

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2023–24	\$78,420.7m
Establishment ceiling 2023–24 (notional annual mid-point salary value) representing an estimated 6 436 non-directorate posts as at 31 March 2023 (including 3 860 posts in government schools) reducing by four posts to 6 432 posts as at 31 March 2024 (including 3 855 posts in government schools)	\$4,513.8m
In addition, there will be an estimated 38 directorate posts as at 31 March 2023 and as at 31 March 2024.	
Commitment balance	\$2,883.5m

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

	2021–22 (Actual)	2022–23 (Original)	2022–23 (Revised)	2023–24 (Estimate)
Financial provision (\$m)	14.4	14.3	14.2 (–0.7%)	14.3 (+0.7%)
				(or same as 2022–23 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 her 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

	2021–22 (Actual)	2022–23 (Original)	2022–23 (Revised)	2023–24 (Estimate)
Financial provision (\$m)	6,348.8	5,767.6	5,740.2 (–0.5%)	5,281.3 (–8.0%)
				(or –8.4% on 2022–23 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 (KES) with effect from the 2017/18 school year to provide 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. KES enhances 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>		
	2021/22 (Actual)	2022/23 (Revised Estimate)	2023/24 (Estimate)
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres)	1 042	1 026	1 026
students in kindergartens	156 000	143 700	136 800
students in kindergartens under KES	119 000	109 000	100 000
non-profit-making kindergartens joining KES	762	754	755
kindergarten teachers with Certificate in Early Childhood Education or above (%)§	96.3	96.4	96.5
wastage rate of kindergarten teachers (%)α	13.2	17.6	15.4

§ 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 (or 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 (or mid-October for the 2020/21 school year only) but were no longer serving in any kindergarten as at mid-September of the school year concerned.

Matters Requiring Special Attention in 2023–24

8 During 2023–24, the Bureau will continue to:

- implement KES, including support for kindergartens to organise school-based activities to help students learn Chinese culture from an early age and foster their sense of national identity, digitalising school administration to enhance work efficiency, improving the ventilation of school premises, encouraging relocation for enhancement of their school environment, and further measures such as facilitating the organisation of experiential learning activities outside classroom for students as well as additional provision for employment of supply teachers as temporary relief due to illness, etc., to support the sustainable development of kindergartens;
- conduct quality review for kindergartens joining KES to ensure quality kindergarten education; and
- provide the Promotion of Reading Grant for Kindergartens to support kindergartens joining KES to promote reading.

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Programme (3): Primary Education

	2021–22 (Actual)	2022–23 (Original)	2022–23 (Revised)	2023–24 (Estimate)
Financial provision (\$m)				
Government sector	1,578.1	1,620.7	1,665.6	1,702.3
Subvented sector	21,674.2	22,747.9	22,206.3	23,123.0
Total	23,252.3	24,368.6	23,871.9 (–2.0%)	24,825.3 (+4.0%)
				(or +1.9% on 2022–23 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 (7.5%) and aided schools (92.5%).

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 maintain the momentum of “Learning to Learn 2+”, primary schools have been making sustainable changes in fostering a conducive culture for learning and teaching and in teachers’ professional development. Greater emphasis is placed on building a solid knowledge foundation, strengthening values education, nurturing generic skills and self-directed learning capabilities, and flexible use of learning time by schools for the promotion of students’ whole-person development as well as lifelong and self-directed learning capabilities for meeting future opportunities and challenges.

