

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

<b>Estimate 2022–23</b> .....	<b>\$76,746.0m</b>
<b>Establishment ceiling 2022–23</b> (notional annual mid-point salary value) representing an estimated 6 438 non-directorate posts as at 31 March 2022 (including 3 876 posts in government schools) reducing by two posts to 6 436 posts as at 31 March 2023 (including 3 876 posts in government schools) .....	<b>\$4,341.4m</b>
In addition, there will be an estimated 39 directorate posts as at 31 March 2022 reducing by one post to 38 posts as at 31 March 2023.	
<b>Commitment balance</b> .....	<b>\$2,568.1m</b>

### Controlling Officer's Report

#### Programmes

<b>Programme (1) Director of Bureau's Office</b>	This programme contributes to Policy Area 27: Intra-Governmental Services (Secretary for Education).
<b>Programme (2) Pre-primary Education</b>	These programmes contribute to Policy Area 16: Education (Secretary for Education).
<b>Programme (3) Primary Education</b>	
<b>Programme (4) Secondary Education</b>	
<b>Programme (5) Special Education</b>	
<b>Programme (6) Other Educational Services and Subsidies</b>	
<b>Programme (7) Post-secondary, Vocational and Professional Education</b>	
<b>Programme (8) Policy and Support</b>	

#### Detail

##### Programme (1): Director of Bureau's Office

	2020–21 (Actual)	2021–22 (Original)	2021–22 (Revised)	<b>2022–23 (Estimate)</b>
Financial provision (\$m)	14.1	14.2	14.1 (–0.7%)	<b>14.3</b> (+1.4%)
				(or +0.7% on 2021–22 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

	2020–21 (Actual)	2021–22 (Original)	2021–22 (Revised)	<b>2022–23 (Estimate)</b>
Financial provision (\$m)	6,446.7	6,321.6	6,296.9 (–0.4%)	<b>5,767.6</b> (–8.4%)
				(or –8.8% on 2021–22 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. The KG Scheme improves the quality of kindergarten education through measures such as an improved teacher-pupil ratio; provision of salary ranges and a career ladder for kindergarten teachers; enhancements to the quality assurance framework; strengthening governance and monitoring; bolstering teachers’ professionalism; raising teachers’ capacity to cater better for student diversity; improving accommodation and facilities, etc.

6 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.

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

**Indicators**

	<i>School Year</i>		
	2020/21 (Actual)	2021/22 (Revised Estimate)	2022/23 (Estimate)
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres) .....	1 046	1 042	<b>1 042</b>
students in kindergartens.....	164 900	156 000	<b>151 400</b>
students under KG Scheme .....	127 000	119 000	<b>114 000</b>
non-profit-making kindergartens joining KG Scheme.....	763	764	<b>765</b>
kindergarten teachers with Certificate in Early Childhood Education or above (%)§ .....	95.9	96.3	<b>97.0</b>
wastage rate of kindergarten teachers (%) $\alpha$ .....	10.2	13.2	<b>11.5</b>

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

$\alpha$  “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/mid-October (for the 2020/21 school year only) 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/mid-October (for the 2020/21 school year only) of the school year concerned.

**Matters Requiring Special Attention in 2022–23**

8 During 2022–23, the Bureau will continue to:

- implement the KG Scheme with further enhancements following the completion of the review of the KG Scheme in 2021 which include enhancing teachers’ professional development, streamlining administrative work, assisting kindergartens in improving the school environment, promoting parent education and enhancing the Kindergarten and Child Care Centre Fee Remission Scheme;
- conduct quality review for kindergartens joining the KG Scheme to ensure quality kindergarten education; and
- provide the Promotion of Reading Grant for Kindergartens to support kindergartens joining the KG Scheme to promote reading.

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### Programme (3): Primary Education

	2020–21 (Actual)	2021–22 (Original)	2021–22 (Revised)	2022–23 (Estimate)
Financial provision (\$m)				
Government sector	1,548.2	1,622.1	1,599.2	<b>1,620.7</b>
Subvented sector	21,804.9	22,278.2	21,614.7	<b>22,747.9</b>
Total	23,353.1	23,900.3	23,213.9 (–2.9%)	<b>24,368.6</b> (+5.0%)
				(or +2.0% on 2021–22 Original)

### Aim

9 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

10 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%).

11 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.

12 With 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 students' whole-person development, including strengthening of values education, nurturing of generic skills and self-directed learning capabilities, and flexible use of learning time by schools.

