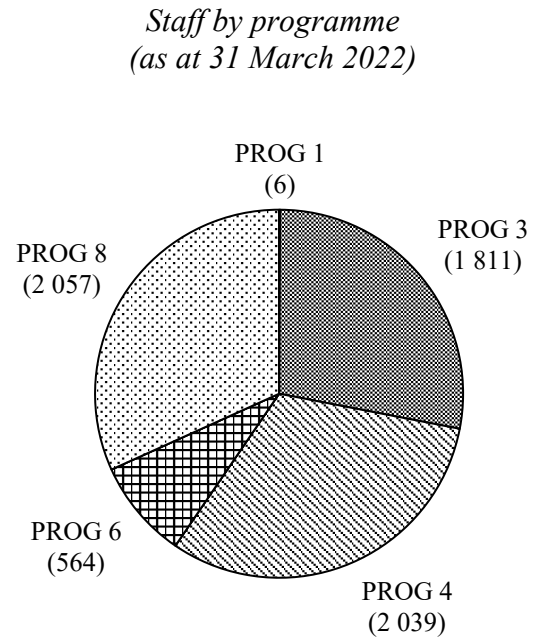
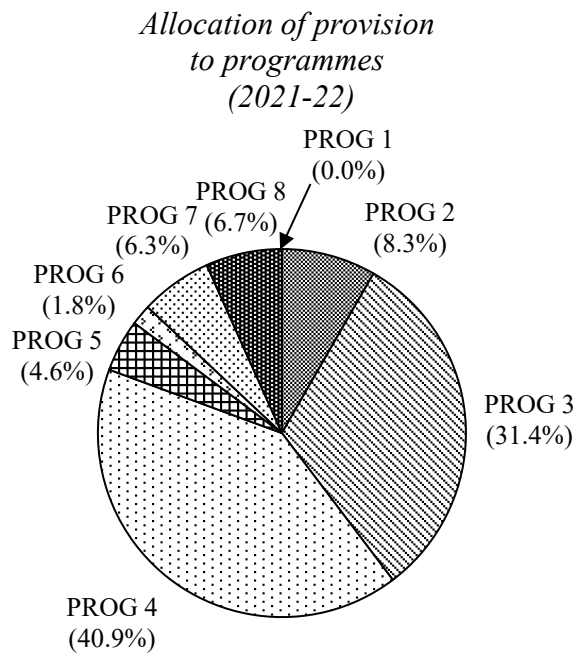
Provision for 2021–22 is \$357.5 million (37.0%) higher than the revised estimate for 2020–21. This is mainly due to the significant decrease in the other operating expenses in 2020–21 due to the COVID-19 epidemic. There will be a net increase of 19 posts in 2021–22.

Programme (7)

Provision for 2021–22 is \$482.7 million (11.3%) higher than the revised estimate for 2020–21. This is mainly due to the increased provision for various subsidy schemes.

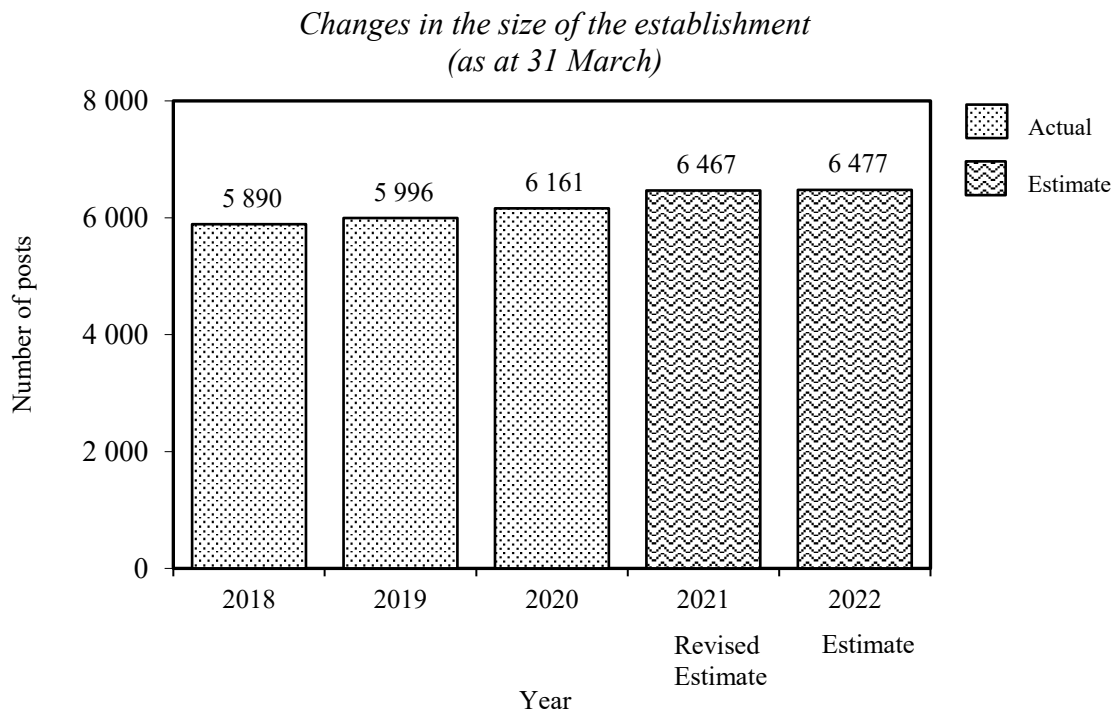
Programme (8)

