

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

| | |
|--|--------------------|
| Estimate 2017–18 | \$57,393.8m |
| Establishment ceiling 2017–18 (notional annual mid-point salary value) representing an estimated 5 682 non-directorate posts as at 31 March 2017 (including 3 455 posts in government schools) rising by 121 posts to 5 803 posts as at 31 March 2018 (including 3 530 posts in government schools) | \$3,399.9m |
| In addition, there will be an estimated 34 directorate posts as at 31 March 2017 and as at 31 March 2018. | |
| Commitment balance | \$3,091.1m |

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

| | 2015–16 (Actual) | 2016–17 (Original) | 2016–17 (Revised) | 2017–18 (Estimate) |
|---------------------------|---------------------|-----------------------|----------------------|-----------------------------------|
| Financial provision (\$m) | 12.3 | 12.4 | 12.7 (+2.4%) | 12.7 (—) |
| | | | | (or +2.4% on 2016–17 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.

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Programme (2): Pre-primary Education¶

| | 2015–16 (Actual) | 2016–17 (Original) | 2016–17 (Revised) | 2017–18 (Estimate) |
|----------------------------|---------------------|-----------------------|----------------------|------------------------------------|
| Financial provision (\$m)β | 3,229.2 | 3,484.3 | 3,704.5 (+6.3%) | 5,282.2 (+42.6%) |
| | | | | (or +51.6% on 2016–17 Original) |

¶ A new programme introduced as from 2017–18 with the implementation of the Free Quality Kindergarten Education Scheme (KG Scheme) starting from the 2017/18 school year.

β Provisions for pre-primary education previously under the programme “Other Educational Services and Subsidies” are re-grouped under this programme as from 2017–18. For comparison, the figures for 2015–16 and 2016–17 have been adjusted accordingly.

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 introduced the Pre-primary Education Voucher Scheme (PEVS) with effect from the 2007/08 school year to provide direct fee subsidy for parents with eligible children attending classes in eligible non-profit-making kindergartens. Eligible kindergartens may also receive assistance towards rent, rates and government rent so that they can direct more funds to improving the quality of education. Subsidy is also available to the child care centre portion of the kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme to enable the operators to employ trained child care workers without having to raise their fees substantially.

6 The Bureau will implement the new 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. To unleash the potential of the local labour force under the population policy, additional subsidy will also be provided for eligible kindergartens offering whole-day and long whole-day services. For kindergartens having joined PEVS but not joining the KG Scheme, they will remain in PEVS until the end of operation of all eligible classes or all eligible students have left the kindergartens concerned, whichever is earlier.

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

Indicators

| | <i>School Year</i> | | |
|--|-----------------------|------------------------------------|-------------------------|
| | 2015/2016 (Actual) | 2016/2017 (Revised Estimate) | 2017/2018 (Estimate) |
| kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres) | 1 000 | 1 014 | 1 033 |
| students in kindergartens..... | 185 400 | 184 000 | 177 100 |
| students joining PEVSδ | 139 200 | 138 700 | 1 700 |
| non-profit-making kindergartens joining PEVSδ | 732 | 745 | 10 |
| students under KG Schemeω | — | — | 141 000 |
| non-profit-making kindergartens joining KG Schemeω | — | — | 750 |
| kindergarten teachers with Certificate in Early Childhood Education or above (%)§ | 91.2 | 92.7 | 94.7 |
| wastage rate of kindergarten teachers (%)α | 8.6 | 10.5 | 10.2 |

δ Only kindergartens joining PEVS in/before the 2016/17 school year but not applying to join KG Scheme or not approved to join the KG Scheme will stay under PEVS. Their eligible students admitted before the 2017/18 school year and remaining in the eligible classes under PEVS will continue to receive the voucher subsidy under PEVS until they leave the kindergartens concerned.

ω New indicators as from the 2017/18 school year.

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

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

Matters Requiring Special Attention in 2017–18

- 8 During 2017–18, the Bureau will:
- implement the KG Scheme starting from the 2017/18 school year with enhancements in quality of kindergarten education through enhanced funding support to kindergartens; raising the requirement in teacher-pupil ratio; provision of a salary range and career ladder for kindergarten teachers; enhancements in quality assurance framework, governance and monitoring, teachers’ professionalism, catering for student diversity, improving accommodation and facilities, etc.;
 - continue to provide fee remission for children of needy families under the Kindergarten and Child Care Centre Fee Remission Scheme implemented by the Working Family and Student Financial Assistance Agency;
 - provide an additional grant for children of needy families to defray school-related expenses incurred from the students’ kindergarten education starting from the 2017/18 school year; and
 - continue to conduct Quality Review for kindergartens joining the KG Scheme to ensure quality kindergarten education.

Programme (3): Primary Education

| | 2015–16 (Actual) | 2016–17 (Original) | 2016–17 (Revised) | 2017–18 (Estimate) |
|---------------------------|---------------------|-----------------------|----------------------------|-----------------------------------|
| Financial provision (\$m) | | | | |
| Government sector | 1,091.9 | 1,177.1 | 1,188.0 | 1,217.9 |
| Subvented sector | 14,565.3 | 15,205.4 | 15,520.8 | 16,149.9 |
| Total | <u>15,657.2</u> | <u>16,382.5</u> | <u>16,708.8</u> (+2.0%) | <u>17,367.8</u> (+3.9%) |
| | | | | (or +6.0% on 2016–17 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 (7.8%) and aided schools (92.2%).

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. The recurrent subsidies for ESF have started to phase out in 13 years from the 2016/17 school year onwards.

