

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2019–20	\$67,944.6m
Establishment ceiling 2019–20 (notional annual mid-point salary value) representing an estimated 6 119 non-directorate posts as at 31 March 2019 (including 3 736 posts in government schools) rising by 194 posts to 6 313 posts as at 31 March 2020 (including 3 857 posts in government schools)	\$4,016.3m
In addition, there will be an estimated 34 directorate posts as at 31 March 2019 rising by five posts to 39 posts as at 31 March 2020.	
Commitment balance	\$2,385.9m

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

	2017–18 (Actual)	2018–19 (Original)	2018–19 (Revised)	2019–20 (Estimate)
Financial provision (\$m)	13.1	13.8	14.3 (+3.6%)	14.0 (–2.1%)
				(or +1.4% on 2018–19 Original)

Aim

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

Brief Description

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

Programme (2): Pre-primary Education

	2017–18 (Actual)	2018–19 (Original)	2018–19 (Revised)	2019–20 (Estimate)
Financial provision (\$m)	5,174.6	5,995.7	6,085.5 (+1.5%)	6,302.8 (+3.6%)
				(or +5.1% on 2018–19 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 implemented the new kindergarten education scheme (KG Scheme) with effect from the 2017/18 school year to provide direct subsidy for eligible local non-profit-making kindergartens for the provision of quality half-day service for all eligible children aged between three and six. To unleash the potential of the local labour force under the population policy so that parents may join the labour market, additional subsidy has also been provided for eligible kindergartens offering whole-day and long whole-day services. For kindergartens having joined the previous Pre-primary Education Voucher Scheme (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.

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

Indicators

	<i>School Year</i>		
	2017/18 (Actual)	2018/19 (Revised Estimate)	2019/20 (Estimate)
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres)			1 048
students in kindergartens.....	1 030	1 033	
students joining PEVS ^δ	181 100	174 400	172 900
non-profit-making kindergartens joining PEVS ^δ	1 449	640	—
students under KG Scheme	7	6	—
non-profit-making kindergartens joining KG Scheme.....	138 000	132 000	133 000
kindergarten teachers with Certificate in Early Childhood Education or above (%) [§]	748	753	758
wastage rate of kindergarten teachers (%) ^α	93.9	94.4	96.1
	10.5	11.9	11.8

δ Kindergartens joining PEVS in/before the 2016/17 school year but not applying to join the 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. PEVS will be completely phased out in the 2019/20 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 were serving in a local kindergarten as at mid-September of the preceding school year but were no longer serving in any kindergarten as at mid-September of the school year concerned.

Matters Requiring Special Attention in 2019–20

7 During 2019–20, the Bureau will:

- enhance the subsidy for kindergartens joining the KG Scheme and admitting non-Chinese speaking (NCS) students by providing tiered subsidies for these kindergartens based on the number of NCS students admitted starting from the 2019/20 school year;
- consider how to support kindergartens joining the KG Scheme to promote reading in the long run in the light of the experience of implementing the “Pilot Scheme on the Promotion of Reading Grant for Kindergartens” in the 2018/19 school year;
- continue to implement the KG Scheme with enhancements in quality of kindergarten education through enhanced funding support to kindergartens; more room for teachers’ professional activities under the improved teacher-pupil ratio; provision of a salary range and career ladder for kindergarten teachers; enhancements to the quality assurance framework, strengthening governance and monitoring; bolstering teachers’ professionalism; raising the capacity to cater better for student diversity; improving accommodation and facilities, etc.;
- 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;

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- continue to provide an additional grant for children of needy families to defray school-related expenses incurred from the students' kindergarten education; and
- continue to conduct Quality Review for kindergartens joining the KG Scheme to ensure quality kindergarten education.

Programme (3): Primary Education

	2017–18 (Actual)	2018–19 (Original)	2018–19 (Revised)	2019–20 (Estimate)
Financial provision (\$m)				
Government sector	1,254.9	1,336.8	1,386.6	1,457.3
Subvented sector	16,748.1	17,892.1	18,278.5	19,822.1
Total	18,003.0	19,228.9	19,665.1 (+2.3%)	21,279.4 (+8.2%)
				(or +10.7% on 2018–19 Original)

Aim

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

Brief Description

9 Public sector primary school places are provided in government and aided schools, currently in the following proportions: government schools (7.7%) and aided schools (92.3%).

10 Apart from public sector schools, subsidised primary school places are offered in Direct Subsidy Scheme (DSS) schools and English Schools Foundation (ESF) schools, both of which receive recurrent subsidies from the Government. Starting from the 2016/17 school year, the recurrent subsidies for ESF are being phased out. The 13-year phasing out will be completed in the 2028/29 school year.

11 Given an open and flexible curriculum framework which aims to promote learning to learn and whole-person development, primary schools have been making sustainable changes in the culture of learning and teaching and in teachers' professional development. There has been progress in developing students into effective and independent learners with generic skills, positive values and attitudes.

12 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.

