

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2020–21	\$76,882.7m
Establishment ceiling 2020–21 (notional annual mid-point salary value) representing an estimated 6 313 non-directorate posts as at 31 March 2020 (including 3 845 posts in government schools) rising by 115 posts to 6 428 posts as at 31 March 2021 (including 3 844 posts in government schools).....	\$4,314.7m
In addition, there will be an estimated 39 directorate posts as at 31 March 2020 and as at 31 March 2021.	
Commitment balance	\$3,852.6m

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

	2018–19 (Actual)	2019–20 (Original)	2019–20 (Revised)	2020–21 (Estimate)
Financial provision (\$m)	14.3	14.0	14.4 (+2.9%)	14.2 (–1.4%)
				(or +1.4% on 2019–20 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

	2018–19 (Actual)	2019–20 (Original)	2019–20 (Revised)	2020–21 (Estimate)
Financial provision (\$m)	6,085.2	6,302.8	6,308.6 (+0.1%)	6,407.2 (+1.6%)
				(or +1.7% on 2019–20 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 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 would remain in PEVS until the end of operation of all eligible classes or all eligible students have left the kindergartens concerned, whichever is earlier. With effect from the 2019/20 school year, there were no eligible classes or eligible students under the PEVS any more.

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

Indicators

	<i>School Year</i>		
	2018/19 (Actual)	2019/20 (Revised Estimate)	2020/21 (Estimate)
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres)	1 033	1 049	1 061
students in kindergartens	174 400	174 300	170 600
students joining PEVS δ	592	—	—
non-profit-making kindergartens joining PEVS δ	6	—	—
students under KG Scheme	132 000	132 000	129 000
non-profit-making kindergartens joining KG Scheme	755	761	765
kindergarten teachers with Certificate in Early Childhood Education or above (%) \S	94.4	95.4	97.3
wastage rate of kindergarten teachers (%) α	12.3	12.0	11.8

δ With effect from the 2019/20 school year, there were no eligible classes or eligible students under the PEVS any more.

\S 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 2020–21

7 During 2020–21, the Bureau will continue to:

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

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Programme (3): Primary Education

	2018–19 (Actual)	2019–20 (Original)	2019–20 (Revised)	2020–21 (Estimate)
Financial provision (\$m)				
Government sector	1,394.9	1,457.3	1,537.7	1,611.7
Subvented sector	18,345.6	19,822.1	20,787.6	21,856.1
Total	19,740.5	21,279.4	22,325.3 (+4.9%)	23,467.8 (+5.1%)
				(or +10.3% on 2019–20 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. Greater emphasis is placed on nurturing generic skills, positive values and attitudes of students as well as their independent learning capabilities.

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		
	2018/19 (Actual)	2019/20 (Revised Estimate)	2020/21 (Estimate)
primary students@	372 500	373 200	375 600
children in the six to 11 age group¶	381 500@	379 400@	—
student/teacher ratio in government and aided primary schools	13.6:1	13.3:1	13.4:1
government and aided primary schools.....	456	455	455
primary schools under DSS.....	21	21	21
whole-day government and aided primary schools.....	454	454	454
whole-day government and aided primary classes.....	10 914	10 983	11 044
government, aided and DSS primary school places provided on a whole-day basis (%)‡.....	100	100	100
teachers in government and aided primary schools	22 100	22 600	22 600
teachers in government primary schools with teacher training qualification (%).....	98.3	98.7	98.7
teachers in aided primary schools with teacher training qualification (%).....	96.7	96.5	96.5
teacher wastage rate of government and aided primary schools (%)Δ.....	4.4	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.....	399	350	350

- @ 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.
- ¶ Indicator to be removed as from the 2020/21 school year.
- ‡ Although one bi-sessional school has yet to formulate its whole-day conversion plan, the school places provided by government, aided and DSS whole-day primary schools are sufficient to accommodate all primary school students.
- 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 2018/19 school year covers various school-based support programmes, including those funded by the Education Development Fund (EDF). As the EDF closed 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.