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

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

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

Indicators

| | <i>School Year</i> | | |
|--|---------------------|----------------------------------|-------------------------------|
| | 2015/16 (Actual) | 2016/17 (Revised Estimate) | 2017/18 (Estimate) |
| primary students | 337 600 | 349 000 | 366 700 |
| children in the six to 11 age group | 331 600 | 345 200 | 370 600 |
| student/teacher ratio in government and aided primary schools | 14.1:1 | 14.2:1 | 14.4:1 |
| government and aided primary schools..... | 454 | 454 | 454 |
| primary schools under DSS..... | 21 | 21 | 21 |
| whole-day government and aided primary schools..... | 450 | 451 | 451 |

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| | <i>School Year</i> | | |
|--|---------------------|----------------------------------|-------------------------------|
| | 2015/16 (Actual) | 2016/17 (Revised Estimate) | 2017/18 (Estimate) |
| whole-day government and aided primary classes..... | 10 059 | 10 365 | 10 819 |
| government, aided and DSS primary school places provided on a whole-day basis (%)‡..... | 100 | 100 | 100 |
| teachers in government and aided primary schools | 19 400 | 19 900 | 20 800 |
| teachers in government primary schools with relevant teacher training qualification (%)..... | 98.5 | 98.8 | 98.8 |
| teachers in aided primary schools with relevant teacher training qualification (%)..... | 97.4 | 97.6 | 97.6 |
| teacher wastage rate of government and aided primary schools (%)Δ..... | 4.5 | 4.2 | 4.3 |
| government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%)..... | 100 | 100 | 100 |
| schools provided with school-based professional supportφ..... | 392 | 380 | 380 |
| schools participating in collaborative research and development (“seed”) projects on curriculum development..... | 15 | 28 | 21 |

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

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

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

Matters Requiring Special Attention in 2017–18

15 During 2017–18, the Bureau will:

- continue to improve the learning and teaching of the English Language in primary schools;
- continue to provide School-based Educational Psychology Service to all public sector primary schools and further enhance the service by progressively improving the ratio of educational psychologist to schools to 1:4 for public sector primary schools with a large number of students with special educational needs;
- continue to subsidise schools and non-profit making organisations to organise after-school activities for supporting needy students under the School-based After-school Learning and Support Programmes;
- continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language;
- further enhance the ratio of graduate teacher posts in public sector primary schools to 65 per cent in the 2017/18 school year upon increasing such ratio from 50 per cent to 55 per cent and 60 per cent in the 2015/16 and 2016/17 school years respectively to attract more talent to join the teaching force of primary education so as to enhance the quality of teaching;
- provide the Learning Support Grant for public sector primary schools to cover students with mental illness starting from the 2017/18 school year in order to help schools cater for their learning, social, emotional and behavioural needs; and
- plan to provide a one-off grant at \$100,000 each to all public sector and DSS primary schools for the promotion of understanding of Chinese history and culture.

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Programme (4): Secondary Education

| | 2015–16 (Actual) | 2016–17 (Original) | 2016–17 (Revised) | 2017–18 (Estimate) |
|---------------------------|---------------------|-----------------------|----------------------|-----------------------------------|
| Financial provision (\$m) | | | | |
| Government sector | 1,508.3 | 1,601.8 | 1,601.8 | 1,610.1 |
| Subvented sector | 23,284.9 | 23,501.0 | 24,088.8 | 24,341.9 |
| Total | 24,793.2 | 25,102.8 | 25,690.6 (+2.3%) | 25,952.0 (+1.0%) |
| | | | | (or +3.4% on 2016–17 Original) |

Aim

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

Brief Description

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

18 Apart from public sector schools, subsidised secondary school places are offered in DSS schools and ESF schools, both of which receive recurrent subsidies from the Government. The recurrent subsidies for ESF has started to phase out in 13 years from the 2016/17 school year onwards.

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

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

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

Indicators

| | School Year | | |
|---|---------------------|----------------------------------|-----------------------|
| | 2015/16 (Actual) | 2016/17 (Revised Estimate) | 2017/18 (Estimate) |
| secondary 1 to 3 students | 170 100 | 165 000 | 163 900 |
| children in the 12 to 14 age group..... | 162 100 | 154 600 | 152 500 |
| student/teacher ratio in public sector secondary schools | 12.3:1 | 11.9:1 | 11.6:1 |
| public sector secondary schools | 393 | 393 | 392 |
| secondary schools under DSS | 61 | 61 | 61 |
| subsidised secondary 4 to 6 places..... | 205 800 | 195 800 | 194 700 |
| children in the 15 to 17 age group..... | 185 300 | 182 900 | 174 400 |
| teachers in public sector secondary schools..... | 22 900 | 22 500 | 21 900 |
| teachers in government secondary schools with relevant teacher training qualification (%) | 98.0 | 98.5 | 98.5 |
| teachers in aided secondary schools with relevant teacher training qualification (%)..... | 97.7 | 97.9 | 97.9 |
| teacher wastage rate of public sector secondary schools (%)Ω | 5.0 | 4.6 | 4.8 |
| public sector secondary schools being provided with NETs to enhance English language teaching (%)..... | 100 | 100 | 100 |
| schools provided with school-based professional supportφ | 300 | 300 | 300 |

| | <i>School Year</i> | | |
|---|---------------------|----------------------------------|-------------------------------|
| | 2015/16 (Actual) | 2016/17 (Revised Estimate) | 2017/18 (Estimate) |
| schools participating in collaborative research and development (“seed”) projects on curriculum development..... | 41 | 39 | 33 |
| public sector and DSS secondary schools offering ten subject choices or more in the senior secondary curriculum under the NAS λ | 400 | 400 | 400 |
| Applied Learning courses offered by course providers | 40 | 36 | 35 |