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

Indicators

	School Year		
	2017/18 (Actual)	2018/19 (Revised Estimate)	2019/20 (Estimate)
primary students@	362 000	372 500	376 400
children in the six to 11 age group@	365 300	371 200	395 500
student/teacher ratio in government and aided primary schools	13.8:1	13.7:1	13.6:1
government and aided primary schools.....	454	456	455
primary schools under DSS.....	21	21	21
whole-day government and aided primary schools.....	451	454	454
whole-day government and aided primary classes.....	10 675	10 914	11 022
government, aided and DSS primary school places provided on a whole-day basis (%)‡.....	100	100	100
teachers in government and aided primary schools	21 300	22 100	22 400
teachers in government primary schools with relevant teacher training qualification (%).....	98.6	98.3	98.3
teachers in aided primary schools with relevant teacher training qualification (%).....	97.0	96.7	96.7
teacher wastage rate of government and aided primary schools (%)Δ.....	3.6	4.4	4.1

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	<i>School Year</i>		
	2017/18 (Actual)	2018/19 (Revised Estimate)	2019/20 (Estimate)
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%).....	100	100	100
schools provided with school-based professional supportφ.....	400	400	350
schools participating in collaborative research and development (“seed”) projects on curriculum development¶.....	25	—	—

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

‡ 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 of the preceding school year. “Drop-out teachers” refer to the teachers who were serving in a government/aided primary school as at mid-September of the preceding school year but were no longer serving in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

φ Scope of the indicator in the 2017/18 and 2018/19 school years covers various school-based support programmes, including those funded by the Education Development Fund (EDF). As the EDF will come to a close by the end of the 2018/19 school year, there will not be any support programmes funded by the EDF from the 2019/20 school year but the necessary support for primary schools to implement new education and curriculum initiatives will continue with the Education Bureau’s funding.

¶ The collaborative research and development (“seed”) projects were first introduced in the 2001/02 school year when it was a novel curriculum initiative and considered to be an indicator of the delivery of the school curriculum and reform. As there are now other more recent curriculum initiatives under the ongoing curriculum renewal, the indicator “schools participating in collaborative research and development (“seed”) projects on curriculum development” is no longer relevant and has been removed as from the 2018/19 school year to reflect the change.

Matters Requiring Special Attention in 2019–20

14 During 2019–20, the Bureau will:

- implement the all-graduate teaching force policy in public sector primary schools in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation in two years;
- provide a recurrent Life-wide Learning Grant for public sector primary schools to promote life-wide learning with enhanced efforts;
- provide Enhanced School-based Speech Therapy Services (SBSTS) to all public sector primary schools to allow more comprehensive SBSTS by creating school-based speech therapist (SBST) posts for clusters of schools by phases in three years starting from the 2019/20 school year;
- provide public sector and DSS primary schools with additional resources starting from the 2019/20 school year to strengthen the administrative support for schools and their management committees with a view to strengthening school-based management and at the same time reducing the administrative work of teachers and principals so that they may focus on teaching and have more time to take care of the development of students;
- provide additional resources under a three-tier structure to public sector ordinary primary schools admitting NCS students with special educational needs;
- restructure the additional resources under the Learning Support Grant (LSG), Intensive Remedial Teaching Programme and Integrated Education Programme to provide permanent teaching posts and LSG to public sector ordinary primary schools;
- extend the Enhanced School-based Educational Psychology Service (SBEPS) (with the ratio of educational psychologist (EP) to school being 1:4) to about 60 per cent of all public sector schools and enhance the ratio of EP to school to 1:6 for the remaining 40 per cent of schools by the 2023/24 school year;
- plan to improve the manpower at the middle management level and rationalise the salaries for school heads and deputy heads in public sector primary schools with a view to raising the management quality of primary schools as well as retaining and attracting talents, so as to further enhance the quality of education;
- continue to support the work of the task force set up to review the school-based management policy and its implementation;

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- continue to provide the Promotion of Reading Grant to public sector primary schools to promote reading;
- continue to provide recurrent air-conditioning grant for public sector primary schools to cover the daily expenses, including electricity charges and routine maintenance costs, of air-conditioning systems installed in standard teaching facilities (including classrooms and special rooms), student activity centres and assembly halls in order to create a better learning environment;
- continue the enhanced provision of student guidance service to primary schools by implementing the policy of “one school social worker for each school” in public sector primary schools. The enhancement began in the 2018/19 school year with a view to strengthening student guidance service in public sector primary schools;
- continue to provide recurrent grant and professional support to public sector primary schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities;
- continue to improve the learning and teaching of the English Language so as to lay solid foundation for students’ diversified needs of English learning in future;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide recurrent funding support and materials supporting learning, teaching and assessment to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language effectively;
- continue to provide recurrent funding support to all public sector and DSS primary schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness information technology;
- continue to extend the LSG for public sector primary schools to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs; and
- continue to provide each public sector ordinary primary school with an additional Assistant Primary School Master/Mistress post in the teaching establishment to facilitate the school’s assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO) to support integrated education. This initiative started from the 2017/18 school year and is implemented by phases in three years. From the 2019/20 school year onwards, the post of SENCO in public sector ordinary primary schools with comparatively large number of students with special educational needs will be upgraded to a promotion rank to facilitate SENCOs to deliver their leadership duties more effectively.

Programme (4): Secondary Education

	2017–18 (Actual)	2018–19 (Original)	2018–19 (Revised)	2019–20 (Estimate)
Financial provision (\$m)				
Government sector	1,604.7	1,671.6	1,693.0	1,761.5
Subvented sector	24,782.7	25,634.1	26,016.3	27,668.3
Total	26,387.4	27,305.7	27,709.3 (+1.5%)	29,429.8 (+6.2%)
				(or +7.8% on 2018–19 Original)

Aim

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

Brief Description

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

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.

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18 Given an open and flexible curriculum framework which aims to promote learning to learn and whole-person development, secondary schools have been making sustainable changes in the culture of learning and teaching and in teachers' professional development. There has been progress in developing students into effective and independent learners with generic skills, positive values and attitudes. Greater emphasis is placed on learning how to learn rather than on acquiring detailed knowledge in a narrow field.