Matters Requiring Special Attention in 2020–21

14 During 2020–21, the Bureau will:

- improve the manpower of deputy heads in public sector primary schools (to provide schools with 18 or more classes with one more deputy head by upgrading a post in the rank of Primary School Master/Mistress to Senior Primary School Master/Mistress) starting from the 2020/21 school year;
- upgrade the Primary School Curriculum Leader post in public sector primary schools with 11 or fewer classes from the provision of an Assistant Primary School Master/Mistress post or Curriculum Leadership Grant to a Primary School Master/Mistress post starting from the 2020/21 school year;
- seek to improve the manpower at the middle management level and rationalise the salaries for school heads and deputy heads in public sector primary schools;
- implement the recommendations of the task force set up to review the school-based management policy;
- enhance the additional funding to all public sector and DSS primary schools admitting a relatively small number of non-Chinese speaking (NCS) students under a new two-tiered arrangement to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language effectively starting from the 2020/21 school year;
- continue to implement the all-graduate teaching force policy in public sector primary schools. Schools may, taking into account their school-based circumstances, achieve full implementation in the 2020/21 school year;
- continue to provide public sector and DSS primary schools with additional resources 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;
- 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 subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide the Life-wide Learning Grant for public sector primary schools to promote life-wide learning with enhanced efforts;
- continue to provide the Promotion of Reading Grant to public sector primary schools to promote reading;
- continue to provide recurrent grant and professional support to public sector primary schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities;
- continue to improve the learning and teaching of the English Language so as to lay solid foundation for students’ diversified needs of English learning in future;
- continue to provide recurrent funding support to all public sector and DSS primary schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness information technology;
- continue to provide Enhanced School-based Speech Therapy Service (SBSTS) to all public sector primary schools to allow more comprehensive SBSTS by creating school-based speech therapist (SBST) posts for clusters of schools by phases;

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

- continue to 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;
- continue to implement the enhanced Learning Support Grant (LSG) to provide permanent teaching posts and LSG to public sector ordinary primary schools to support students with special educational needs;
- 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;
- continue to upgrade the post of Special Educational Needs Coordinator (SENCO) in public sector ordinary primary schools with comparatively large number of students with special educational needs to a promotion rank to facilitate SENCOs to deliver their leadership duties more effectively; and
- continue to provide additional resources under a three-tier structure to public sector ordinary and DSS primary schools admitting NCS students with special educational needs.

Programme (4): Secondary Education

	2018–19 (Actual)	2019–20 (Original)	2019–20 (Revised)	2020–21 (Estimate)
Financial provision (\$m)				
Government sector	1,690.4	1,761.5	1,800.3	1,854.4
Subvented sector	25,981.2	27,668.3	27,941.7	29,156.3
Total	27,671.6	29,429.8	29,742.0 (+1.1%)	31,010.7 (+4.3%)
				(or +5.4% on 2019–20 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.

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 independent learners with generic skills, positive values and attitudes. Greater emphasis is placed on the nurturing of generic skills, positive values and attitudes in addition to the acquisition of knowledge across disciplines for preparing students for challenges of the 21st century.

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

	School Year		
	2018/19 (Actual)	2019/20 (Revised Estimate)	2020/21 (Estimate)
secondary 1 to 3 students	167 400	174 200	184 200
youngsters in the 12 to 14 age group¶.....	160 900	168 700	—
student/teacher ratio in public sector secondary schools	11.4:1	11.3:1	11.7:1
public sector secondary schools	392	392	392
secondary schools under DSS	60	59	59
secondary 4 to 6 students	155 700	150 700	149 600

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

	<i>School Year</i>		
	2018/19 (Actual)	2019/20 (Revised Estimate)	2020/21 (Estimate)
youngsters in the 15 to 17 age group¶.....	159 500	154 100	—
teachers in public sector secondary schools.....	22 400	22 600	22 600
teachers in government secondary schools with teacher training qualification (%).....	98.3	98.8	98.8
teachers in aided secondary schools with teacher training qualification (%).....	97.1	96.7	96.7
teacher wastage rate of public sector secondary schools (%)Ω.....	4.6	4.6	4.6
public sector secondary schools being provided with NETs to enhance English language teaching (%).....	100	100	100
schools provided with school-based professional supportφ.....	300	190	190
public sector and DSS secondary schools offering ten subject choices or more in the senior secondary curriculum under the New Academic Structure (NAS)λ.....	403	403	403
Applied Learning courses offered by course providers.....	36	39	41

¶ Indicator to be removed as from the 2020/21 school year.

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

φ Scope of the indicator in the 2018/19 school year covers various school-based support programmes, including those funded by the EDF. As the EDF closed 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.