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

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

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

Matters Requiring Special Attention in 2017–18

22 During 2017–18, the Bureau will:

- continue to implement the senior secondary curriculum;
- continue to provide teacher training and develop resource materials to support the implementation of the NAS;
- continue to provide Applied Learning courses for senior secondary students;
- continue to provide School-based Educational Psychology Service to all public sector secondary schools and further enhance the service by progressively improving the ratio of educational psychologist to schools to 1:4 for public sector secondary schools with a large number of students with special educational needs;
- continue to implement a series of targeted relief measures aiming at facilitating the sustainable development of schools and maintaining the stability and strengths of the teaching force in light of the temporary decline of the secondary 1 student population;
- continue to subsidise schools and non-profit making organisations to organise after-school activities for supporting needy students under the School-based After-school Learning and Support Programmes;
- continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language;
- continue to allow schools to turn the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services;
- provide the Learning Support Grant for public sector secondary schools to cover students with mental illness starting from the 2017/18 school year in order to help schools cater for their learning, social, emotional and behavioural needs;
- develop in the 2017/18 school year an evidence-based model with strategies and related teaching and learning resources for supporting the learning and development of senior secondary school students with autism having average to high average intelligence, premised on a support model developed for junior secondary school students with autism; and
- plan to provide a one-off grant at \$150,000 each to all public sector and DSS secondary schools for the promotion of understanding of Chinese history and culture.

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Programme (5): Special Education

| | 2015–16 (Actual) | 2016–17 (Original) | 2016–17 (Revised) | 2017–18 (Estimate) |
|---------------------------|---------------------|-----------------------|----------------------|-----------------------------------|
| Financial provision (\$m) | 2,190.0 | 2,309.5 | 2,324.1 (+0.6%) | 2,451.6 (+5.5%) |
| | | | | (or +6.2% on 2016–17 Original) |

Aim

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

Brief Description

24 Special educational needs include the 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 these students, the necessary provision, services and support are, as far as possible, incorporated into the resource requirements for mainstream school education and rendered through the implementation of Programmes (3), (4), (6) and (8).

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

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

Indicators

| | <i>School Year</i> | | |
|--|---------------------|----------------------------------|-------------------------------|
| | 2015/16 (Actual) | 2016/17 (Revised Estimate) | 2017/18 (Estimate) |
| special schools..... | 60 | 60 | 61 |
| students in special schools | 7 703 | 7 700 | 7 800 |
| teachers in special schools | 1 697 | 1 690 | 1 750 |
| teachers in special schools with teacher training and special education training qualification (%)..... | 73.6 | 73.6 | 73.2 |
| teachers in special schools with teacher training qualification (%)..... | 99.1 | 99.2 | 99.3 |
| teachers in special schools with special education training qualification (%)..... | 74 | 74 | 74 |
| teacher wastage rate of special schools (%) μ | 6.9 | 7.1 | 7.1 |
| schools provided with school-based professional support ϕ | 31 | 32 | 32 |
| schools participating in collaborative research and development (“seed”) projects on curriculum development..... | 16 | 16 | 16 |

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

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

Matters Requiring Special Attention in 2017–18

27 During 2017–18, the Bureau will:

- continue to reduce progressively the class size to 12 students per class in the school for children with visual impairment and schools for social development;
- continue to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the NAS;

- continue to provide teacher training related to the planning and implementation of a 12-year curriculum in special schools, and develop resource and guidance materials for enhancing the interface between basic education and senior secondary education for students with intellectual disability;
- continue to subsidise schools and non-profit making organisations to organise after-school activities for supporting needy students under the School-based After-school Learning and Support Programmes;
- continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language;
- further enhance the ratio of graduate teacher posts in the primary section of public sector special schools to 65 per cent in the 2017/18 school year upon increasing such ratio from 50 per cent to 55 per cent and 60 per cent in the 2015/16 and 2016/17 school years respectively to attract more talent to join the teaching force of special education so as to enhance the quality of teaching;
- continue to allow special schools operating senior secondary levels to turn the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services;
- provide additional grant to schools for children with severe intellectual disability, schools for children with physical disability and school for children with visual impairment cum intellectual disability for employing additional nurses and related staff to strengthen support for 24-hour ventilator-dependent students; and
- plan to provide a one-off grant at \$150,000 each to all public sector special schools with a secondary section only, and those with both primary and secondary sections; and \$100,000 each to all public sector special schools with a primary section only for the promotion of understanding of Chinese history and culture.

Programme (6): Other Educational Services and Subsidies

| | 2015–16 (Actual) | 2016–17 (Original) | 2016–17 (Revised) | 2017–18 (Estimate) |
|--|---------------------|-----------------------|----------------------|-----------------------------------|
| Financial provision (\$m) ^β | 784.2 | 902.7 | 1,610.7 (+78.4%) | 952.2 (–40.9%) |
| | | | | (or +5.5% on 2016–17 Original) |

^β Provisions for pre-primary education and post-secondary education previously under this programme are re-grouped under the new Programme (2): Pre-primary Education, Programme (7): Post-secondary, Vocational and Professional Education and Programme (8): Policy and Support as from 2017–18. For comparison, the figures for 2015–16 and 2016–17 have been adjusted accordingly.