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

Indicators

	School Year		
	2021/22 (Actual)	2022/23 (Revised Estimate)	2023/24 (Estimate)
primary students	349 000	333 600	327 600
student/teacher ratio in government and aided primary schools	12.4:1	12.0:1	11.8:1
government and aided primary schools.....	456	456	456
primary schools under DSS.....	21	21	21
whole-day government and aided primary schools.....	455	455	455
whole-day government and aided primary classes.....	10 853	10 689	10 563
government, aided and DSS primary school places provided on a whole-day basis (%)‡.....	100	100	100
teachers in government and aided primary schools	22 500	22 200	22 000
teachers in government primary schools with teacher training qualification (%).....	99.3	99.1	99.1
teachers in aided primary schools with teacher training qualification (%).....	96.3	94.6	94.6
teacher wastage rate of government and aided primary schools (%)Δ.....	7.1	8.5	7.8

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	<i>School Year</i>		
	2021/22 (Actual)	2022/23 (Revised Estimate)	2023/24 (Estimate)
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

‡ 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 (or 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 (or mid-October for the 2020/21 school year only) but were no longer serving in any of the local ordinary schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

Matters Requiring Special Attention in 2023–24

14 During 2023–24, the Bureau will:

- expand the Sister School Scheme, including inviting more public sector and DSS primary schools to join the Scheme, and continue to provide recurrent grant and professional support to public sector and DSS 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 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 harnessing 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 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

	2021–22 (Actual)	2022–23 (Original)	2022–23 (Revised)	2023–24 (Estimate)
Financial provision (\$m)				
Government sector	1,840.7	1,912.8	1,908.4	2,045.2
Subvented sector	28,486.5	29,965.4	28,518.6	30,141.1
Total	30,327.2	31,878.2	30,427.0 (–4.6%)	32,186.3 (+5.8%)
				(or +1.0% on 2022–23 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 (7.9%), aided schools (91.6%), 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 maintain the momentum of “Learning to Learn 2+”, secondary schools have been making sustainable changes in fostering a conducive culture for learning and teaching and in teachers’ professional development. Besides building a solid knowledge foundation, greater emphasis is placed on strengthening values education, nurturing generic skills and self-directed learning capabilities, and flexible use of learning time by schools for the promotion of students’ whole-person development as well as lifelong and self-directed learning capabilities for meeting future opportunities and challenges.

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

Indicators

	<i>School Year</i>		
	2021/22 (Actual)	2022/23 (Revised Estimate)	2023/24 (Estimate)
secondary 1 to 3 students	175 100	169 100	169 700
student/teacher ratio in public sector secondary schools	11.1:1	11.0:1	11.0:1
public sector secondary schools	392	391	391
secondary schools under DSS	59	59	59
secondary 4 to 6 students	148 600	149 700	153 500
teachers in public sector secondary schools	22 900	22 900	23 000
teachers in government secondary schools with teacher training qualification (%)	97.6	95.7	95.7
teachers in aided secondary schools with teacher training qualification (%)	94.3	91.1	91.1
teacher wastage rate of public sector secondary schools (%)	7.8	9.8	8.8
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>		
	2021/22 (Actual)	2022/23 (Revised Estimate)	2023/24 (Estimate)
public sector and DSS secondary schools offering ten subject choices or more in the senior secondary curriculum λ	410	410	409
Applied Learning courses offered by course providers	45	52	58

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 (or 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 (or mid-October for the 2020/21 school year only) but were no longer serving in any of the local ordinary schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

λ 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 2023–24

20 During 2023–24, the Bureau will:

- launch the Business-School Partnership Programme 2.0 with more business partners covering more industries, to widen students’ exposure and enhance life planning;
- expand the Sister School Scheme, including inviting more public sector and DSS secondary schools to join the Scheme, and continue to provide recurrent grant and professional support to public sector and DSS 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 various support measures to public sector secondary schools (including special schools) and DSS schools offering local senior secondary curriculum for the smooth implementation of Citizenship and Social Development (CS) 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 provide various support measures to further promote Applied Learning;
- 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 harnessing 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 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

	2021–22 (Actual)	2022–23 (Original)	2022–23 (Revised)	2023–24 (Estimate)
Financial provision (\$m)	3,305.0	3,606.4	3,505.0 (–2.8%)	3,767.2 (+7.5%)
				(or +4.5% on 2022–23 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