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

### Indicators

	<i>School Year</i>		
	2020/21 (Actual)	2021/22 (Revised Estimate)	2022/23 (Estimate)
primary students .....	364 300	349 000	<b>346 700</b>
student/teacher ratio in government and aided primary schools .....	12.9:1	12.4:1	<b>12.3:1</b>
government and aided primary schools.....	455	456	<b>456</b>
primary schools under DSS.....	21	21	<b>21</b>
whole-day government and aided primary schools.....	454	455	<b>455</b>
whole-day government and aided primary classes.....	10 956	10 853	<b>10 827</b>
government, aided and DSS primary school places provided on a whole-day basis (%)‡.....	100	100	<b>100</b>
teachers in government and aided primary schools .....	22 700	22 500	<b>22 400</b>
teachers in government primary schools with teacher training qualification (%).....	99.1	99.2	<b>99.2</b>
teachers in aided primary schools with teacher training qualification (%).....	96.8	96.1	<b>96.1</b>
teacher wastage rate of government and aided primary schools (%)Δ.....	4.2	7.1	<b>5.2</b>

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	<i>School Year</i>		
	2020/21 (Actual)	2021/22 (Revised Estimate)	<b>2022/23 (Estimate)</b>
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%).....	100	100	<b>100</b>
schools provided with school-based professional support.....	350	350	<b>350</b>

‡ 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.

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/mid-October (for the 2020/21 school year only) 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 local ordinary schools (irrespective of whether primary or secondary schools) as at mid-September/mid-October (for the 2020/21 school year only) of the school year concerned.

### ***Matters Requiring Special Attention in 2022–23***

**14** During 2022–23, the Bureau will:

- seek to improve the manpower at the middle management level and rationalise the salaries for school heads and deputy heads in public sector primary schools;
- continue to roll out small class teaching in public sector primary schools where conditions permit;
- continue to support students’ whole-person development through measures including:
  - subsidising 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; and
  - providing 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 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 the Enhanced School-based Speech Therapy Service (SBSTS) to all public sector primary schools under which school-based speech therapist (SBST) posts will be created for clusters of schools by phases;
- continue to extend the Enhanced School-based Educational Psychology Service (SBEPS) for public sector primary schools with a comparatively larger number of students with special educational needs (SEN) to strengthen schools’ remedial, preventive and development work;
- 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 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; and
- continue various measures in public sector primary schools to support students with SEN which include:
  - 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 in delivering 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

	2020–21 (Actual)	2021–22 (Original)	2021–22 (Revised)	2022–23 (Estimate)
Financial provision (\$m)				
Government sector	1,794.7	1,866.9	1,855.4	<b>1,912.8</b>
Subvented sector	28,621.2	29,285.3	28,367.3	<b>29,965.4</b>
Total	30,415.9	31,152.2	30,222.7 (–3.0%)	<b>31,878.2</b> (+5.5%)
				(or +2.3% on 2021–22 Original)

### Aim

15 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

16 Public sector secondary school places are provided in government, aided and caput schools, currently in the following proportions: government schools (8%), aided schools (91.5%), and caput schools (0.5%).

17 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.

18 With 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. Greater emphasis is placed on students' whole-person development, including strengthening of values education, nurturing of generic skills and self-directed learning capabilities, and flexible use of learning time by schools.

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

### Indicators

	<i>School Year</i>		
	2020/21 (Actual)	2021/22 (Revised Estimate)	2022/23 (Estimate)
secondary 1 to 3 students .....	177 700	175 100	<b>174 900</b>
student/teacher ratio in public sector secondary schools .....	11.3:1	11.1:1	<b>11.3:1</b>
public sector secondary schools .....	392	392	<b>391</b>
secondary schools under DSS .....	59	59	<b>59</b>
secondary 4 to 6 students .....	149 000	148 600	<b>154 400</b>
teachers in public sector secondary schools .....	22 800	22 900	<b>23 000</b>
teachers in government secondary schools with teacher training qualification (%) .....	98.8	97.5	<b>97.5</b>
teachers in aided secondary schools with teacher training qualification (%) .....	95.9	94.1	<b>94.1</b>
teacher wastage rate of public sector secondary schools (%)Ω .....	4.6	7.8	<b>5.7</b>
public sector secondary schools being provided with NETs to enhance English language teaching (%) .....	100	100	<b>100</b>
schools provided with school-based professional support .....	190	190	<b>190</b>

	<i>School Year</i>		
	2020/21 (Actual)	2021/22 (Revised Estimate)	<b>2022/23 (Estimate)</b>
public sector and DSS secondary schools offering ten subject choices or more in the senior secondary curriculum $\lambda$ .....	404	403	<b>403</b>
Applied Learning courses offered by course providers .....	41	45	<b>52</b>

$\Omega$  “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers concerned as at mid-September/mid-October (for the 2020/21 school year only) 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 local ordinary schools (irrespective of whether primary or secondary schools) as at mid-September/mid-October (for the 2020/21 school year only) of the school year concerned.