Aim

28 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

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

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

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

Educational support for non-Chinese speaking students

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

Subsidies to educational bodies

32 The Bureau supports activities which contribute to the wider involvement in education and development of professionalism, e.g. support for the Council on Professional Conduct in Education and educational organisations registered with the Hong Kong Teachers' Centre. The Bureau also provides 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. Furthermore, the Bureau is going to provide support to the Hong Kong Academy for Gifted Education to nurture more gifted students in an effort to enrich the talent pool and strengthen the competitiveness of Hong Kong.

National education

33 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.

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

Indicators

| | <i>School Year</i> | | |
|---|---------------------|----------------------------------|-------------------------------|
| | 2015/16 (Actual) | 2016/17 (Revised Estimate) | 2017/18 (Estimate) |
| teacher development programmes related to curriculum reform for all schools | 795 | 818 | 818 |
| schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%)..... | 100 | 100 | 100 |
| training places for school managers on the implementation of school-based management | 1 630 | 1 800 | 1 800 |
| educational support for newly-arrived children and young people, and non-Chinese speaking students | | | |
| enrolment of Induction Programmes for newly-arrived children and young people..... | 1 021 | 1 320 | 1 320 |
| enrolment of Initiation Programmes for newly-arrived children and young people..... | 837 | 790 | 830 |
| enrolment of Summer Bridging Programmes for non-Chinese speaking students#..... | 1 888 | 1 780 | 1 950 |
| home-school co-operation activities subsidised..... | 3 300 | 3 400 | 3 500 |

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

Matters Requiring Special Attention in 2017–18

35 During 2017–18, the Bureau will:

- continue to provide training and support to school leaders, middle managers and teachers for the implementation of the senior secondary curriculum;
- continue to work with the Committee on Professional Development of Teachers and Principals in enhancing the professional development of the teaching profession at different career stages;
- continue to support the work of the Committee on Home-School Co-operation and facilitate the promotion of home-school co-operation;
- continue to provide more Mainland exchange opportunities for primary and secondary school students;
- continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels;
- develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, e-textbooks and preparation of learning and teaching resources for a variety of subjects;

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- continue to implement the Professional Enhancement Grant Scheme with the Language Fund to enhance Chinese Language teachers' professional capability in teaching Chinese as a second language;
- continue to commission non-governmental organisations, on a pilot basis, to provide career exploration opportunities and relevant experiences for students with specific learning difficulties and non-Chinese speaking students respectively;
- continue to conduct enrichment and enhancement programmes both within and outside schools to provide challenges to and cater for the needs of gifted students; and
- introduce a three-year paid non-local study leave scheme on a pilot basis for serving secondary school teachers to broaden their perspectives and enrich their experience.

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

| | 2015–16 (Actual) | 2016–17 (Original) | 2016–17 (Revised) | 2017–18 (Estimate) |
|--|---------------------|-----------------------|----------------------|------------------------------------|
| Financial provision (\$m) ^β | 3,750.3 | 3,006.5 | 2,901.1 (–3.5%) | 3,390.9 (+16.9%) |
| | | | | (or +12.8% on 2016–17 Original) |

^θ Revised description of the previous programme “Vocational and Professional Education”.

^β Provisions for post-secondary education previously under the programmes “Other Educational Services and Subsidies” and “Policy and Support” are re-grouped under this programme as from 2017–18. For comparison, the figures for 2015–16 and 2016–17 have been adjusted accordingly.

Aim

36 The aim is to facilitate the availability of multiple and flexible pathways 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) services to enable students to acquire skills and knowledge that prepare them for employment and at the same time equip them with the foundation for lifelong learning.

Brief Description

37 The Bureau supports the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. Through the development of both sectors, about 46 per cent of young people in the relevant cohort now have access to undergraduate-level education (including first year and senior year intakes). Including sub-degree places, about 70 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.

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

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 institutes such as the Institute of Professional Education and Knowledge, 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 courses which lead to formal qualifications from post-secondary 3 up to master levels. These courses are offered in a spectrum of disciplines, including applied science; design; engineering; hotel, service and tourism; child care, elderly and community services; business; information technology and culinary arts.

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

Indicators

| | <i>Academic Year</i> | | |
|---|----------------------|----------------------------------|-------------------------------|
| | 2015/16 (Actual) | 2016/17 (Revised Estimate) | 2017/18 (Estimate) |
| <i>VTC</i> | | | |
| full-time vocational and professional education student places | 48 786 | 42 800 | 40 500 |
| part-time vocational and professional education student places | 20 048 | 21 200 | 21 900 |
| enrolment rate (full-time equivalent) (%) | 104 | 100 | 100 |
| retention rate | | | |
| full-time (%) | 96 | 94 | 94 |
| part-time (%) | 97 | 92 | 92 |
| employment rate (of economically active graduates) – full-time students (%) | 89 [^] | 86 | 86 |

[^] This is a provisional figure. Actual figure will be available in April 2017.

Matters Requiring Special Attention in 2017–18

41 During 2017–18, the Bureau will:

- continue to implement the Hong Kong Scholarship for Excellence Scheme to support outstanding students to study in renowned universities outside Hong Kong for three cohorts from the 2015/16 academic year and be subject to a review on its effectiveness;
- continue to implement the Mainland University Study Subsidy Scheme to provide needy students pursuing undergraduate studies in designated Mainland institutions with a means-tested subsidy during their study period;
- continue to implement initiatives to enhance the development of Hong Kong as a regional education hub, including the Hong Kong Scholarship for Belt and Road Students with a view to attracting outstanding students from the Belt and Road regions to pursue undergraduate study in Hong Kong;
- continue to provide subsidy for needy post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes;
- continue to reimburse tuition fees and provide a flat rate academic expenses grant for needy students pursuing eligible full-time programmes below sub-degree level;
- continue to monitor the implementation of the Study Subsidy Scheme for Designated Professions/Sectors and prepare for its regularisation after the current three-cohort pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and increasing the number of subsidised places from about 1 000 per cohort to about 3 000 per cohort; and
- plan to launch the seventh round of Matching Grant Scheme with a commitment of \$500 million for eligible self-financing local degree-awarding institutions to apply.