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

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

Indicators

	<i>School Year</i>		
	2017/18 (Actual)	2018/19 (Revised Estimate)	2019/20 (Estimate)
secondary 1 to 3 students	164 400	167 400	176 100
youngsters in the 12 to 14 age group	156 700	158 600	162 800
student/teacher ratio in public sector secondary schools	11.6:1	11.4:1	11.6:1
public sector secondary schools	392	392	392
secondary schools under DSS	61	60	59
secondary 4 to 6 students [□]	164 100	155 700	151 100
youngsters in the 15 to 17 age group	165 500	164 600	156 300
teachers in public sector secondary schools	22 500	22 400	22 200
teachers in government secondary schools with relevant teacher training qualification (%)	98.1	98.3	98.3
teachers in aided secondary schools with relevant teacher training qualification (%)	97.7	97.1	97.1
teacher wastage rate of public sector secondary schools (%) ^Ω	4.6	4.7	4.6
public sector secondary schools being provided with NETs to enhance English language teaching (%)	100	100	100
schools provided with school-based professional support ^φ	300	300	190
schools participating in collaborative research and development ("seed") projects on curriculum development [¶]	41	—	—
public sector and DSS secondary schools offering ten subject choices or more in the senior secondary curriculum under the New Academic Structure (NAS) ^λ	413	412	412
Applied Learning courses offered by course providers	35	36	39

□ New indicator as from the 2018/19 school year. It replaces the indicator "subsidised secondary 4 to 6 places" to tie in with the indicator for secondary 1 to 3, i.e. "secondary 1 to 3 students".

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

φ Scope of the indicator in the 2017/18 and 2018/19 school years covers various school-based support programmes, including those funded by the EDF. As the EDF will come to a close by the end of the 2018/19 school year, there will not be any support programmes funded by the EDF from the 2019/20 school year but the necessary support for secondary schools to implement new education and curriculum initiatives will continue with the Education Bureau's funding.

¶ The collaborative research and development ("seed") projects were first introduced in the 2001/02 school year when it was a novel curriculum initiative and considered to be an indicator of the delivery of the school curriculum and reform. As there are now other more recent curriculum initiatives under the ongoing curriculum renewal, the indicator "schools participating in collaborative research and development ("seed") projects on curriculum development" is no longer relevant and has been removed as from the 2018/19 school year to reflect the change.

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

Matters Requiring Special Attention in 2019–20

21 During 2019–20, the Bureau will:

- implement the all-graduate teaching force policy in public sector secondary schools in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation in two years;
- provide a recurrent Life-wide Learning Grant for public sector secondary schools to promote life-wide learning with enhanced efforts;
- provide Enhanced SBSTS to all public sector secondary schools to allow more comprehensive SBSTS by creating SBST posts for clusters of schools by phases in three years starting from the 2019/20 school year;
- provide public sector and DSS secondary schools with additional resources starting from the 2019/20 school year to strengthen the administrative support for schools and their management committees with a view to strengthening school-based management and at the same time reducing the administrative work of teachers and principals so that they may focus on teaching and have more time to take care of the development of students;
- provide additional resources under a three-tier structure to public sector ordinary secondary schools admitting NCS students with special educational needs;
- provide a non-recurrent grant of \$50,000 per school year in the 2018/19 and 2019/20 school years to each of the public sector and DSS secondary schools which admit NCS student(s) for supporting NCS student(s) to use Chinese in learning Chinese History as an independent compulsory subject in junior secondary level;
- restructure the additional resources under the LSG and Integrated Education Programme to provide permanent teaching posts and LSG to public sector ordinary secondary schools;
- extend the Enhanced SBEPs (with the ratio of EP to school being 1:4) to about 60 per cent of all public sector schools and enhance the ratio of EP to school to 1:6 for the remaining 40 per cent of schools by the 2023/24 school year;
- continue to allow schools to convert the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services. With effect from the 2019/20 school year, these posts converted from the two grants will be included in the calculation of promotion posts. Full conversion of the two grants into regular posts will be achieved in the 2022/23 school year;
- continue to support the work of the task force set up to review the school-based management policy and its implementation;
- continue to provide the Promotion of Reading Grant to public sector secondary schools to promote reading;
- continue to provide recurrent air-conditioning grant for public sector secondary schools to cover the daily expenses, including electricity charges and routine maintenance costs, of air-conditioning systems installed in standard teaching facilities (including classrooms and special rooms), student activity centres and assembly halls in order to create a better learning environment;
- continue to provide recurrent grant and professional support to public sector secondary schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities;
- continue to implement a series of targeted relief measures aiming at facilitating the sustainable development of schools and maintaining the stability and strengths of the teaching force though the overall secondary 1 student population is rebounding progressively;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide recurrent funding support and materials supporting learning, teaching and assessment to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language effectively;
- continue to provide recurrent funding support to all public sector and DSS secondary schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness information technology;
- continue to extend the LSG for public sector secondary schools to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs; and
- continue to provide each public sector ordinary secondary school with an additional Graduate Master/Mistress post in the teaching establishment to facilitate school’s assignment of a designated teacher to take up the role of SENCO to support integrated education. This initiative started from the 2017/18 school year and is implemented by phases in three years. From the 2019/20 school year onwards, the post of SENCO in public sector ordinary secondary schools with comparatively large number of students with special educational needs will be upgraded to a promotion rank to facilitate SENCOs to deliver their leadership duties more effectively.

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Programme (5): Special Education

	2017–18 (Actual)	2018–19 (Original)	2018–19 (Revised)	2019–20 (Estimate)
Financial provision (\$m)	2,463.1	2,726.6	2,712.7 (–0.5%)	2,959.4 (+9.1%)
				(or +8.5% on 2018–19 Original)

Aim

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

Brief Description

23 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 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).

24 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.