Provision for 2021–22 is \$1,199.0 million (19.1%) lower than the revised estimate for 2020–21. This is mainly due to the lower cash flow requirement for non-recurrent items largely as a result of the completion of the provision of the subsidy to day-school students in 2019/20 school year. There will be a net decrease of nine posts in 2021–22.



(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 2, 5 & 7 are also engaged in, and reflected under, other programmes.)



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Sub-head (Code)		Actual expenditure 2019–20	Approved estimate 2020–21	Revised estimate 2020–21	Estimate 2021–22
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	67,394,608	73,115,610	71,458,668	74,115,095
003	Recoverable salaries and allowances (General)..... 4,589				
	<i>Deduct</i> reimbursements <i>Cr. 4,589</i>	—	—	—	—
	Total, Recurrent.....	67,394,608	73,115,610	71,458,668	74,115,095
Non-Recurrent					
700	General non-recurrent	1,196,268	2,408,894	2,048,824	655,781
	Total, Non-Recurrent.....	1,196,268	2,408,894	2,048,824	655,781
	Total, Operating Account	68,590,876	75,524,504	73,507,492	74,770,876
Capital Account					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	24,859	9,739	9,991	15,025
	Total, Plant, Equipment and Works.....	24,859	9,739	9,991	15,025
Subventions					
871	Vocational Training Council.....	3,931	10,206	15,109	24,375
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	288	296	273	628
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	1,221,491	1,274,783	1,274,783	1,200,000
976	Vocational Training Council (block vote)	57,232	63,202	63,202	76,966
	Total, Subventions	1,282,942	1,348,487	1,353,367	1,301,969
	Total, Capital Account.....	1,307,801	1,358,226	1,363,358	1,316,994
	Total Expenditure	69,898,677	76,882,730	74,870,850	76,087,870

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Details of Expenditure by Subhead

The estimate of the amount required in 2021–22 for the salaries and expenses of the Education Bureau is \$76,087,870,000. This represents an increase of \$1,217,020,000 over the revised estimate for 2020–21 and \$6,189,193,000 over the actual expenditure in 2019–20.

Operating Account

Recurrent

2 Provision of \$74,115,095,000 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 2021 will be 6 467 posts including six supernumerary posts. It is expected that there will be a net increase of ten posts in 2021–22. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2021–22 but the notional annual mid-point salary value of all such posts must not exceed \$4,343,559,000.

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

	2019–20 (Actual) (\$'000)	2020–21 (Original) (\$'000)	2020–21 (Revised) (\$'000)	2021–22 (Estimate) (\$'000)
Personal Emoluments				
- Salaries.....	3,774,547	3,992,607	3,837,732	4,023,629
- Allowances.....	55,152	54,866	60,831	61,428
- Job-related allowances.....	6	35	21	35
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	15,246	20,528	14,530	19,183
- Civil Service Provident Fund contribution.....	163,169	197,315	187,124	222,231
Departmental Expenses				
- Temporary staff.....	630,377	637,204	641,654	625,992
- Remuneration for special appointments	119,819	128,784	120,180	128,526
- General departmental expenses	688,586	770,847	712,939	864,510
Other Charges				
- Teacher training	96,939	115,538	66,926	100,277
- Curriculum Development Institute	238,504	298,976	262,515	308,910
- Subject and curriculum block grant for government schools	135,266	139,303	140,251	139,409
- Subsidy and scholarship schemes for vocational and post-secondary education.....	1,316,796	1,531,575	1,335,971	1,651,880
- School extra-curricular activities, programmes, grants and prizes	300,262	395,310	259,014	412,861
- Pre-primary Education Voucher Scheme ..	4,440	—	—	—
- Subsidy to day-school students.....	—	2,250,000	2,157,500	2,250,000
Subventions				
- Code of Aid for primary schools	19,013,865	19,980,387	19,847,522	20,446,854
- Code of Aid for secondary schools.....	23,390,048	24,445,442	23,982,369	24,591,767
- Code of Aid for special schools.....	2,907,270	3,252,136	3,129,005	3,451,061
- Direct Subsidy Scheme	4,681,667	4,962,609	4,805,132	4,981,698
- Child Care Centre Subsidy Scheme.....	16,196	17,652	16,300	18,468
- Assistance to caput schools.....	109,872	116,108	111,289	119,360
- English Schools Foundation junior schools	58,572	41,584	42,121	24,571
- English Schools Foundation secondary schools	173,885	173,013	173,110	172,926
- Refund of rent, rates and government rent to private schools, educational institutes and study rooms.....	152,391	156,404	175,058	171,249
- Miscellaneous educational services	322,289	393,654	328,663	394,259
- Vocational Training Council	2,635,735	2,662,796	2,644,737	2,638,695
- Kindergarten Education Scheme	6,393,709	6,380,937	6,406,174	6,295,316
	67,394,608	73,115,610	71,458,668	74,115,095