$\lambda$  In the senior secondary curriculum, 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 2022–23***

**20** During 2022–23, the Bureau will:

- provide various support measures to further promote Applied Learning;
- achieve full conversion of the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts in the 2022/23 school year 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;
- continue to provide various support measures to public sector secondary schools (including special schools) and DSS schools offering local senior secondary curriculum for the smooth implementation of the Citizenship and Social Development (CS) subject at the senior secondary level. The one-off CS Grant can be used by schools from 2021/22 to the end of 2023/24 school years;
- continue to support students’ whole-person development through measures including:
  - subsidising 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; and
  - providing 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 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 the Enhanced SBSTS to all public sector secondary schools under which SBST posts will be created for clusters of schools by phases;
- continue to extend the Enhanced SBEPS for public sector secondary schools with a comparatively larger number of students with SEN to strengthen schools’ remedial, preventive and development work;
- 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 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; and
- continue various measures in public sector secondary schools to support students with SEN which include:
  - 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 in delivering 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.

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### Programme (5): Special Education

	2020–21 (Actual)	2021–22 (Original)	2021–22 (Revised)	<b>2022–23 (Estimate)</b>
Financial provision (\$m)	3,208.7	3,535.1	3,327.8 (–5.9%)	<b>3,606.4</b> (+8.4%)
				(or +2.0% on 2021–22 Original)

#### Aim

21 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

22 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).

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

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

#### Indicators

	<i>School Year</i>		
	2020/21 (Actual)	2021/22 (Revised Estimate)	<b>2022/23 (Estimate)</b>
special schools.....	61	62	<b>62</b>
students in special schools .....	8 223	8 300	<b>8 650</b>
teachers in special schools .....	2 022	2 040	<b>2 130</b>
teachers in special schools with teacher training and special education training qualification (%).....	72.5	72.3	<b>73.1</b>
teachers in special schools with teacher training qualification (%).....	99.2	98.9	<b>98.8</b>
teacher wastage rate of special schools (%) $\mu$ .....	5.4	9.5	<b>9.5</b>
schools provided with school-based professional support.....	15	15	<b>15</b>

$\mu$  “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/mid-October (for the 2020/21 school year only) 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/mid-October (for the 2020/21 school year only) of the school year concerned.

#### Matters Requiring Special Attention in 2022–23

25 During 2022–23, the Bureau will:

- seek to improve the manpower at the middle management level for public sector special schools with a primary section and rationalise the salaries for deputy heads in primary sections of public sector special schools;
- achieve full conversion of the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts in the 2022/23 school year 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;
- continue to implement measures that 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;
- continue to provide teacher training related to the planning and implementation of a 12-year curriculum in special schools, and develop learning and teaching resources for supporting students with intellectual disability;

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- continue to support students' whole-person development through measures including:
  - subsidising 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; and
  - providing 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;
- 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” or the “Chinese Language Curriculum Second Language Adapted Learning Framework (for NCS Students with Intellectual Disabilities)” for NCS students to learn Chinese as a second language and creation of an inclusive learning environment in schools; 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

	2020–21 (Actual)	2021–22 (Original)	2021–22 (Revised)	<b>2022–23 (Estimate)</b>
Financial provision (\$m)	972.0	1,324.6	1,070.6 (–19.2%)	<b>1,301.2</b> (+21.5%)
				(or –1.8% on 2021–22 Original)

#### *Aim*

26 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*

27 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.

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

28 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 to students with diverse needs*

29 The Bureau provides various support to cater for the diverse needs of students. The support for NCS students in the learning of the Chinese language includes, 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. The Bureau also strengthens the professional capacity of the principals and teachers of public sector ordinary schools in supporting students with autism spectrum disorder.

##### *National education*

30 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*

31 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*

32 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.

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

**Indicators**

	<i>School Year</i>		
	2020/21 (Actual)	2021/22 (Revised Estimate)	<b>2022/23 (Estimate)</b>
teacher development programmes related to curriculum development and implementation for all schools.....	1 117	923	<b>923</b>
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum renewal (%).....	100	100	<b>100</b>
training places for school managers on the implementation of school-based management .....	3 200	3 200	<b>3 200</b>
educational support for newly-arrived children and young people, and NCS students			
enrolment of Induction Programmes for newly-arrived children and young people.....	52 <sup>β</sup>	500	<b>840</b>
enrolment of Initiation Programmes for newly-arrived children and young people.....	363 <sup>β</sup>	440	<b>540</b>
enrolment of Summer Bridging Programmes for NCS students# .....	237 <sup>β</sup>	1 280	<b>1 310</b>
home-school co-operation activities subsidised.....	3 604	3 620	<b>3 630</b>

ε One development programme may comprise more than one event. For the 2021/22 and 2022/23 school years, some 1 000 events under the onsite teacher workshop on national security education have been counted as one development programme. A higher capacity for teacher enrolment per event is also expected for those programmes taking an online or hybrid mode.