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 2020–21

21 During 2020–21, the Bureau will:

- improve the manpower of vice-principals in public sector secondary schools (to provide schools with 24 or more classes with one more vice-principal by upgrading a post in the rank of Senior Graduate Master/Mistress to Principal Graduate Master/Mistress; and lowering the threshold for the provision of two vice-principals from 15 classes to 12 classes) starting from the 2020/21 school year;
- improve the demarcation arrangements for headship rankings in public sector secondary schools (to lower the qualifying criterion of a Principal II post from 15 classes to 12 classes; and to lower the qualifying criterion of a Principal I post from 24 classes to 18 classes) starting from the 2020/21 school year;
- include the additional teaching posts generated from the 0.1 increase in teacher-to-class ratio as from the 2017/18 school year in the calculation of promotion posts in public sector secondary schools starting from the 2020/21 school year;
- implement the recommendations of the task force set up to review the school-based management policy;
- enhance the additional funding to all public sector secondary schools and DSS secondary schools offering the local curriculum admitting a relatively small number of NCS students under a new two-tiered arrangement to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language effectively starting from the 2020/21 school year;
- continue to implement the all-graduate teaching force policy in public sector secondary schools. Schools may, taking into account their school-based circumstances, achieve full implementation in the 2020/21 school year;
- continue to provide public sector and DSS secondary schools with additional resources 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;
- continue to allow schools to convert the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services. The posts converted from the two grants will

be included in the calculation of promotion posts. Full conversion of the two grants into regular posts will be achieved in the 2022/23 school year;

- continue to implement a series of targeted relief measures aiming at facilitating the sustainable development of schools and maintaining the stability and strengths of the teaching force though the overall secondary 1 student population is rebounding progressively;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide the Life-wide Learning Grant for public sector secondary schools to promote life-wide learning with enhanced efforts;
- continue to provide the Promotion of Reading Grant to public sector secondary schools to promote reading;
- continue to provide recurrent grant and professional support to public sector secondary schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities;
- continue to provide recurrent funding support to all public sector and DSS secondary schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness information technology;
- continue to provide Enhanced SBSTS to all public sector secondary schools to allow more comprehensive SBSTS by creating SBST posts for clusters of schools by phases;
- continue to extend the Enhanced SBEPS (with the 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 implement the enhanced LSG to provide permanent teaching posts and LSG to public sector ordinary secondary schools to support students with special educational needs;
- 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;
- continue to upgrade the post of SENCO in public sector ordinary secondary schools with comparatively large number of students with special educational needs to a promotion rank to facilitate SENCOs to deliver their leadership duties more effectively; and
- continue to provide additional resources under a three-tier structure to public sector ordinary and DSS secondary schools admitting NCS students with special educational needs.

Programme (5): Special Education

	2018–19 (Actual)	2019–20 (Original)	2019–20 (Revised)	2020–21 (Estimate)
Financial provision (\$m)	2,684.0	2,959.4	3,004.3 (+1.5%)	3,341.5 (+11.2%)
				(or +12.9% on 2019–20 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 learning needs of students with various types of disabilities. Children with more severe learning difficulties or multiple disabilities are referred to special schools for intensive support. Other children who can benefit from ordinary school education are enrolled in mainstream schools. To help schools cater for the learning needs of the latter group of students, the necessary provision, services and support are, as far as possible, incorporated into the resource requirements for mainstream school education and rendered through the implementation of Programmes (3), (4), (6) and (8).

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>		
	2018/19 (Actual)	2019/20 (Revised Estimate)	2020/21 (Estimate)
special schools.....	60	60	61
students in special schools	7 939	8 200	8 300
teachers in special schools	1 872	1 950	2 050
teachers in special schools with teacher training and special education training qualification (%).....	71.5	68.8	67.4
teachers in special schools with teacher training qualification (%).....	99	99	99
teachers in special schools with special education training qualification (%)¶.....	71.7	69.1	—
teacher wastage rate of special schools (%)µ.....	8.5	7.1	7.1
schools provided with school-based professional supportφ.....	31	15	15

¶ Indicator to be removed as from the 2020/21 school year.

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

φ Scope of the indicator in the 2018/19 school year covers various school-based support programmes, including those funded by the EDF. As the EDF closed 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.