	School Year		
	2021/22 (Actual)	2022/23 (Revised Estimate)	2023/24 (Estimate)
special schools.....	62	62	62
students in special schools	8 311	8 400	8 750
teachers in special schools	2 048	2 020	2 090
teachers in special schools with teacher training and special education training qualification (%)	74.4	72.9	74.4
teachers in special schools with teacher training qualification (%).....	98.9	98.8	98.7
teacher wastage rate of special schools (%) ^μ	9.4	11.5	11.5
schools provided with school-based professional support	15	15	15

^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 (or 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 (or mid-October for the 2020/21 school year only) but were no longer serving in any special schools as at mid-September of the school year concerned.

Matters Requiring Special Attention in 2023–24

25 During 2023–24, the Bureau will:

- expand the Sister School Scheme, including inviting more public sector special schools to join the Scheme, and 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 resources to hospital schools and enhance their manpower provision to provide hospitalised students suffering from injuries or diseases with a holistic senior secondary curriculum and enhanced life planning education, with a view to facilitating their re-integration into mainstream schools after recovery;
- 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 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 harnessing IT.

Programme (6): Other Educational Services and Subsidies

	2021–22 (Actual)	2022–23 (Original)	2022–23 (Revised)	2023–24 (Estimate)
Financial provision (\$m)	1,077.1	1,301.2	1,043.6 (–19.8%)	1,997.1 (+91.4%)
				(or +53.5% on 2022–23 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 and provision of funding and professional support to schools admitting 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>		
	2021/22 (Actual)	2022/23 (Revised Estimate)	2023/24 (Estimate)
teacher development programmes related to curriculum development and implementation for all schools#.....	1 069	922	922
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	4 000	4 000	4 000
educational support for newly-arrived children and young people, and NCS students			
enrolment of Induction Programmes for newly-arrived children and young people.....	287 ^β	400	560
enrolment of Initiation Programmes for newly-arrived children and young people.....	375 ^β	520	440
enrolment of Summer Bridging Programmes for NCS students#	1 279	600 ^η	1 320
home-school co-operation activities subsidised.....	3 620	3 590	3 610

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 2021/22 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.

η The summer holidays had been advanced to March and April 2022 and the 2021/22 school year was extended to August 2022. As a result, the duration and number of students enrolled for the 2022/23 Summer Bridging Programme (which took place before the 2022/23 school year commenced) were lower.

Matters Requiring Special Attention in 2023–24

34 During 2023–24, the Bureau will:

- inject \$600 million into the Gifted Education Fund to enhance the support for the Hong Kong Academy for Gifted Education and to offer more off-school educational services for gifted students in targeted fields, such as Science, Technology, Engineering, the Arts and Mathematics (STEAM), through training, activities and competitions at the local, national and international levels;
- 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.;
 - 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; and
 - requiring all newly-appointed teachers in all public sector and DSS schools and kindergartens joining KES to pass the Basic Law and National Security Law Test;

- continue a host of capacity building measures for teachers in enhancing the quality of teaching and learning;
- continue to develop a variety of learning and teaching resources for promoting national education, including the Constitution and the Basic Law, the national flag, the national emblem, the national anthem and national security education in schools;
- continue to provide Mainland exchange opportunities for primary and secondary school students, and provide Mainland study tours for all students taking the senior secondary CS subject;
- continue to strengthen parent education by taking forward the Positive Parent Campaign, developing the curriculum framework on parent education for various school levels by phases and organising parent education courses with reference to the framework. 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 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 home-school co-operation and parent education programmes or activities;
- 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 explore with the Hong Kong Examinations and Assessment Authority (HKEAA) on how best to support the additional administration cost of the Hong Kong Diploma of Secondary Education Examination (HKDSE) having regard to the growing number of candidates with SEN.