β The enrolment for the 2020/21 school year was low 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 2022–23***

34 During 2022–23, the Bureau will:

- continue to enhance the professionalism of teachers and principals by:
  - stepping 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.; and
  - 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 a host of capacity building measures for teachers in enhancing the quality of teaching and learning including:
  - implementing the Professional Enhancement Grant Scheme with the Language Fund to enhance Chinese Language teachers' professional capability in teaching Chinese as a second language; and
  - following up on recommendations of the Task Force on Review of School Curriculum through a host of support strategies to facilitate curriculum implementation, including the provision of training and support to school leaders, middle managers and teachers and preparation of learning and teaching resources for a variety of subjects;

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- continue to develop a variety of learning and teaching resources for promoting national education, Constitution and Basic Law education, including the national flag, the national anthem and the national emblem, as well as national security education in schools;
- continue to provide Mainland exchange opportunities for primary and secondary school students;
- continue to strengthen parent education by continuing 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 provided for five years starting from the 2020/21 school year with a non-recurrent allocation of \$15 million;
- continue to enhance the support for students with autism spectrum disorder 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; and
- 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, as well as to explore how best to support the additional administration cost of HKDSE for the growing number of candidates with SEN. At the same time, the HKEAA, in consultation with the Government, has worked out a proposal to ensure the former's long-term financial sustainability.

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

	2020–21 (Actual)	2021–22 (Original)	2021–22 (Revised)	<b>2022–23 (Estimate)</b>
Financial provision (\$m)	4,275.4	4,764.1	4,532.3 (–4.9%)	<b>4,780.8</b> (+5.5%)
				(or +0.4% on 2021–22 Original)

#### *Aim*

**35** 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*

**36** 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 55 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.

**37** 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 six school leavers and adult learners to gain a formal qualification for employment and continuing education.

**38** 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;

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- the School Nominations Direct Admission Scheme, which provides opportunities for eligible students who have demonstrated exceptional talents and interests in specific disciplines/areas to be considered for direct admission to local universities;
- 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.

39 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 three 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.

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

### *Indicators*

	<i>Academic Year</i>		
	2020/21 (Actual)	2021/22 (Revised Estimate)	<b>2022/23 (Estimate)</b>
subsidised places of undergraduate programmes under the Study Subsidy Scheme for Designated Professions/Sectors <sup>δ</sup> .....	2 027	2 292	<b>3 075</b>
awardees under the Hong Kong Scholarship for Excellence Scheme.....	100	100	<b>100</b>
applications approved under the subsidies for post-secondary students to participate in exchange programmes <sup>θ</sup> .....	180	890 <sup>Φ</sup>	<b>6 500<sup>Φ</sup></b>
<i>VTC</i>			
full-time vocational and professional education student places .....	36 564	32 500 <sup>γ</sup>	<b>32 300</b>
part-time vocational and professional education student places .....	15 310	15 700	<b>15 600</b>
enrolment rate (full-time equivalent) (%) .....	108	100	<b>100</b>
retention rate			
full-time (%).....	96	94	<b>94</b>
part-time (%).....	97	92	<b>92</b>
employment rate (of economically active graduates) – full-time students (%) .....	86 <sup>Λ</sup>	86	<b>86</b>

δ Figures for 2020/21 and 2021/22 academic years refer to the actual numbers of students admitted whereas the figure for 2022/23 academic year 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 2021/22 academic year fell below the original estimate as most exchange activities had not resumed amidst the COVID-19 epidemic. The figure for 2022/23 academic year is estimated on the assumption that exchange activities would resume.

γ The drop in full-time student places in 2021/22 academic year was mainly attributed to the declining population of HKDSE graduates.

Λ This is a provisional figure. The actual figure will be available in April 2022.