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

Indicators

	<i>School Year</i>		
	2017/18 (Actual)	2018/19 (Revised Estimate)	2019/20 (Estimate)
special schools.....	61	60	60
students in special schools	7 826	7 950	8 200
teachers in special schools	1 847	1 870	1 920
teachers in special schools with teacher training and special education training qualification (%).....	72.3	70.3	70.4
teachers in special schools with teacher training qualification (%).....	99.1	99.0	99.1
teachers in special schools with special education training qualification (%).....	72.4	70.5	70.6
teacher wastage rate of special schools (%) μ	6.8	8.5	8.5
schools provided with school-based professional support ϕ	34	32	15
schools participating in collaborative research and development (“seed”) projects on curriculum development \natural	19	—	—

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

ϕ Scope of the indicator in the 2017/18 and 2018/19 school years covers various school-based support programmes, including those funded by the EDF. As the EDF will come to a close by the end of the 2018/19 school year, there will not be any support programmes funded by the EDF from the 2019/20 school year but the necessary support for special schools to implement new education and curriculum initiatives will continue with the Education Bureau’s funding.

\natural The collaborative research and development (“seed”) projects were first introduced in the 2001/02 school year when it was a novel curriculum initiative and considered to be an indicator of the delivery of the school curriculum and reform. As there are now other more recent curriculum initiatives under the ongoing curriculum renewal, the indicator “schools participating in collaborative research and development (“seed”) projects on curriculum development” is no longer relevant and has been removed as from the 2018/19 school year to reflect the change.

Matters Requiring Special Attention in 2019–20

26 During 2019–20, the Bureau will:

- implement the all-graduate teaching force policy in public sector special schools in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation in two years;
- provide a recurrent Life-wide Learning Grant for public sector special schools to promote life-wide learning with enhanced efforts;
- provide public sector special schools with additional resources starting from the 2019/20 school year to strengthen the administrative support for schools and their management committees with a view to strengthening school-based management and at the same time reducing the administrative work of teachers and principals so that they may focus on teaching and have more time to take care of the development of students;
- provide a non-recurrent grant of \$50,000 per school year in the 2018/19 and 2019/20 school years to each of the public sector special schools which admit NCS student(s) for supporting NCS student(s) to use Chinese in learning Chinese History as an independent compulsory subject in junior secondary level;
- plan to improve the manpower at the middle management level and rationalise the salaries for school heads and deputy heads in public sector primary special schools and special schools with a primary section with a view to raising the management quality of primary schools as well as retaining and attracting talents, so as to further enhance the quality of education;
- continue to allow special schools operating senior secondary levels to convert the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services. With effect from the 2019/20 school year, these posts converted from the two grants will be included in the calculation of promotion posts. Full conversion of the two grants into regular posts will be achieved in the 2022/23 school year;
- continue to support the work of the task force set up to review the school-based management policy and its implementation;
- continue to provide the Promotion of Reading Grant to public sector special schools to promote reading;
- continue to provide recurrent air-conditioning grant for public sector special schools to cover the daily expenses, including electricity charges and routine maintenance costs, of air-conditioning systems installed in standard teaching facilities (including classrooms and special rooms), student activity centres, assembly halls as well as the bedrooms and study rooms, TV/common rooms and dining/multi-purpose rooms in the boarding section in order to create a better learning environment;
- 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 enhanced provision of school nurse in special schools for children with intellectual disability and physical disability, and extend the provision to schools for children with visual impairment and hearing impairment. The enhancement began in the 2018/19 school year;
- continue to provide enhanced provision of school social workers for special schools. The enhancement began in the 2018/19 school year;
- 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 primary education and secondary education for students with intellectual disability;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide recurrent funding support and materials supporting learning, teaching and assessment to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language effectively; and
- continue to provide recurrent funding support to all public sector special schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness information technology.

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Programme (6): Other Educational Services and Subsidies

	2017–18 (Actual)	2018–19 (Original)	2018–19 (Revised)	2019–20 (Estimate)
Financial provision (\$m)	885.6	1,038.6	4,236.4 (+307.9%)	1,181.2 (–72.1%)
				(or +13.7% on 2018–19 Original)

Aim

27 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

28 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)

29 Apart from providing school places for newly-arrived children and young people, the Bureau also provides them with Induction Programmes through non-governmental organisations and full-time Initiation Programmes before they enrol in mainstream schools. Schools which admit 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 NCS students

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

Subsidies to educational bodies

31 The Bureau supports activities which contribute to the wider involvement in education and development of professionalism, e.g. support for the Council on Professional Conduct in Education and educational organisations registered with the Hong Kong Teachers' Centre. The Bureau also provides 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 continues 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

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

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

Indicators

	<i>School Year</i>		
	2017/18 (Actual)	2018/19 (Revised Estimate)	2019/20 (Estimate)
teacher development programmes related to curriculum reform for all schools	1 000	813	813

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	<i>School Year</i>		
	2017/18 (Actual)	2018/19 (Revised Estimate)	2019/20 (Estimate)
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	1 850	1 950	1 950
educational support for newly-arrived children and young people, and NCS students			
enrolment of Induction Programmes for newly-arrived children and young people.....	1 406	1 330	1 330
enrolment of Initiation Programmes for newly-arrived children and young people.....	862	850	850
enrolment of Summer Bridging Programmes for NCS students#	1 535	1 400	1 620
home-school co-operation activities subsidised.....	3 500	3 550	3 600