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

	2021–22 (Actual)	2022–23 (Original)	2022–23 (Revised)	2023–24 (Estimate)
Financial provision (\$m)	4,518.5	4,780.8	4,686.1 (–2.0%)	5,356.8 (+14.3%)
				(or +12.0% on 2022–23 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, about 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 and from the 2023/24 academic year the Diploma of Applied Education 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 Hong Kong;
- 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 Programme and, from the 2023/24 academic year onwards, the Diploma of Applied Education Programme, 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 and Youth College. 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 sciences; hospitality and IT.

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

Indicators

	<i>Academic Year</i>		
	2021/22 (Actual)	2022/23 (Revised Estimate)	2023/24 (Estimate)
subsidised places of undergraduate programmes under the Study Subsidy Scheme for Designated Professions/Sectors ^δ	2 292	2 401	4 575
awardees under the Hong Kong Scholarship for Excellence Scheme.....	100	100	100
applications approved under the subsidies for post-secondary students to participate in exchange programmes ^θ	880	2 190 ^Φ	6 500^Φ
<i>VTC</i>			
full-time vocational and professional education student places	32 906	30 130 ^γ	30 210
part-time vocational and professional education student places	15 656	14 700	14 530
enrolment rate (full-time equivalent) (%)	104	100	100
retention rate			
full-time (%).....	96	94	94
part-time (%).....	96	93	93
employment rate (of economically active graduates) – full-time students (%)	90 ^Λ	86	86

^δ Figures for 2021/22 and 2022/23 academic years refer to the actual numbers of students admitted whereas the figure for 2023/24 academic year refers to the maximum number of students to be admitted in that academic year. With effect from the 2023/24 academic year, the scheme will be expanded to cover top-up degree programmes; hence the figure for the 2023/24 academic year covers both first-year-first-degree and top-up degree programmes.

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

^Φ The number of applications in 2022/23 academic year fell below the original estimate as exchange activities had not fully resumed amidst the COVID-19 epidemic. The figure for 2023/24 academic year is estimated on the assumption that exchange activities would fully resume.

^γ The drop in full-time student places in 2022/23 academic year was mainly attributed to the declining secondary school student population.

^Λ This is a provisional figure. The actual figure will be available in April 2023.

Matters Requiring Special Attention in 2023–24

41 During 2023–24, the Bureau will:

- launch the Diploma of Applied Education Programme on a regular basis, in place of the Diploma Yi Jin Programme from the 2023/24 academic year;
- expand the Study Subsidy Scheme for Designated Professions/Sectors to cover top-up degree programmes for the first time, and increase in phases the numbers of subsidised places for self-financing higher diploma programmes and undergraduate programmes, subject to the progress of the review of the Post Secondary Colleges Ordinance (Cap. 320), so as to broaden students’ progression pathways and nurture talent for industries with a keen manpower demand;
- rationalise the implementation details of the Study Subsidy Scheme for Designated Professions/Sectors and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong starting from the 2023/24 academic year to provide more flexibility for institutions to admit students from different backgrounds, including those with VPET qualifications, so as to enhance the VPET progression pathway; and
- continue to follow up on the recommendations put forward by the Task Force on Promotion of VPET, including implementing a pilot project on applied degrees and actively explore the introduction of more applied degree programme under the pilot project.

42 During 2023–24, the VTC will:

- arrange study trips for students of the VTC to the Greater Bay Area (GBA) to broaden their learning experience from the VPET perspective and enhance their understanding of the development of the GBA;
- launch the Pilot VPET Diploma for senior secondary school students to promote VPET as a preferred option at an early stage;
- 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;
- continue to operate the Pilot International Study Programme under the Training and Support Scheme for trainees to take part in study and exchange programmes outside Hong Kong;
- continue to 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;
- continue to strengthen the promotion of 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 STEAM education within the VTC and across the local community in response to the government policy to promote STEAM education and to enhance the development of Hong Kong;
- continue to 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
- 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

	2021–22 (Actual)	2022–23 (Original)	2022–23 (Revised)	2023–24 (Estimate)
Financial provision (\$m)	4,664.5	5,028.9	4,689.6 (–6.7%)	4,992.4 (+6.5%)
				(or –0.7% on 2022–23 Original)