### *Matters Requiring Special Attention in 2022–23*

41 During 2022–23, the Bureau will:

- review and optimise the Diploma Yi Jin Programme with a view to regularising it from the 2023/24 academic year onwards;

- 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 of the Post Secondary Colleges Ordinance (Cap. 320); and
  - continue to 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.
- 42** During 2022–23, the VTC will continue to:
- implement the Smart Technology Application and Mobile Platform to further enhance 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;
  - operate the pilot programme for trainees under the Training and Support Scheme for trainees to take part in study and exchange programmes outside Hong Kong;
  - implement the Training and Support Scheme with a view to providing 1 200 training places per cohort as well as the related pilot workplace assessment;
  - promote the “professional” attributes of VPET and its “through-train” progression pathway to support the Government in the promotion of VPET;
  - strengthen and deliver an inspiring Science, Technology, Engineering and Mathematics (STEM) 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;
  - implement the industrial attachment programme for students so as to enhance their employability and prepare them for a smooth transition from study to work; and
  - 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**

	2020–21 (Actual)	2021–22 (Original)	2021–22 (Revised)	<b>2022–23 (Estimate)</b>
Financial provision (\$m)	6,277.7	5,075.8	4,702.2 (-7.4%)	<b>5,028.9</b> (+6.9%)
				(or -0.9% on 2021–22 Original)

***Aim***

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

***Brief Description***

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

**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 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 assessments and learning and teaching resources 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 2022–23***

- 47** During 2022–23, the Bureau will:
- optimise the use of the Quality Education Fund to provide additional resources for application by publicly-funded schools and kindergartens joining the KG Scheme to implement activities to promote national education, national security education, as well as media and information literacy education;
  - 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 2023 HKDSE;

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- continue to support the \$2 billion three-year programme, funded by the Quality Education Fund, to assist schools to ensure that students with limited economic means have equal opportunity to enjoy quality education with blended mode of learning and teaching under the new normal. Under the programme, \$1.5 billion is allocated for schools' application for funding to purchase mobile computer devices and portable Wi-Fi routers for loan and/or provide mobile data cards to financially needy students, while \$500 million is allocated for supporting the provision of ancillary facilities for implementation of e-learning;
- 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 implemented by the Quality Education Fund for application by publicly-funded schools and kindergartens joining the KG Scheme to launch school-based curriculum development and/or student support measures, as well as the relevant school improvement works and/or procurement of supplies;
- 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 to promote e-learning at schools;
- 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**

<b>Programme</b>	2020–21 (Actual) (\$m)	2021–22 (Original) (\$m)	2021–22 (Revised) (\$m)	2022–23 (Estimate) (\$m)
(1) Director of Bureau’s Office .....	14.1	14.2	14.1	14.3
(2) Pre-primary Education.....	6,446.7	6,321.6	6,296.9	5,767.6
(3) Primary Education .....	23,353.1	23,900.3	23,213.9	24,368.6
(4) Secondary Education .....	30,415.9	31,152.2	30,222.7	31,878.2
(5) Special Education .....	3,208.7	3,535.1	3,327.8	3,606.4
(6) Other Educational Services and Subsidies .....	972.0	1,324.6	1,070.6	1,301.2
(7) Post-secondary, Vocational and Professional Education .....	4,275.4	4,764.1	4,532.3	4,780.8
(8) Policy and Support.....	6,277.7	5,075.8	4,702.2	5,028.9
	74,963.6	76,087.9	73,380.5 (–3.6%)	76,746.0 (+4.6%)
				<b>(or +0.9% on 2021–22 Original)</b>

**Analysis of Financial and Staffing Provision**

**Programme (1)**

Provision for 2022–23 is \$0.2 million (1.4%) higher than the revised estimate for 2021–22. This is mainly due to increased provision for other operating expenses.

**Programme (2)**

Provision for 2022–23 is \$529.3 million (8.4%) lower than the revised estimate for 2021–22. This is mainly due to decreased provision for various existing grants to kindergartens in 2022–23 largely as a result of the decrease in number of students.

**Programme (3)**

Provision for 2022–23 is \$1,154.7 million (5.0%) higher than the revised estimate for 2021–22. This is mainly due to increased provision for various existing grants to schools in 2022–23.

**Programme (4)**

Provision for 2022–23 is \$1,655.5 million (5.5%) higher than the revised estimate for 2021–22. This is mainly due to increased provision for various existing grants to schools in 2022–23.

**Programme (5)**

Provision for 2022–23 is \$278.6 million (8.4%) higher than the revised estimate for 2021–22. This is mainly due to increased provision for various existing grants to schools in 2022–23.