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

Matters Requiring Special Attention in 2019–20

34 During 2019–20, the Bureau will:

- provide the Hong Kong Examinations and Assessment Authority (HKEAA) with a tide-over non-recurrent grant to enable it to sustain the administration of the Hong Kong Diploma of Secondary Education Examination for four cohorts from 2019 to 2022. At the same time, the HKEAA, in consultation with the Government, will work out a proposal to ensure the former's long-term financial sustainability;
- provide public sector and DSS schools with steady financial resources generated from the new "Student Activities Support Fund" to support financially needy students to participate in life-wide learning activities for fostering their whole-person development;
- increase the recurrent subsidy of about \$30 million each year to Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools starting from the 2019/20 school year for organising more community-based and school-based parent education programmes or activities;
- consider the recommendations made by the Task Force on Professional Development of Teachers and take follow-up action as appropriate;
- continue to support the work of task forces set up to review home-school co-operation and parent education and school curriculum;
- engage more stakeholders in providing education programmes for gifted students upon injection into the Gifted Education Fund in 2018–19;
- continue to provide training and support to school leaders, middle managers and teachers for the implementation of the 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 implement suitable projects under the T-excel@hk strategic work plan of the Committee on Professional Development of Teachers and Principals and other measures to enhance the professional development of teachers and principals;
- continue the paid non-local study leave three-year pilot scheme for serving secondary school teachers to broaden their perspectives and enrich their experience. The three-year pilot scheme started in 2017/18 school year;
- 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 Mainland exchange opportunities for primary and secondary school students;
- continue to develop a variety of learning and teaching resources for promoting Basic Law education in schools;
- develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, facilitate e-textbook development 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; and
- continue to provide training and support to facilitate schools/teachers to enhance school-based gifted education development that includes the provision of opportunities to take part in enrichment and enhancement programmes both within and outside school to cater for the needs of gifted students.

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

	2017–18 (Actual)	2018–19 (Original)	2018–19 (Revised)	2019–20 (Estimate)
Financial provision (\$m)	5,188.9	5,245.6	4,942.1 (–5.8%)	4,432.0 (–10.3%)
				(or –15.5% on 2018–19 Original)

Aim

35 The aim is to facilitate the provision 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) to enable students to acquire skills and knowledge that prepare them for employment and at the same time equip them with the foundation for lifelong learning.

Brief Description

36 The 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 48 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, over 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.

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

38 The VTC, a statutory body established under the Vocational Training Council Ordinance (Cap. 1130), provides a comprehensive system of VPET services through its member 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 programmes which lead to formal qualifications from post-secondary 3 up to Master's degree levels. The programmes offered range across a spectrum of disciplines, including applied science; business administration; child care, elderly and community services; design; engineering; hospitality and information technology.

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

Indicators

	<i>Academic Year</i>		
	2017/18 (Actual)	2018/19 (Revised Estimate)	2019/20 (Estimate)
subsidised places of undergraduate programmes under the Study Subsidy Scheme for Designated Professions/Sectors.....	974	1 817	3 236
awardees under the Hong Kong Scholarship for Excellence Scheme.....	97	96	96
applications approved under the subsidy for needy post-secondary students to participate in exchange programmes.....	2 051	2 250	2 250
<i>VTC</i>			
full-time vocational and professional education student places.....	45 005	38 400	38 100

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	<i>Academic Year</i>		
	2017/18 (Actual)	2018/19 (Revised Estimate)	2019/20 (Estimate)
part-time vocational and professional education student places	18 350	22 000	22 000
enrolment rate (full-time equivalent) (%)	103	100	100
retention rate			
full-time (%)	96	94	94
part-time (%)	95	92	92
employment rate (of economically active graduates) – full-time students (%)	92 [^]	86	86

[^] This is a provisional figure. Actual figure will be available in April 2019.

Matters Requiring Special Attention in 2019–20

40 During 2019–20, the Bureau will:

- expand the coverage of the Study Subsidy Scheme for Designated Professions/Sectors to subsidise about 2 000 students per cohort to pursue designated full-time locally accredited self-financing sub-degree programmes in selected disciplines from the 2019/20 academic year onwards;
- support the work of the Task Force on Promotion of VPET;
- consider and implement as appropriate initiatives recommended by the task force set up to review self-financing post-secondary education;
- continue to provide a non-means-tested annual subsidy for eligible students pursuing full-time locally accredited local and non-local self-financing undergraduate programmes in Hong Kong;
- continue to implement the Hong Kong Scholarship for Excellence Scheme which will be regularised from the 2019/20 academic year to support outstanding students to study at renowned universities outside Hong Kong;
- continue to implement the Mainland University Study Subsidy Scheme to provide subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions during their study period;
- continue to implement initiatives to enhance the development of Hong Kong as a regional education hub;
- 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; and
- continue to implement the seventh round of Matching Grant Scheme for eligible self-financing local degree-awarding institutions to apply.

41 During 2019–20, the VTC will:

- regularise the Pilot Training and Support Scheme with the quota increased from 1 000 to 1 200 per cohort and the monthly government subsidy increased by \$500 per student per month, and introduce a new pilot incentive with a non-recurrent funding of \$108 million to employers participating in the workplace assessment under the Scheme for three years from 2019–20 to 2021–22;
- continue to promote the “professional” attributes of VPET and its “through-train” progression pathway to support the Government in promotion of VPET;
- continue to strengthen and deliver an inspiring STEM (Science, Technology, Engineering and Mathematics) education within VTC and across the local community in response to the government policy to promote STEM education and to enhance development of Hong Kong;
- continue the industry attachment programme for students so as to enhance their employability and prepare them for a smooth transition from study to work; and
- continue to implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes with an additional non-recurrent funding of \$234 million to provide tuition fee subsidy for students admitted to designated part-time “Architecture and Town Planning” and “Engineering and Technology” programmes from the 2019/20 to 2021/22 academic years with expanded scope of the Scheme covering practitioners in the creative industries undertaking creative industries programmes offered by the VTC.