Aim

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

Brief Description

44 The Bureau formulates policies and 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 2023–24

47 During 2023–24, the Bureau will:

- provide a non-recurrent funding of \$151 million to launch a one-off relief measure to pay the HKEAA the examination fees for school candidates sitting for the 2024 HKDSE;
- continue to provide additional resources through the Quality Education Fund for application by publicly-funded schools and kindergartens joining KES to implement activities to promote national education, national security education, as well as media and information literacy education;
- 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;
- 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 KES 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; 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	2021–22 (Actual) (\$m)	2022–23 (Original) (\$m)	2022–23 (Revised) (\$m)	2023–24 (Estimate) (\$m)
(1) Director of Bureau’s Office	14.4	14.3	14.2	14.3
(2) Pre-primary Education.....	6,348.8	5,767.6	5,740.2	5,281.3
(3) Primary Education	23,252.3	24,368.6	23,871.9	24,825.3
(4) Secondary Education	30,327.2	31,878.2	30,427.0	32,186.3
(5) Special Education	3,305.0	3,606.4	3,505.0	3,767.2
(6) Other Educational Services and Subsidies	1,077.1	1,301.2	1,043.6	1,997.1
(7) Post-secondary, Vocational and Professional Education	4,518.5	4,780.8	4,686.1	5,356.8
(8) Policy and Support.....	4,664.5	5,028.9	4,689.6	4,992.4
	73,507.8	76,746.0	73,977.6 (–3.6%)	78,420.7 (+6.0%)
				(or +2.2% on 2022–23 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2023–24 is \$0.1 million (0.7%) higher than the revised estimate for 2022–23. This is mainly due to increased provision for other operating expenses.

Programme (2)

Provision for 2023–24 is \$458.9 million (8.0%) lower than the revised estimate for 2022–23. This is mainly due to decreased provision for various existing grants to kindergartens in 2023–24 largely as a result of the decrease in number of students.

Programme (3)

Provision for 2023–24 is \$953.4 million (4.0%) higher than the revised estimate for 2022–23. This is mainly due to increased provision for various existing grants to schools in 2023–24.

Programme (4)

Provision for 2023–24 is \$1,759.3 million (5.8%) higher than the revised estimate for 2022–23. This is mainly due to increased provision for various existing grants to schools in 2023–24. There will be a net decrease of five posts in 2023–24.

Programme (5)

Provision for 2023–24 is \$262.2 million (7.5%) higher than the revised estimate for 2022–23. This is mainly due to increased provision for various existing grants to schools in 2023–24.

Programme (6)

Provision for 2023–24 is \$953.5 million (91.4%) higher than the revised estimate for 2022–23. This is mainly due to increased provision for other operating expenses and higher cash flow requirement for non-recurrent items largely as a result of the additional injection of \$600 million into the Gifted Education Fund. There will be a net increase of four posts in 2023–24.