**Programme (6)**

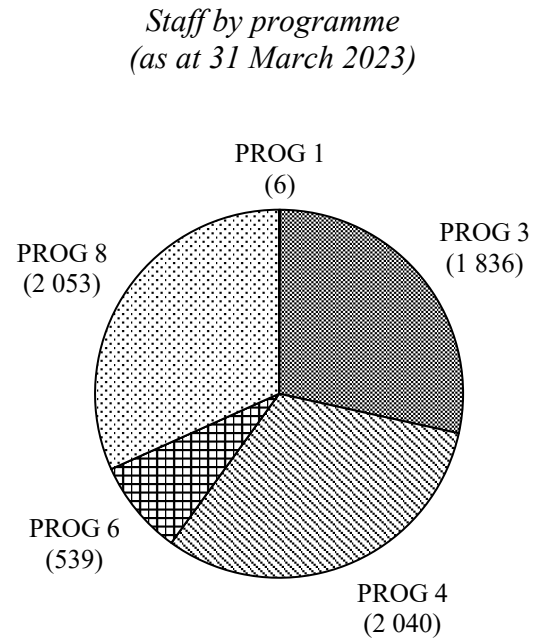
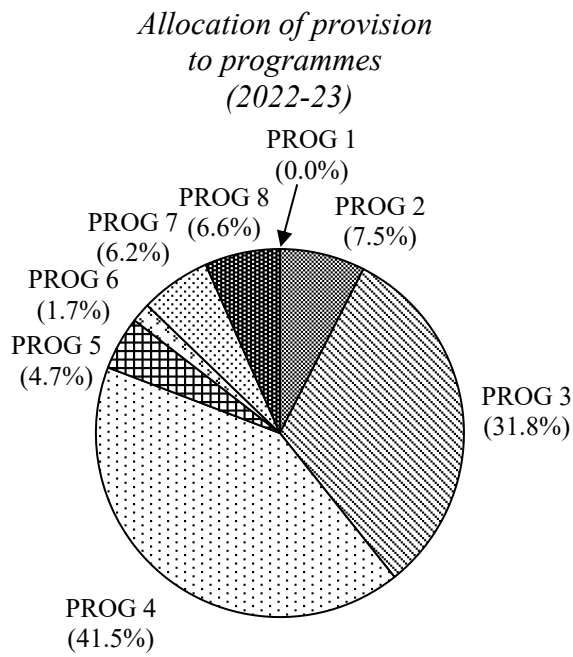
Provision for 2022–23 is \$230.6 million (21.5%) higher than the revised estimate for 2021–22. This is mainly due to increased provision for other operating expenses, partly offset by the lower cash flow requirement for non-recurrent items.

**Programme (7)**

Provision for 2022–23 is \$248.5 million (5.5%) higher than the revised estimate for 2021–22. This is mainly due to increased provision for various subsidy schemes.

**Programme (8)**

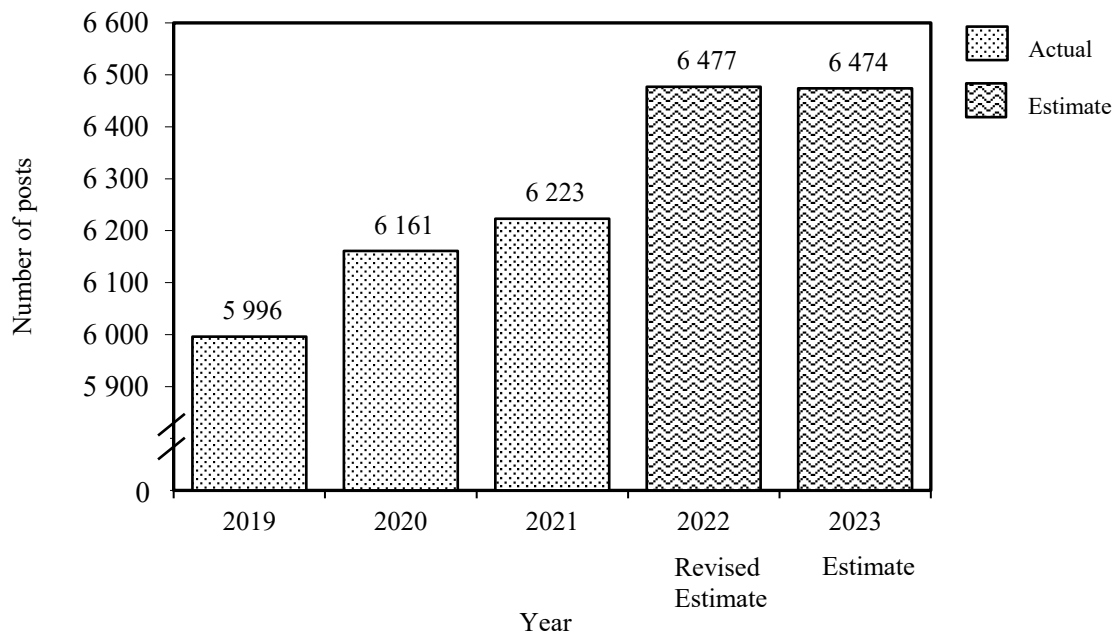
Provision for 2022–23 is \$326.7 million (6.9%) higher than the revised estimate for 2021–22. This is mainly due to increased provision for other operating expenses. There will be a net decrease of three posts in 2022–23.