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Programme (8): Policy and Support

	2017–18 (Actual)	2018–19 (Original)	2018–19 (Revised)	2019–20 (Estimate)
Financial provision (\$m)	1,972.1	2,148.0	2,274.9 (+5.9%)	2,346.0 (+3.1%)
				(or +9.2% on 2018–19 Original)

Aim

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

Brief Description

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

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

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

Matters Requiring Special Attention in 2019–20

46 During 2019–20, the Bureau will:

- continue to support the Dedicated Funding Programme rolled out by the Quality Education Fund Steering Committee in response to the suggestion of the Government in the 2018–19 Budget for application by publicly-funded primary and secondary schools (including DSS schools), special schools and kindergartens under the KG Scheme for launching school-based curriculum development and student support measures, as well as the relevant school improvement works and procurement of supplies to optimise learning from various aspects. The total indicative value of projects for a kindergarten is \$500,000 and that for a school of the primary, secondary and special school sectors is \$2 million;
- 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 schools to help them take forward education reform initiatives, and to cater for learner diversity, including the provision of a non-recurrent allocation of \$45 million to commission school-based professional support services for about 200 schools (including kindergartens) admitting NCS students in the three school years from 2019/20 to 2021/22 to enhance the professional competency of teachers in teaching Chinese to NCS students;
- continue to provide assessment tools for School Self-evaluation and conduct External School Reviews for continuous school improvement;
- continue to implement measures set out in the Fourth Strategy on Information Technology in Education for promotion of e-learning at schools; and
- 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.

ANALYSIS OF FINANCIAL PROVISION

Programme	2017–18 (Actual) (\$m)	2018–19 (Original) (\$m)	2018–19 (Revised) (\$m)	2019–20 (Estimate) (\$m)
(1) Director of Bureau’s Office	13.1	13.8	14.3	14.0
(2) Pre-primary Education	5,174.6	5,995.7	6,085.5	6,302.8
(3) Primary Education.....	18,003.0	19,228.9	19,665.1	21,279.4
(4) Secondary Education.....	26,387.4	27,305.7	27,709.3	29,429.8
(5) Special Education.....	2,463.1	2,726.6	2,712.7	2,959.4
(6) Other Educational Services and Subsidies	885.6	1,038.6	4,236.4	1,181.2
(7) Post-secondary, Vocational and Professional Education.....	5,188.9	5,245.6	4,942.1	4,432.0
(8) Policy and Support	1,972.1	2,148.0	2,274.9	2,346.0
	60,087.8	63,702.9	67,640.3 (+6.2%)	67,944.6 (+0.4%)
				(or +6.7% on 2018–19 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2019–20 is \$0.3 million (2.1%) lower than the revised estimate for 2018–19. This is mainly due to the decreased salary provision arising from staff turnover.

Programme (2)

Provision for 2019–20 is \$217.3 million (3.6%) higher than the revised estimate for 2018–19. This is mainly due to increased provision for various existing grants to kindergartens in 2019–20.

Programme (3)

Provision for 2019–20 is \$1,614.3 million (8.2%) higher than the revised estimate for 2018–19. This is mainly due to additional provision for new grants such as the Life-wide Learning Grant and increased provision for various existing grants to schools in 2019–20. There will be a net increase of 66 posts in 2019–20.

Programme (4)

Provision for 2019–20 is \$1,720.5 million (6.2%) higher than the revised estimate for 2018–19. This is mainly due to additional provision for new grants such as the Life-wide Learning Grant and increased provision for various existing grants to schools in 2019–20. There will be a net increase of 55 posts in 2019–20.

Programme (5)

Provision for 2019–20 is \$246.7 million (9.1%) higher than the revised estimate for 2018–19. This is mainly due to additional provision for new grants such as the Life-wide Learning Grant and increased provision for various existing grants to schools in 2019–20.

Programme (6)

Provision for 2019–20 is \$3,055.2 million (72.1%) lower than the revised estimate for 2018–19. This is mainly due to the decrease in cash flow requirement for non-recurrent items largely as a result of the completion of the \$2,500 million injection into the Student Activities Support Fund and the \$800 million injection into the Gifted Education Fund in 2018–19. There will be an increase of 26 posts in 2019–20.

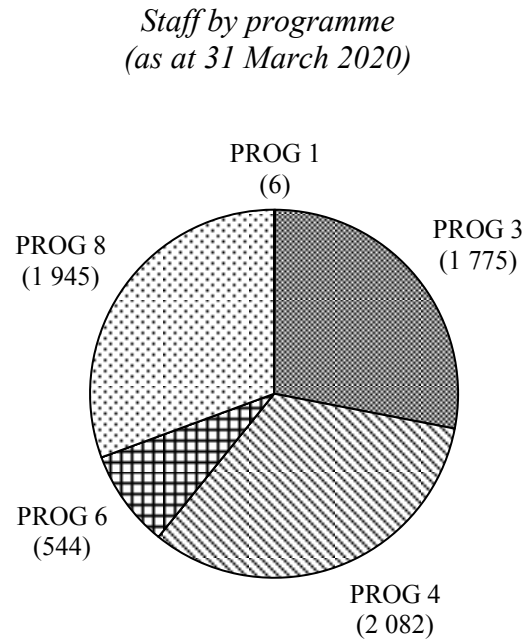
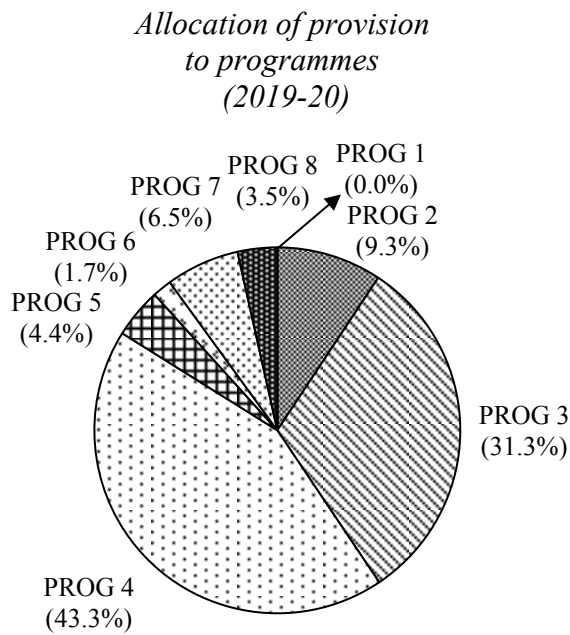
Programme (7)

Provision for 2019–20 is \$510.1 million (10.3%) lower than the revised estimate for 2018–19. This is mainly due to the decrease in cash flow requirement for non-recurrent items largely as a result of the completion of the \$800 million injection into the HKSAR Government Scholarship Fund in 2018–19, partly offset by the increased provision for various subsidy schemes.