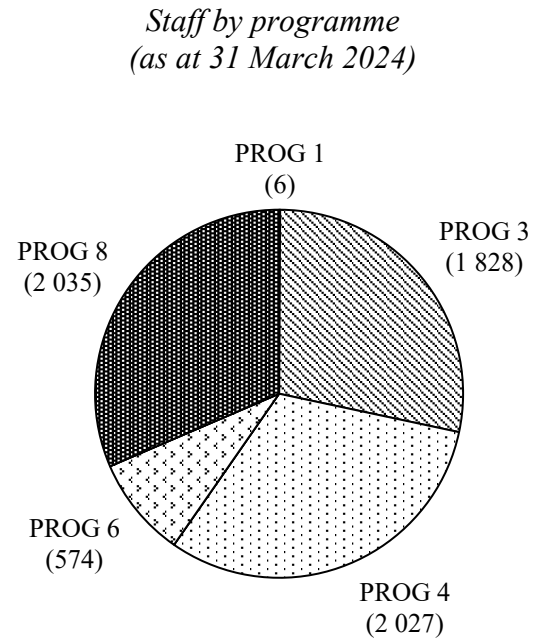
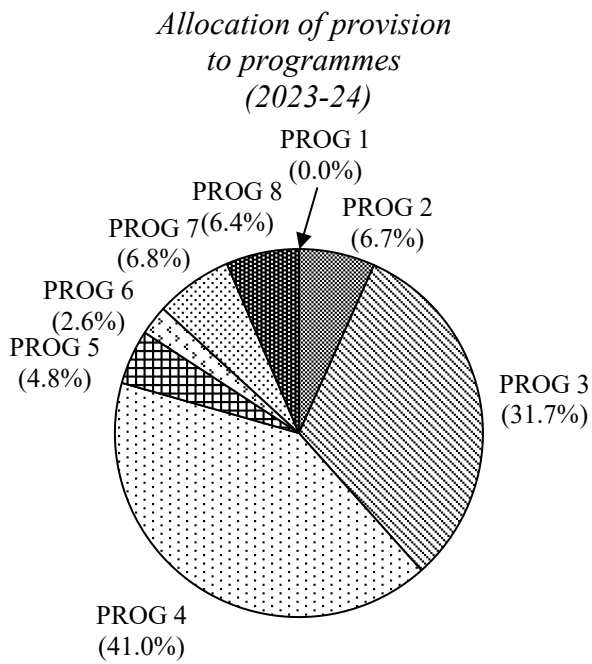
Programme (7)

Provision for 2023–24 is \$670.7 million (14.3%) higher than the revised estimate for 2022–23. This is mainly due to increased provision for various subsidy schemes.

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Programme (8)

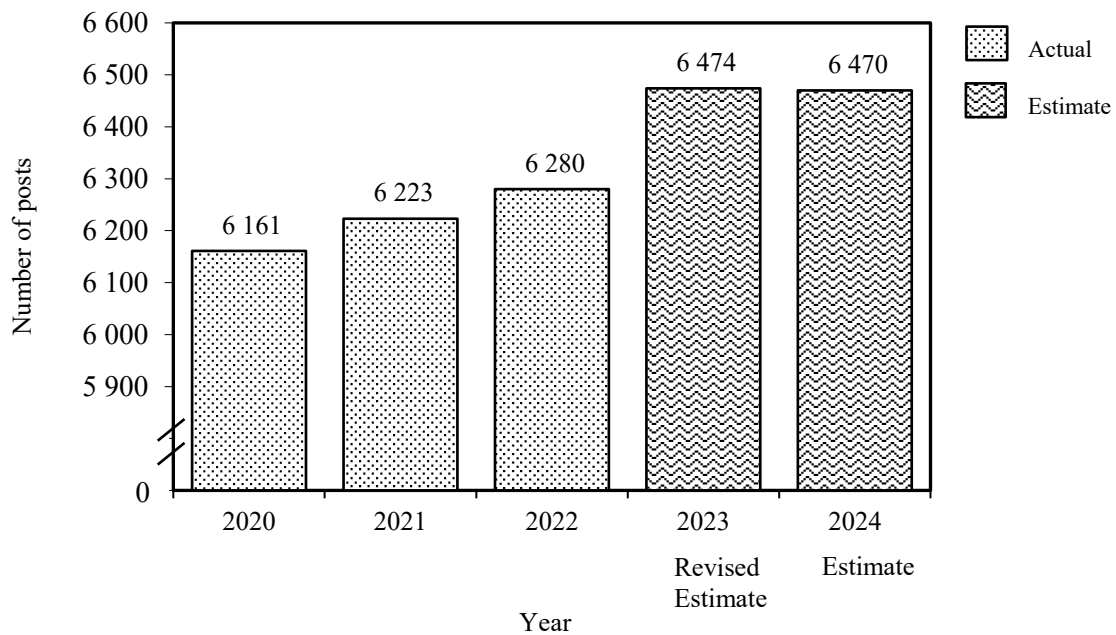
Provision for 2023–24 is \$302.8 million (6.5%) higher than the revised estimate for 2022–23. This is mainly due to increased provision for other operating expenses. There will be a net decrease of three posts in 2023–24.