(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.)

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



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Sub-head (Code)		Actual expenditure 2020–21	Approved estimate 2021–22	Revised estimate 2021–22	Estimate 2022–23
	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Operating Account</b>					
Recurrent					
000	Operational expenses .....	71,554,521	74,115,095	71,508,940	<b>74,368,399</b>
003	Recoverable salaries and allowances (General)..... 3,528				
	<i>Deduct</i> reimbursements ..... <i>Cr. 3,528</i>	—	—	—	—
	Total, Recurrent.....	<u>71,554,521</u>	<u>74,115,095</u>	<u>71,508,940</u>	<u><b>74,368,399</b></u>
Non-Recurrent					
700	General non-recurrent .....	2,045,859	655,781	551,460	<b>463,500</b>
	Total, Non-Recurrent.....	<u>2,045,859</u>	<u>655,781</u>	<u>551,460</u>	<u><b>463,500</b></u>
	Total, Operating Account .....	<u>73,600,380</u>	<u>74,770,876</u>	<u>72,060,400</u>	<u><b>74,831,899</b></u>
<b>Capital Account</b>					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	9,885	15,025	15,275	<b>10,118</b>
	Total, Plant, Equipment and Works.....	<u>9,885</u>	<u>15,025</u>	<u>15,275</u>	<u><b>10,118</b></u>
Subventions					
871	Vocational Training Council.....	15,109	24,375	27,401	<b>26,074</b>
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	269	628	428	<b>678</b>
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote) .....	1,274,783	1,200,000	1,200,000	<b>1,788,371</b>
976	Vocational Training Council (block vote) .....	63,202	76,966	76,966	<b>88,862</b>
	Total, Subventions .....	<u>1,353,363</u>	<u>1,301,969</u>	<u>1,304,795</u>	<u><b>1,903,985</b></u>
	Total, Capital Account.....	<u>1,363,248</u>	<u>1,316,994</u>	<u>1,320,070</u>	<u><b>1,914,103</b></u>
	Total Expenditure .....	<u><u>74,963,628</u></u>	<u><u>76,087,870</u></u>	<u><u>73,380,470</u></u>	<u><u><b>76,746,002</b></u></u>



## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Details of Expenditure by Subhead

The estimate of the amount required in 2022–23 for the salaries and expenses of the Education Bureau is \$76,746,002,000. This represents an increase of \$3,365,532,000 over the revised estimate for 2021–22 and \$1,782,374,000 over the actual expenditure in 2020–21.

#### Operating Account

##### Recurrent

2 Provision of \$74,368,399,000 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 2022 will be 6 477 posts including six supernumerary posts. It is expected that there will be a net decrease of three posts in 2022–23. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2022–23 but the notional annual mid-point salary value of all such posts must not exceed \$4,341,354,000.

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

	2020–21 (Actual) (\$'000)	2021–22 (Original) (\$'000)	2021–22 (Revised) (\$'000)	2022–23 (Estimate) (\$'000)
Personal Emoluments				
- Salaries .....	3,833,283	4,023,629	3,827,304	3,989,350
- Allowances .....	62,851	61,428	80,141	79,749
- Job-related allowances.....	15	35	589	35
Personnel Related Expenses				
- Mandatory Provident Fund contribution .....	15,380	19,183	14,368	17,966
- Civil Service Provident Fund contribution .....	187,864	222,231	215,507	250,632
Departmental Expenses				
- Temporary staff .....	652,995	625,992	657,663	669,809
- Remuneration for special appointments .....	118,440	128,526	119,608	130,454
- General departmental expenses .....	723,272	864,510	788,558	893,969
Other Charges				
- Teacher training.....	64,472	100,277	85,711	103,972
- Curriculum Development Institute .....	263,829	308,910	272,916	241,947
- Subject and curriculum block grant for government schools.....	128,236	139,409	140,166	139,859
- Subsidy and scholarship schemes for vocational and post-secondary education .....	1,332,486	1,651,880	1,537,410	1,707,827
- School extra-curricular activities, programmes, grants and prizes.....	236,614	412,861	299,037	517,703
- Subsidy to day-school students .....	2,155,700	2,250,000	2,087,000	2,175,000
Subventions				
- Code of Aid for primary schools .....	19,898,802	20,446,854	19,806,092	20,625,082
- Code of Aid for secondary schools .....	24,054,322	24,591,767	23,923,065	25,146,419
- Code of Aid for special schools.....	3,131,308	3,451,061	3,243,787	3,481,252
- Direct Subsidy Scheme .....	4,806,609	4,981,698	4,752,638	4,901,071
- Child Care Centre Subsidy Scheme .....	16,175	18,468	15,766	16,195
- Assistance to caput schools .....	110,320	119,360	107,648	114,318
- English Schools Foundation junior schools.....	42,115	24,571	23,855	16,942
- English Schools Foundation secondary schools.....	172,724	172,926	172,401	159,153
- Refund of rent, rates and government rent to private schools, educational institutes and study rooms .....	177,798	171,249	146,496	171,044
- Miscellaneous educational services.....	325,880	394,259	278,536	435,958
- Vocational Training Council .....	2,644,737	2,638,695	2,638,695	2,638,695
- Kindergarten Education Scheme .....	6,398,294	6,295,316	6,273,983	5,743,998
	71,554,521	74,115,095	71,508,940	74,368,399