42 During 2017–18, the VTC will:

- continue to uphold the quality of VPET and support the Government in promotion of VPET;
- continue to implement the Pilot Training and Support Scheme for students admitted to VTC’s training programmes in the 2017/18 academic year to attract young people to join industry sectors with a keen demand for labour. The Scheme may be further extended in case there are unexpended funds after implementing for the 2016/17 and 2017/18 cohorts;
- continue the industry attachment programme for students, with funding support from the Bureau, so as to enhance their employability and prepare them for a smooth transition from study to work; and
- implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes from the 2016/17 academic year to provide tuition fee subsidy for three cohorts of about 5 600 students in total admitted to designated professional part-time programmes, within the area of study/training in “Architecture and Town Planning” or “Engineering and Technology” under the classification of the Hong Kong Qualifications Register.

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Programme (8): Policy and Support

| | 2015–16 (Actual) | 2016–17 (Original) | 2016–17 (Revised) | 2017–18 (Estimate) |
|--|---------------------|-----------------------|----------------------|-----------------------------------|
| Financial provision (\$m) ^β | 1,870.1 | 1,983.4 | 1,855.3 (–6.5%) | 1,984.4 (+7.0%) |
| | | | | (or +0.1% on 2016–17 Original) |

^β Provisions for post-secondary education previously grouped under this programme are re-grouped under Programme (7): Post-secondary, Vocational and Professional Education as from 2017–18. For comparison, the figures for 2015–16 and 2016–17 have been adjusted accordingly.

Aim

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

Brief Description

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, the latter has been upgraded to Student Assessment Repository (STAR). For the purpose of improving learning and teaching, the TSA assesses the overall performance of students at primary 6 and secondary 3 in attaining basic competency in Chinese Language, English Language and Mathematics; while for primary 3 students, the performance is assessed under the Basic Competency Assessment Research Study in 2017. The STAR provides online assessment for the three said subjects.

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

Matters Requiring Special Attention in 2017–18

47 During 2017–18, the Bureau will:

- continue to provide financial and professional support on a pilot basis to local public sector and DSS schools having formed sister school with their counterparts in the Mainland to further strengthen professional interflows among them;
- continue to 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;
- continue to provide a broad range of support services for kindergartens as well as primary and secondary schools to help them take forward education reform initiatives, and to cater for learner diversity;
- continue to provide assessment tools for School Self-evaluation and conduct External School Reviews for continuous school improvement;
- consolidate the experiences of the Pilot Project on Strengthening Schools' Administration Management and to enhance the Web-based School Administration and Management System with a view to benefiting the school sector;
- continue to implement the Fourth Strategy on Information Technology in Education. Major initiatives include the phased provision of wireless network services and other supporting facilities for all public sector schools; and
- continue to oversee and improve the implementation of the Basic Competency Assessment.

ANALYSIS OF FINANCIAL PROVISION

| Programme | 2015-16 (Actual) (\$m) | 2016-17 (Original) (\$m) | 2016-17 (Revised) (\$m) | 2017-18 (Estimate) (\$m) |
|---|---------------------------------------|---|--|---|
| (1) Director of Bureau's Office | 12.3 | 12.4 | 12.7 | 12.7 |
| (2) Pre-primary Education | 3,229.2 | 3,484.3 | 3,704.5 | 5,282.2 |
| (3) Primary Education..... | 15,657.2 | 16,382.5 | 16,708.8 | 17,367.8 |
| (4) Secondary Education..... | 24,793.2 | 25,102.8 | 25,690.6 | 25,952.0 |
| (5) Special Education..... | 2,190.0 | 2,309.5 | 2,324.1 | 2,451.6 |
| (6) Other Educational Services and Subsidies | 784.2 | 902.7 | 1,610.7 | 952.2 |
| (7) Post-secondary, Vocational and Professional Education..... | 3,750.3 | 3,006.5 | 2,901.1 | 3,390.9 |
| (8) Policy and Support | 1,870.1 | 1,983.4 | 1,855.3 | 1,984.4 |
| | <u>52,286.5</u> | <u>53,184.1</u> | <u>54,807.8</u> (+3.1%) | <u>57,393.8</u> (+4.7%) |
| | | | | (or +7.9% on 2016-17 Original) |

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2017-18 is the same as the revised estimate for 2016-17.

Programme (2)

Provision for 2017-18 is \$1,577.7 million (42.6%) higher than the revised estimate for 2016-17. This is mainly due to additional provision for the implementation of KG Scheme with effect from 2017/18 school year.

Programme (3)

Provision for 2017-18 is \$659.0 million (3.9%) higher than the revised estimate for 2016-17. This is mainly due to salary increments and increased provision for various existing grants to schools in 2017-18. There will be a net increase of 46 posts in 2017-18.

Programme (4)

Provision for 2017-18 is \$261.4 million (1.0%) higher than the revised estimate for 2016-17. This is mainly due to salary increments and increased provision for various existing grants to schools in 2017-18. There will be a net increase of 29 posts in 2017-18.

Programme (5)

Provision for 2017-18 is \$127.5 million (5.5%) higher than the revised estimate for 2016-17. This is mainly due to salary increments and increased provision for various existing grants to schools in 2017-18.