Matters Requiring Special Attention in 2020–21

26 During 2020–21, the Bureau will:

- improve the manpower of vice-principals in public sector special schools starting from the 2020/21 school year (to provide secondary special schools or special schools operating both primary and secondary sections with 24 or more equivalent ordinary classes with one more vice-principal by upgrading a post in the rank of Senior Graduate Master/Mistress to Principal Graduate Master/Mistress; lowering the threshold for the provision of two vice-principals from 15 equivalent ordinary classes to 12 equivalent ordinary classes; special schools with both primary and secondary sections but operate 11 or fewer equivalent ordinary classes will be provided with a deputy head post by upgrading a post in the rank of Primary School Master/Mistress to Senior Primary School Master/Mistress); and allow flexibility for special schools operating both primary and secondary sections with two or more vice-principals by providing a vice-principal post to the primary and another to the secondary section in line with the school organisation;
- improve the demarcation arrangements for headship rankings in public sector special schools with a secondary section (to lower the qualifying criterion of a Principal II post from 15 equivalent ordinary classes to 12 equivalent ordinary classes; and to lower the qualifying criterion of a Principal I post from 24 equivalent ordinary classes to 18 equivalent ordinary classes) starting from the 2020/21 school year;
- include the additional teaching posts generated from the 0.1 increase in teacher-to-class ratio as from the 2017/18 school year in the calculation of promotion posts in public sector special schools with a secondary section starting from the 2020/21 school year;
- upgrade the Primary School Curriculum Leader post in special schools with 11 or fewer primary classes from the provision of an Assistant Primary School Master/Mistress post to a Primary School Master/Mistress post starting from the 2020/21 school year;
- seek to improve the manpower at the middle management level for special schools with a primary section and rationalise the salaries for deputy heads in primary sections of public sector special schools;
- enhance the staff establishment of the boarding sections of aided special schools starting from the 2020/21 school year in order to provide better services for the boarders of these schools. The measures include upgrading the ranks of warden and assistant warden of boarding sections with a capacity of 40 or above, and increasing the number of assistant wardens and houseparents-in-charge; improving the Saturday and Sunday manning ratios; and providing an additional grant to the boarding sections of schools for children with physical disabilities, moderate intellectual disability (ID), severe ID and visual impairment cum ID to employ personal care workers or hire related services;
- implement the recommendations of the task force set up to review the school-based management policy;
- enhance the additional funding to all public sector special schools admitting a relatively small number of NCS students to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning

Framework” for NCS students to learn Chinese as a second language effectively starting from the 2020/21 school year;

- continue to implement the all-graduate teaching force policy in public sector special schools. Schools may, taking into account their school-based circumstances, achieve full implementation in the 2020/21 school year;
- continue to provide teacher training related to the planning and implementation of a 12-year curriculum in special schools, and develop resource and guidance materials for enhancing the interface between primary education and secondary education for students with ID;
- continue to provide public sector special schools with additional resources 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;
- continue to allow special schools operating senior secondary levels to convert the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services. The posts converted from the two grants will be included in the calculation of promotion posts. Full conversion of the two grants into regular posts will be achieved in the 2022/23 school year;
- continue to subsidise schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school activities;
- continue to provide the Life-wide Learning Grant for public sector special schools to promote life-wide learning with enhanced efforts;
- continue to provide the Promotion of Reading Grant to public sector special schools to promote reading;
- continue to provide recurrent grant and professional support to public sector special schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities;
- continue to implement the adapted curriculum in schools for children with ID and enrich learning and teaching materials for implementing the NAS; 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.

Programme (6): Other Educational Services and Subsidies

	2018–19 (Actual)	2019–20 (Original)	2019–20 (Revised)	2020–21 (Estimate)
Financial provision (\$m)	4,232.6	1,181.2	1,078.1 (–8.7%)	1,355.9 (+25.8%)
				(or +14.8% on 2019–20 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 children also receive grants from the Bureau for organising school-based support programmes to help these children integrate into the local education system.

Educational support for NCS students

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>		
	2018/19 (Actual)	2019/20 (Revised Estimate)	2020/21 (Estimate)
teacher development programmes related to curriculum development and implementation for all schools.....	1 058	857	857
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum renewal (%).	100	100	100
training places for school managers on the implementation of school-based management	2 300	2 500	2 600
educational support for newly-arrived children and young people, and NCS students			
enrolment of Induction Programmes for newly-arrived children and young people.....	1 026	1 030	1 030
enrolment of Initiation Programmes for newly-arrived children and young people.....	779	830	830
enrolment of Summer Bridging Programmes for NCS students#	1 401	1 230	1 440
home-school co-operation activities subsidised.....	3 600	3 650	3 700