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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5 Provision of \$3,528,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$2,410,000 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; and
- \$1,118,000 for salaries and allowances of civil servants working in the Vocational Training Council (VTC) and its skills centres, to be reimbursed by VTC.

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 \$10,118,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents a decrease of \$5,157,000 (33.8%) against the revised estimate for 2021–22. This is mainly due to decreased requirement for replacement and new equipment.

#### Subventions

7 Provision of \$678,000 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 2022–23 represents an increase of \$250,000 (58.4%) over the revised estimate for 2021–22. This is mainly due to increased requirement for replacement and new furniture and equipment.

8 Provision of \$1,788,371,000 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 2022–23 represents an increase of \$588,371,000 (49%) over the revised estimate for 2021–22. This is mainly due to increased requirement for maintenance, repairs and minor improvement works in aided schools.

9 Provision of \$88,862,000 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 2022–23 represents an increase of \$11,896,000 (15.5%) over the revised estimate for 2021–22. This is mainly due to increased requirement for replacement and additional furniture and equipment for existing teaching and training venues under the VTC.

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment \$'000	Accumulated expenditure to 31.3.2021 \$'000	Revised estimated expenditure for 2021–22 \$'000	Balance \$'000
<b><i>Operating Account</i></b>						
700		<i>General non-recurrent</i>				
	801	Pilot Subsidy Scheme for Students of Professional Part-time Programmes ....	434,000	157,000	62,300	214,700
	806	Enhancing the professional development of teachers and principals .....	500,000	33,509	19,432	447,059
	814	Funding Support to the Hong Kong Examinations and Assessment Authority.....	360,800	182,200	174,400	4,200
	820	Scholarship Scheme for Studying Outside Hong Kong .....	347,965	214,177	12,947	120,841
	833	Parent education programmes for non-Chinese speaking parents .....	15,000	486	2,407	12,107
	839	Yi Jin Diploma .....	1,000,000	707,399	76,148	216,453
	841	Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme .....	108,000	36,000	6,711	65,289
	842	School-based professional support services to schools on Chinese learning and teaching for non-Chinese speaking students.....	45,000	10,650	14,794	19,556
	851	Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education.....	1,260,000	—	36,251	1,223,749
	862	Payment of examination fees for school candidates sitting for the 2023 Hong Kong Diploma of Secondary Education Examinationψ ...	149,100ψ	—	—	149,100
	954	Pilot international study programme under the Training and Support Scheme.....	19,950	—	—	19,950
	958	Payment of examination fees for school candidates sitting for the 2022 Hong Kong Diploma of Secondary Education Examination.....	149,500	—	139,200	10,300
			4,389,315	1,341,421	544,590	2,503,304
<b><i>Capital Account</i></b>						
871		<i>Vocational Training Council</i>				
	807	Revamp of Human Resource Management Information System and Payroll System .....	39,480	24,287	13,155	2,038

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2021	Revised estimated expenditure for 2021–22	Balance
			\$'000	\$'000	\$'000	\$'000
<b>Capital Account—Cont'd.</b>						
871		<i>Vocational Training Council—Cont'd.</i>				
	852	Implementation of the smart technology applications and mobile platform by the Vocational Training Council to promote its vocational and professional education and training.....	76,993	—	14,246	62,747
			116,473	24,287	27,401	64,785
		Total .....	4,505,788	1,365,708	571,991	2,568,089

ψ This is a new item, funding for which is sought in the context of the Appropriation Bill 2022.