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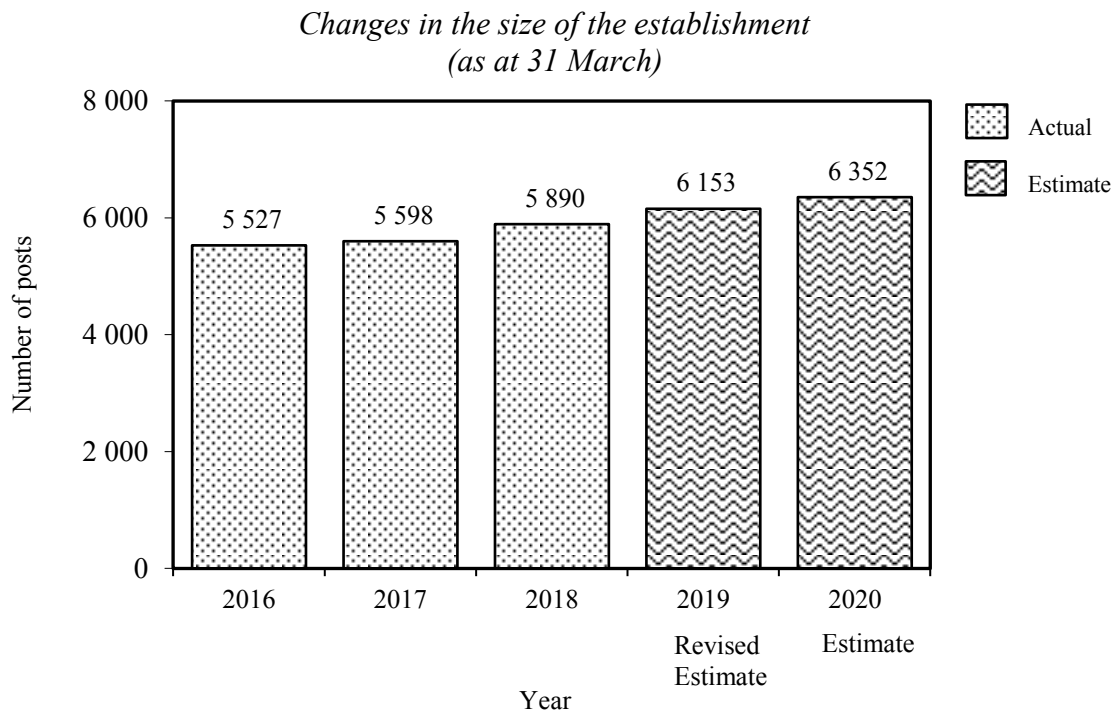
Programme (8)

Provision for 2019–20 is \$71.1 million (3.1%) higher than the revised estimate for 2018–19. This is mainly due to the increased provision for salary increments and other operating expenses of the Bureau, partly offset by the decrease in cash flow requirement for the non-recurrent item of payment of examination fees for school candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination. There will be a net increase of 52 posts in 2019–20.



(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 2017-18	Approved estimate 2018-19	Revised estimate 2018-19	Estimate 2019-20
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	56,928,208	61,167,969	61,651,755	66,084,782
003	Recoverable salaries and allowances (General)..... 4,455				
	<i>Deduct</i> reimbursements <i>Cr. 4,455</i>	—	—	—	—
	Total, Recurrent.....	56,928,208	61,167,969	61,651,755	66,084,782
Non-Recurrent					
700	General non-recurrent	2,199,729	1,226,513	4,675,942	551,714
	Total, Non-Recurrent.....	2,199,729	1,226,513	4,675,942	551,714
	Total, Operating Account	59,127,937	62,394,482	66,327,697	66,636,496
Capital Account					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	8,443	10,889	14,123	25,100
	Total, Plant, Equipment and Works.....	8,443	10,889	14,123	25,100
Subventions					
871	Vocational Training Council.....	28,573	7,564	8,522	3,931
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	324	417	417	359
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	890,211	1,229,174	1,229,174	1,221,491
976	Vocational Training Council (block vote)	32,321	60,404	60,404	57,232
	Total, Subventions	951,429	1,297,559	1,298,517	1,283,013
	Total, Capital Account.....	959,872	1,308,448	1,312,640	1,308,113
	Total Expenditure	60,087,809	63,702,930	67,640,337	67,944,609

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Details of Expenditure by Subhead

The estimate of the amount required in 2019–20 for the salaries and expenses of the Education Bureau is \$67,944,609,000. This represents an increase of \$304,272,000 over the revised estimate for 2018–19 and \$7,856,800,000 over the actual expenditure in 2017–18.

Operating Account

Recurrent

2 Provision of \$66,084,782,000 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 2019 will be 6 153 posts including one supernumerary post. It is expected that there will be a net increase of 199 posts in 2019–20. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2019–20 but the notional annual mid-point salary value of all such posts must not exceed \$4,016,284,000.