Programme (6)

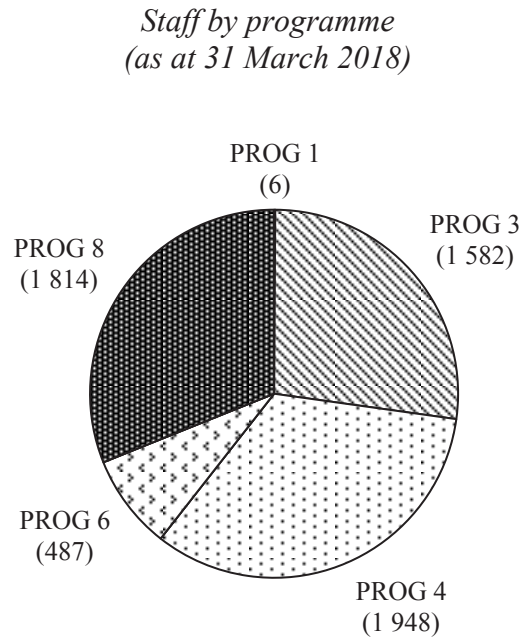
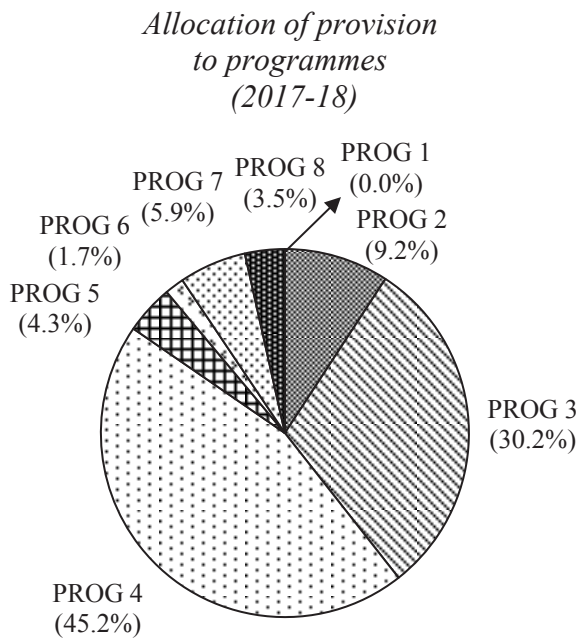
Provision for 2017-18 is \$658.5 million (40.9%) lower than the revised estimate for 2016-17. This is mainly due to lower cash flow requirement for non-recurrent items largely as a result of the completion of the injection of \$800 million into the Gifted Education Fund in 2016-17. There will be a net increase of ten posts in 2017-18.

Programme (7)

Provision for 2017-18 is \$489.8 million (16.9%) higher than the revised estimate for 2016-17. This is mainly due to higher cash flow requirement for non-recurrent items largely as a result of the planned implementation of the Seventh Matching Grant Scheme for the self-financing post-secondary education sector.

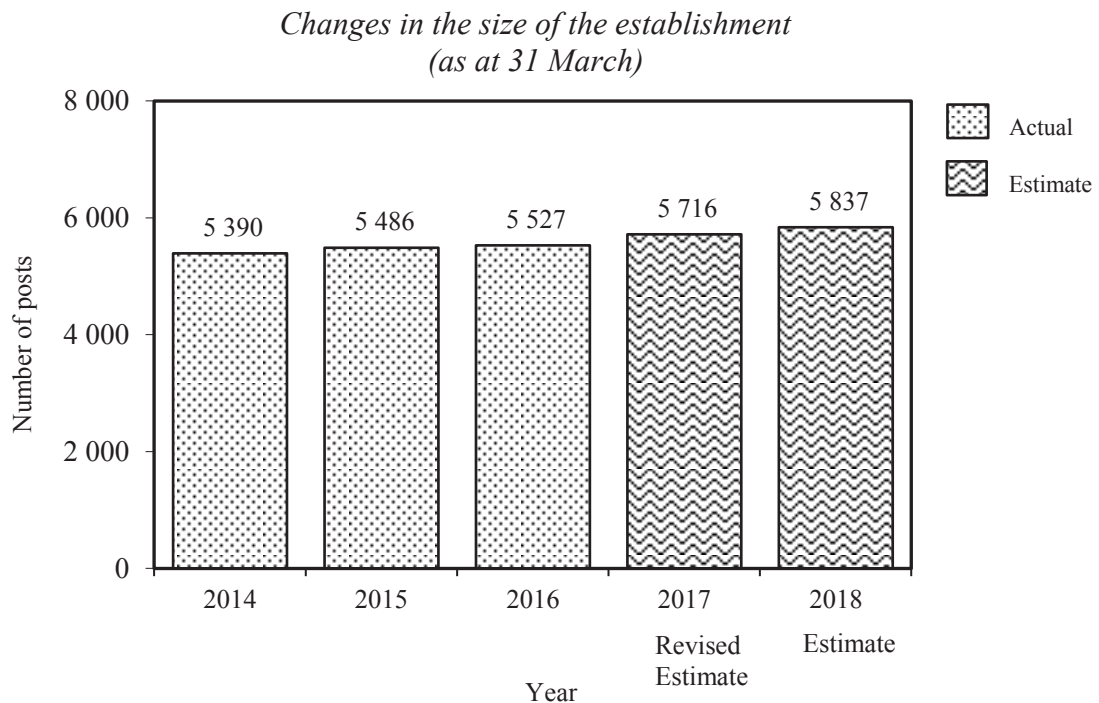
Programme (8)

Provision for 2017-18 is \$129.1 million (7.0%) higher than the revised estimate for 2016-17. This is mainly due to higher cash flow requirement for non-recurrent items. There will be a net increase of 36 posts in 2017-18.