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- 5 Provision of \$4,589,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:
- \$2,682,000 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;
 - \$1,094,000 for salaries and allowances of civil servants working in the Vocational Training Council (VTC) and its skills centres, to be reimbursed by VTC; and
 - \$813,000 for salaries and allowances of civil servants working for Assistance Programmes of the Community Care 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 \$15,025,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$5,034,000 (50.4%) over the revised estimate for 2020–21. This is mainly due to increased requirement for replacement and new equipment.

Subventions

7 Provision of \$628,000 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 2021–22 represents an increase of \$355,000 (130%) over the revised estimate for 2020–21. This is mainly due to increased requirement for replacement and new furniture and equipment.

8 Provision of \$1,200 million 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.

9 Provision of \$76,966,000 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 provision in 2021–22 represents an increase of \$13,764,000 (21.8%) over the revised estimate for 2020–21. This is mainly due to increased requirement for replacement and additional furniture and equipment for existing teaching and training venues under the VTC.

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Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2020	Revised estimated expenditure for 2020–21	Balance
			\$'000	\$'000	\$'000	\$'000
Operating Account						
700		<i>General non-recurrent</i>				
	801	Pilot Subsidy Scheme for Students of Professional Part-time Programmes	434,000	123,600	33,400	277,000
	806	Enhancing the professional development of teachers and principals	500,000	17,204	17,056	465,740
	813	Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme	288,000	238,949	26,433	22,618
	814	Funding Support to the Hong Kong Examinations and Assessment Authority.....	360,800	102,200	80,000	178,600
	817	Mainland University Study Subsidy Scheme.....	105,300	37,397	1,042	66,861
	820	Scholarship Scheme for Studying Outside Hong Kong.....	347,965	190,195	24,000	133,770
	833	Parent education programmes for non-Chinese speaking parents	15,000	—	711	14,289
	839	Yi Jin Diploma	1,000,000	628,124	80,000	291,876
	841	Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme	108,000	36,000	—	72,000
	842	School-based professional support services to schools on Chinese learning and teaching for non-Chinese speaking students.....	45,000	2,992	7,658	34,350
	844	Provision of a non-recurrent grant to secondary schools to support non-Chinese speaking students to learn Chinese history and culture	30,000	23,881	1,003	5,116
	848	Implementation of the Fourth Strategy on Information Technology in Education	105,000	103,083	1,143	774
	851	Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education.....	1,260,000	—	—	1,260,000
	917	One-off grant for the promotion of Chinese history and culture	125,000	122,201	833	1,966
	950	Funding for the Student Activities Support Grant.....	50,000	—	22,300	27,700
	954	Pilot international study programme under the Training and Support Scheme.....	19,950	—	—	19,950
	955	Payment of examination fees for school candidates sitting for the 2021 Hong Kong Diploma of Secondary Education Examination.....	151,000	—	140,000	11,000

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Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2020	Revised estimated expenditure for 2020–21	Balance
			\$'000	\$'000	\$'000	\$'000
Operating Account—Cont'd.						
700		<i>General non-recurrent—Cont'd.</i>				
	958	Payment of examination fees for school candidates sitting for the 2022 Hong Kong Diploma of Secondary Education Examination ψ	149,500 ψ	—	—	149,500
			5,094,515	1,625,826	435,579	3,033,110
Capital Account						
871		<i>Vocational Training Council</i>				
	807	Revamp of Human Resource Management Information System and Payroll System	39,480	9,578	14,709	15,193
	852	Implementation of the smart technology applications and mobile platform by the Vocational Training Council to promote its vocational and professional education and training ψ ...	76,993 ψ	—	—	76,993
			116,473	9,578	14,709	92,186
		Total	5,210,988	1,635,404	450,288	3,125,296

ψ This is a new item, funding for which is sought in the context of the Appropriation Bill 2021.