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

	2017–18 (Actual) (\$'000)	2018–19 (Original) (\$'000)	2018–19 (Revised) (\$'000)	2019–20 (Estimate) (\$'000)
Personal Emoluments				
- Salaries.....	3,311,724	3,443,210	3,519,103	3,662,743
- Allowances.....	42,355	47,414	50,901	50,036
- Job-related allowances.....	19	35	12	35
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	11,501	16,071	12,705	16,342
- Civil Service Provident Fund contribution.....	108,781	133,127	134,636	164,582
Departmental Expenses				
- Temporary staff.....	532,514	558,987	595,000	602,744
- Remuneration for special appointments	110,613	120,129	117,793	125,287
- General departmental expenses	584,958	683,258	652,545	714,819
Other Charges				
- Teacher training.....	91,114	89,311	83,174	107,969
- Curriculum Development Institute	238,040	254,919	236,337	261,659
- Subject and curriculum block grant for government schools	127,880	139,038	131,500	134,287
- Subsidy and scholarship schemes for vocational and post-secondary education.....	757,558	1,570,198	1,127,546	1,475,352
- School extra-curricular activities, programmes, grants and prizes	224,591	286,153	261,583	368,660
- Pre-primary Education Voucher Scheme.....	1,126,856	23,747	21,100	5,018
Subventions				
- Code of Aid for primary schools	15,203,917	16,306,829	16,688,410	18,100,133
- Code of Aid for secondary schools.....	20,838,610	21,447,402	21,852,843	23,181,140
- Code of Aid for special schools.....	2,395,708	2,628,224	2,614,234	2,884,512
- Direct Subsidy Scheme	4,015,003	4,213,362	4,209,099	4,577,186
- Child Care Centre Subsidy Scheme.....	15,503	17,151	15,805	16,306
- Assistance to caput schools.....	96,515	102,928	100,234	110,024
- English Schools Foundation junior schools	92,067	75,269	75,301	58,570
- English Schools Foundation secondary schools	171,807	172,191	172,195	172,946
- Refund of rent, rates and government rent to private schools, educational institutes and study rooms.....	244,620	143,401	128,987	141,384
- Miscellaneous educational services	306,765	362,097	318,344	371,182
- Vocational Training Council	2,376,473	2,384,126	2,491,206	2,506,602
- Kindergarten Education Scheme	3,902,716	5,949,392	6,041,162	6,275,264
	56,928,208	61,167,969	61,651,755	66,084,782

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- 5 Provision of \$4,455,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:
- \$2,751,000 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;
 - \$994,000 for salaries and allowances of civil servants working in the Vocational Training Council (VTC) and its skills centres, to be reimbursed by VTC; and
 - \$710,000 for salaries and allowances of civil servants working for Assistance Programmes of the Community Care Fund, to be reimbursed by the Fund.

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

Capital Account

Plant, Equipment and Works

6 Provision of \$25,100,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$10,977,000 (77.7%) over the revised estimate for 2018–19. This is mainly due to increased requirement for replacement and new equipment.

Subventions

7 Provision of \$359,000 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 2019–20 represents a decrease of \$58,000 (13.9%) against the revised estimate for 2018–19. This is mainly due to decreased requirement for replacement and new furniture and equipment.

8 Provision of \$1,221,491,000 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.

9 Provision of \$57,232,000 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.

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Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2018	Revised estimated expenditure for 2018–19	Balance
			\$'000	\$'000	\$'000	\$'000
Operating Account						
700		<i>General non-recurrent</i>				
801		Pilot Subsidy Scheme for Students of Professional Part-time Programmes η	434,000 η	34,000	36,000	364,000
805		Seventh Matching Grant Scheme for the self-financing post-secondary education sector	500,000	313,362	150,000	36,638
806		Enhancing the professional development of teachers and principals	500,000	—	6,571	493,429
810		Payment of examination fees for school candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination.....	170,000	—	147,079	22,921
812		Provision for supporting students with financial needs to participate in life-wide learning activities	46,000	—	—	46,000
813		Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme	288,000	120,128	68,600	99,272
814		Funding Support to the Hong Kong Examinations and Assessment Authority.....	360,800	—	—	360,800
817		Mainland University Study Subsidy Scheme.....	105,300	26,422	7,140	71,738
820		Scholarship Scheme for Studying Outside Hong Kong	347,965	99,062	55,819	193,084
839		Yi Jin Diploma	1,000,000	460,033	86,632	453,335
840		E-Textbook Market Development Scheme.....	50,000	36,611	1,295	12,094
841		Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme ψ	108,000 ψ	—	—	108,000
842		School-based professional support services to schools on Chinese learning and teaching for non-Chinese speaking students ψ	45,000 ψ	—	—	45,000
844		Provision of a non-recurrent grant to secondary schools to support non-Chinese speaking students to learn Chinese history and culture ψ	30,000 ψ	—	—	30,000
848		Implementation of the Fourth Strategy on Information Technology in Education	105,000	99,460	2,261	3,279
917		One-off grant for the promotion of Chinese history and culture	125,000	116,449	3,227	5,324

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Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2018	Revised estimated expenditure for 2018–19	Balance
			\$'000	\$'000	\$'000	\$'000
Operating Account—Cont'd.						
700		<i>General non-recurrent—Cont'd.</i>				
	925	One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education.....	102,600	92,424	3,038	7,138
			<u>4,317,665</u>	<u>1,397,951</u>	<u>567,662</u>	<u>2,352,052</u>
Capital Account						
871		<i>Vocational Training Council</i>				
	807	Revamp of Human Resource Management Information System and Payroll System.....	39,480	—	5,647	33,833
			<u>39,480</u>	<u>—</u>	<u>5,647</u>	<u>33,833</u>
		Total	<u>4,357,145</u>	<u>1,397,951</u>	<u>573,309</u>	<u>2,385,885</u>

η The original commitment for the item, as approved on 3 June 2016, was \$200 million. An increase in the commitment is sought in the context of the Appropriation Bill 2019.

ψ This is a new item, funding for which is sought in the context of the Appropriation Bill 2019.