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

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



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| Sub-head (Code) | | Actual expenditure 2015-16 | Approved estimate 2016-17 | Revised estimate 2016-17 | Estimate 2017-18 |
|----------------------------|---|----------------------------------|---------------------------------|--------------------------------|---------------------------------|
| | \$'000 | \$'000 | \$'000 | \$'000 | \$'000 |
| Operating Account | | | | | |
| Recurrent | | | | | |
| 000 | Operational expenses | 50,161,511 | 51,796,682 | 52,350,570 | 55,345,360 |
| 003 | Recoverable salaries and allowances (General)..... <i>5,773</i> | | | | |
| | <i>Deduct</i> reimbursements <i>Cr. 5,773</i> | — | — | — | — |
| | Total, Recurrent..... | <u>50,161,511</u> | <u>51,796,682</u> | <u>52,350,570</u> | <u>55,345,360</u> |
| Non-Recurrent | | | | | |
| 700 | General non-recurrent | 1,327,927 | 505,331 | 1,575,640 | 1,097,614 |
| | Total, Non-Recurrent..... | <u>1,327,927</u> | <u>505,331</u> | <u>1,575,640</u> | <u>1,097,614</u> |
| | Total, Operating Account | <u>51,489,438</u> | <u>52,302,013</u> | <u>53,926,210</u> | <u>56,442,974</u> |
| Capital Account | | | | | |
| Plant, Equipment and Works | | | | | |
| 661 | Minor plant, vehicles and equipment (block vote)..... | 5,159 | 8,712 | 8,124 | 8,791 |
| | Plant, vehicles and equipment..... | 2,235 | 559 | 559 | — |
| | Total, Plant, Equipment and Works..... | <u>7,394</u> | <u>9,271</u> | <u>8,683</u> | <u>8,791</u> |
| Subventions | | | | | |
| 871 | Vocational Training Council..... | 25,238 | 13,184 | 13,184 | 18,869 |
| 898 | Codes of Aid for existing schools - furniture and equipment (block vote)..... | 238 | 966 | 961 | 626 |
| 900 | Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote) | 731,481 | 826,560 | 826,560 | 890,248 |
| 976 | Vocational Training Council (block vote) | 32,538 | 32,155 | 32,155 | 32,321 |
| | Codes of Aid for existing schools..... | 135 | — | — | — |
| | Total, Subventions | <u>789,630</u> | <u>872,865</u> | <u>872,860</u> | <u>942,064</u> |
| | Total, Capital Account..... | <u>797,024</u> | <u>882,136</u> | <u>881,543</u> | <u>950,855</u> |
| | Total Expenditure | <u><u>52,286,462</u></u> | <u><u>53,184,149</u></u> | <u><u>54,807,753</u></u> | <u><u>57,393,829</u></u> |

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Details of Expenditure by Subhead

The estimate of the amount required in 2017–18 for the salaries and expenses of the Education Bureau is \$57,393,829,000. This represents an increase of \$2,586,076,000 over the revised estimate for 2016–17 and \$5,107,367,000 over the actual expenditure in 2015–16.

Operating Account

Recurrent

2 Provision of \$55,345,360,000 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 2017 will be 5 716 permanent posts. It is expected that there will be a net increase of 121 posts 2017–18. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2017–18 but the notional annual mid-point salary value of all such posts must not exceed \$3,399,891,000.

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

| | 2015–16 (Actual) (\$'000) | 2016–17 (Original) (\$'000) | 2016–17 (Revised) (\$'000) | 2017–18 (Estimate) (\$'000) |
|---|---------------------------------|-----------------------------------|----------------------------------|-----------------------------------|
| Personal Emoluments | | | | |
| - Salaries..... | 3,054,433 | 3,186,065 | 3,187,738 | 3,296,387 |
| - Allowances..... | 38,800 | 42,644 | 42,545 | 45,542 |
| - Job-related allowances..... | 4 | 35 | 13 | 35 |
| Personnel Related Expenses | | | | |
| - Mandatory Provident Fund contribution..... | 8,670 | 11,180 | 10,310 | 13,526 |
| - Civil Service Provident Fund contribution..... | 70,094 | 85,100 | 87,776 | 109,676 |
| Departmental Expenses | | | | |
| - Temporary staff..... | 431,450 | 485,758 | 459,428 | 475,166 |
| - Remuneration for special appointments | 99,347 | 109,987 | 109,612 | 115,282 |
| - General departmental expenses | 596,138 | 592,915 | 582,604 | 597,073 |
| Other Charges | | | | |
| - Teacher training | 77,621 | 88,911 | 72,560 | 96,839 |
| - Curriculum Development Institute | 252,694 | 250,246 | 247,483 | 251,389 |
| - Subject and curriculum block grant for government schools | 120,735 | 135,607 | 129,730 | 136,478 |
| - Subsidy and scholarship schemes for vocational and post-secondary education..... | 169,600 | 275,160 | 71,840 | 182,600 |
| - School extra-curricular activities, programmes, grants and prizes | 190,259 | 271,532 | 212,892 | 236,807 |
| - Pre-primary Education Voucher Scheme..... | 2,957,194 | 3,183,900 | 3,193,811 | 1,116,348 |
| Subventions | | | | |
| - Code of Aid for primary schools | 13,254,086 | 13,882,174 | 14,142,626 | 14,654,071 |
| - Code of Aid for secondary schools..... | 19,751,221 | 19,792,359 | 20,272,617 | 20,353,321 |
| - Code of Aid for special schools..... | 2,146,028 | 2,241,912 | 2,247,842 | 2,361,990 |
| - Direct Subsidy Scheme | 3,661,391 | 3,800,691 | 3,821,007 | 3,988,838 |
| - Child Care Centre Subsidy Scheme..... | 15,637 | 17,556 | 15,384 | 16,134 |
| - Assistance to caput schools..... | 95,090 | 97,831 | 95,226 | 94,677 |
| - English Schools Foundation junior schools | 118,556 | 109,025 | 109,041 | 92,086 |
| - English Schools Foundation secondary schools | 171,099 | 171,625 | 171,624 | 172,034 |
| - Refund of rent, rates and government rent to private schools, educational institutes and study rooms..... | 361,351 | 407,073 | 420,461 | 232,765 |
| - Miscellaneous educational services | 281,624 | 319,138 | 286,670 | 341,852 |
| - Vocational Training Council | 2,238,389 | 2,238,258 | 2,359,730 | 2,312,005 |