(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 2021–22	Approved estimate 2022–23	Revised estimate 2022–23	Estimate 2023–24
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	71,640,823	74,368,399	71,663,468	75,794,999
003	Recoverable salaries and allowances (General)..... 2,519				
	<i>Deduct</i> reimbursements <i>Cr. 2,519</i>	—	—	—	—
	Total, Recurrent.....	71,640,823	74,368,399	71,663,468	75,794,999
Non-Recurrent					
700	General non-recurrent	546,971	463,500	415,154	1,090,170
	Total, Non-Recurrent.....	546,971	463,500	415,154	1,090,170
	Total, Operating Account	72,187,794	74,831,899	72,078,622	76,885,169
Capital Account					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	15,275	10,118	9,321	29,103
	Total, Plant, Equipment and Works.....	15,275	10,118	9,321	29,103
Subventions					
871	Vocational Training Council.....	27,401	26,074	11,961	38,711
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	397	678	485	362
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	1,200,000	1,788,371	1,788,371	1,400,000
976	Vocational Training Council (block vote)	76,966	88,862	88,862	67,310
	Total, Subventions	1,304,764	1,903,985	1,889,679	1,506,383
	Total, Capital Account.....	1,320,039	1,914,103	1,899,000	1,535,486
	Total Expenditure	73,507,833	76,746,002	73,977,622	78,420,655

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Details of Expenditure by Subhead

The estimate of the amount required in 2023–24 for the salaries and expenses of the Education Bureau is \$78,420,655,000. This represents an increase of \$4,443,033,000 over the revised estimate for 2022–23 and \$4,912,822,000 over the actual expenditure in 2021–22.

Operating Account

Recurrent

2 Provision of \$75,794,999,000 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 2023 will be 6 474 posts including five supernumerary posts. It is expected that there will be a net decrease of four posts in 2023–24. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2023–24 but the notional annual mid-point salary value of all such posts must not exceed \$4,513,832,000.

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

	2021–22 (Actual) (\$'000)	2022–23 (Original) (\$'000)	2022–23 (Revised) (\$'000)	2023–24 (Estimate) (\$'000)
Personal Emoluments				
- Salaries	3,817,071	3,989,350	3,838,918	3,993,950
- Allowances	76,406	79,749	85,105	95,955
- Job-related allowances.....	590	35	839	35
Personnel Related Expenses				
- Mandatory Provident Fund contribution	15,255	17,966	12,394	17,480
- Civil Service Provident Fund contribution	211,865	250,632	246,102	285,947
Departmental Expenses				
- Temporary staff	673,584	669,809	770,634	742,895
- Remuneration for special appointments	117,201	130,454	114,838	133,709
- General departmental expenses	763,307	893,969	846,453	988,321
Other Charges				
- Teacher training.....	80,679	103,972	99,247	103,313
- Curriculum Development Institute	273,844	241,947	234,370	277,889
- Subject and curriculum block grant for government schools.....	128,818	139,859	139,895	142,297
- Subsidy and scholarship schemes for vocational and post-secondary education	1,524,743	1,707,827	1,557,975	2,174,935
- School extra-curricular activities, programmes, grants and prizes.....	269,432	517,703	358,399	568,863
- Subsidy to day-school students	2,087,613	2,175,000	2,009,500	2,100,000
Subventions				
- Code of Aid for primary schools	19,890,843	20,625,082	20,174,858	21,133,964
- Code of Aid for secondary schools	24,002,892	25,146,419	23,915,245	25,599,454
- Code of Aid for special schools.....	3,234,198	3,481,252	3,391,791	3,655,264
- Direct Subsidy Scheme	4,755,329	4,901,071	4,695,991	4,889,527
- Child Care Centre Subsidy Scheme	15,766	16,195	18,235	16,419
- Assistance to caput schools	108,828	114,318	109,162	114,346
- English Schools Foundation junior schools.....	24,150	16,942	16,794	16,942
- English Schools Foundation secondary schools.....	172,546	159,153	158,463	137,306
- Refund of rent, rates and government rent to private schools, educational institutes and study rooms	139,636	171,044	159,957	170,458
- Miscellaneous educational services.....	295,357	435,958	277,416	469,332
- Vocational Training Council	2,638,695	2,638,695	2,715,518	2,708,446
- Kindergarten Education Scheme	6,322,175	5,743,998	5,715,369	5,257,952
	71,640,823	74,368,399	71,663,468	75,794,999