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

| | 2015–16 (Actual) (\$'000) | 2016–17 (Original) (\$'000) | 2016–17 (Revised) (\$'000) | 2017–18 (Estimate) (\$'000) |
|--|---------------------------------|-----------------------------------|----------------------------------|-----------------------------------|
| - Free Quality Kindergarten Education Scheme@..... | — | — | — | 4,052,439 |
| | 50,161,511 | 51,796,682 | 52,350,570 | 55,345,360 |

@ New subhead created for the new scheme to be implemented with effect from 2017/18 school year.

5 Provision of \$5,773,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$2,428,000 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;
- \$2,725,000 for salaries and allowances of civil servants working in the Vocational Training Council (VTC) and its skills centres, to be reimbursed by VTC; and
- \$620,000 for salaries and allowances of civil servants working for Assistance Programmes of the Community Care Fund, to be reimbursed by the Fund.

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

Capital Account

Subventions

6 Provision of \$626,000 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 2017–18 represents a decrease of \$335,000 (34.9%) against the revised estimate for 2016–17. This is mainly due to decreased requirement for replacement and new furniture and equipment.

7 Provision of \$890,248,000 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.

8 Provision of \$32,321,000 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.

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments

| Sub-head (Code) | Item (Code) | Ambit | Approved commitment | Accumulated expenditure to 31.3.2016 | Revised estimated expenditure for 2016–17 | 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 | 200,000 | — | 7,300 | 192,700 |
| | 805 | Seventh Matching Grant Scheme for the self-financing post-secondary education sector ψ | 500,000 ψ | — | — | 500,000 |
| | 813 | Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme | 288,000 | 17,114 | 43,804 | 227,082 |
| | 817 | Mainland University Study Subsidy Scheme | 105,300 | 8,985 | 9,700 | 86,615 |
| | 819 | Study Subsidy Scheme for Designated Professions/Sectors | 960,000 | 64,001 | 125,771 | 770,228 |
| | 820 | Scholarship Scheme for Studying Outside Hong Kong | 347,965 | 20,720 | 38,000 | 289,245 |
| | 839 | Yi Jin Diploma | 1,000,000 | 286,322 | 85,000 | 628,678 |
| | 840 | E-Textbook Market Development Scheme | 50,000 | 30,565 | 5,635 | 13,800 |
| | 848 | Implementation of the Fourth Strategy on Information Technology in Education | 105,000 | 50,624 | 28,337 | 26,039 |
| | 849 | Pilot on providing career-related experiences for students with specific learning difficulties and non-Chinese speaking students in secondary schools | 16,563 | 1,864 | 5,437 | 9,262 |
| | 896 | Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland | 200,000 | — | 49,400 | 150,600 |
| | 917 | One-off grant for the promotion of Chinese history and culture ψ | 125,000 ψ | — | — | 125,000 |
| | 974 | International Civic and Citizenship Education Study 2016 | 7,000 | 2,371 | 636 | 3,993 |
| | 976 | Supporting Schools to Adopt E-textbooks | 50,000 | 48,564 | 226 | 1,210 |
| | 987 | Qualifications Framework Support Schemes | 208,000 | 135,315 | 37,500 | 35,185 |
| | | | 4,162,828 | 666,445 | 436,746 | 3,059,637 |
| <i>Capital Account</i> | | | | | | |
| 871 | | <i>Vocational Training Council</i> | | | | |
| | 804 | Enhancement of information technology infrastructure and services | 67,218 | 31,426 | 10,199 | 25,593 |

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Commitments—Cont'd.

| Sub-head (Code) | Item (Code) | Ambit | Approved commitment | Accumulated expenditure to 31.3.2016 | Revised estimated expenditure for 2016–17 | Balance |
|--------------------------------|----------------|---|------------------------|--|--|------------------|
| | | | \$'000 | \$'000 | \$'000 | \$'000 |
| Capital Account—Cont'd. | | | | | | |
| 871 | | <i>Vocational Training Council—Cont'd.</i> | | | | |
| | 873 | Provision of augmented reality/virtual reality-assisted training facilities and equipment | 4,500 | 2,250 | 1,570 | 680 |
| | 895 | Enhancement of e-Learning platform and ancillary support services | 9,834 | 3,244 | 1,415 | 5,175 |
| | | | <u>81,552</u> | <u>36,920</u> | <u>13,184</u> | <u>31,448</u> |
| | | Total | <u>4,244,380</u> | <u>703,365</u> | <u>449,930</u> | <u>3,091,085</u> |

ψ This is a new item, funding for which is sought in the context of the Appropriation Bill 2017.