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5 Provision of \$2,519,000 under *Subhead 003 Recoverable salaries and allowances (General)* is for salaries and allowances of civil servants working in the Provident Funds Unit of the Education Bureau. It must not be exceeded without prior approval of the Secretary for Financial Services and the Treasury. Expenditure under this subhead is reimbursed by the Schools Provident Funds.

Capital Account

Plant, Equipment and Works

6 Provision of \$29,103,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$19,782,000 (212.2%) over the revised estimate for 2022–23. This is mainly due to increased requirement for replacement and new equipment.

Subventions

7 Provision of \$362,000 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 2023–24 represents a decrease of \$123,000 (25.4%) against the revised estimate for 2022–23. This is mainly due to decreased requirement for replacement and new furniture and equipment.

8 Provision of \$1,400 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. The provision in 2023–24 represents a decrease of \$388,371,000 (21.7%) against the revised estimate for 2022–23. This is mainly due to decreased requirement for maintenance, repairs and minor improvement works in aided schools.

9 Provision of \$67,310,000 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 2023–24 represents a decrease of \$21,552,000 (24.3%) against the revised estimate for 2022–23. This is mainly due to decreased 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 31.3.2022	Revised estimated expenditure for 2022–23	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account</i>						
700	<i>General non-recurrent</i>					
801	Pilot Subsidy Scheme for Students of Professional Part-time Programmes		434,000	219,300	47,300	167,400
806	Enhancing the professional development of teachers and principals		500,000	49,652	12,571	437,777
820	Scholarship Scheme for Studying Outside Hong Kong		347,965	226,306	2,654	119,005
833	Parent education programmes for non-Chinese speaking parents		15,000	2,893	2,656	9,451
839	Yi Jin Diploma		1,000,000	783,519	86,500	129,981
841	Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme		108,000	42,711	27,018	38,271
842	School-based professional support services to schools on Chinese learning and teaching for non-Chinese speaking students.....		45,000	25,443	13,475	6,082
851	Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education.....		1,260,000	36,251	74,061	1,149,688
854	Payment of examination fees for school candidates sitting for the 2024 Hong Kong Diploma of Secondary Education Examinationψ		151,000ψ	—	—	151,000
862	Payment of examination fees for school candidates sitting for the 2023 Hong Kong Diploma of Secondary Education Examination.....		149,100	—	142,199	6,901
954	Pilot international study programme under the Training and Support Scheme.....		19,950	—	2,750	17,200
964	Additional injection into the Gifted Education Fundψ		600,000ψ	—	—	600,000
			4,630,015	1,386,075	411,184	2,832,756

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Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2022	Revised estimated expenditure for 2022–23	Balance
			\$'000	\$'000	\$'000	\$'000
Capital Account						
871		<i>Vocational Training Council</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	11,961	50,786
			<u>76,993</u>	<u>14,246</u>	<u>11,961</u>	<u>50,786</u>
		Total	<u>4,707,008</u>	<u>1,400,321</u>	<u>423,145</u>	<u>2,883,542</u>

ψ This is a new item, funding for which is sought in the context of the Appropriation Bill 2023.