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

Matters Requiring Special Attention in 2020–21

34 During 2020–21, the Bureau will:

- redeploy resources previously dedicated to production of educational television programmes to development of diversified educational multimedia resources to support learning and teaching in schools;
- enhance the support for students with autism spectrum disorders by assisting public sector ordinary schools to deploy a three-tier intervention model by phases, which is expected to benefit about 10 000 primary and secondary school students by the 2023/24 school year;
- strengthen parent education for all parents. For parents of NCS students, specific parent education programmes will be provided for five years starting from the 2020/21 school year with a non-recurrent allocation of \$15 million;
- continue to follow up on the recommendations made by the Task Force on Professional Development of Teachers;
- 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 provide public sector and DSS schools with the Student Activities Support Grant from the Student Activities Support Fund, together with an additional non-recurrent allocation of \$50 million to meet the expected shortfall in funding for the Grant in 2020–21 and 2021–22, to support financially needy students to participate in life-wide learning activities for fostering their whole-person development;
- continue to provide the Hong Kong Examinations and Assessment Authority (HKEAA) with a tide-over non-recurrent grant to enable it to sustain the administration of the Hong Kong Diploma of Secondary Education Examination (HKDSE) for four cohorts from 2019 to 2022. At the same time, the HKEAA, in consultation with the Government, will work out a proposal to ensure the former’s long-term financial sustainability;
- continue to support the work of the task force set up to review the school curriculum;
- continue to provide training and support to school leaders, middle managers and teachers for the implementation of the primary and secondary curriculum;
- continue to provide Mainland exchange opportunities for primary and secondary school students;
- continue to develop a variety of learning and teaching resources for promoting Constitution and 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;
- 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 engage more stakeholders in providing education programmes funded by the Gifted Education Fund for gifted students;
- 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;
- continue to provide enhanced subsidy to Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools for organising more community-based and school-based parent education programmes or activities; and
- continue to support the work of the Committee on Home-School Co-operation and facilitate the promotion of home-school co-operation.

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

	2018–19 (Actual)	2019–20 (Original)	2019–20 (Revised)	2020–21 (Estimate)
Financial provision (\$m)	4,942.0	4,432.0	4,385.4 (–1.1%)	4,607.8 (+5.1%)

(or +4.0% on
2019–20 Original)

Aim

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

Brief Description

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

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 institutions 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 the Master's degree level. The programmes offered cover a spectrum of disciplines, including applied science; business; 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>		
	2018/19 (Actual)	2019/20 (Revised Estimate)	2020/21 (Estimate)
subsidised places of undergraduate programmes under the Study Subsidy Scheme for Designated Professions/Sectors.....	1 817	2 173	3 056
awardees under the Hong Kong Scholarship for Excellence Scheme.....	96	92	95
applications approved under the subsidy for post-secondary students to participate in exchange programmes ^θ	2 040	7 200	7 200
<i>VTC</i>			
full-time vocational and professional education student places.....	43 069	40 300	39 500
part-time vocational and professional education student places.....	20 212	20 300	18 400
enrolment rate (full-time equivalent) (%).....	105	100	100
retention rate			
full-time (%).....	96	94	94
part-time (%).....	95	92	92
employment rate (of economically active graduates) – full-time students (%).....	92 ^Λ	86	86

θ Only the means-tested subsidy was offered in the 2018/19 academic year. As the non-means-tested subsidy has also been offered starting from the 2019/20 academic year onwards, the indicator covers both the means-tested and non-means-tested subsidy as from the 2019/20 academic year.

Λ This is a provisional figure. The actual figure will be available in April 2020.

Matters Requiring Special Attention in 2020–21

40 During 2020–21, the Bureau will:

- plan to launch the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education;
- enhance the quality and co-ordination of the self-financing post-secondary education sector in consultation with the Committee on Self-financing Post-secondary Education, and formulate proposals to amend the Post Secondary Colleges Ordinance (Cap. 320);
- follow up on the recommendations put forward by the Task Force on Promotion of VPET;
- continue to implement the Hong Kong Scholarship for Excellence Scheme, which has been regularised in 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 a subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions during their study periods;
- continue to implement initiatives to enhance the development of Hong Kong as a regional education hub;
- 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;

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

- continue to provide a subsidy for eligible post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes outside Hong Kong;
- continue to reimburse tuition fees and provide a flat rate academic expenses grant for needy students pursuing the Diploma Yi Jin, Diploma of Vocational Education, Diploma of Foundation Studies, and other eligible full-time programmes below the sub-degree level; and
- continue to implement the Study Subsidy Scheme for Designated Professions/Sectors to provide a subsidy for students pursuing designated full-time locally accredited self-financing undergraduate and sub-degree programmes in selected disciplines.

41 During 2020–21, the VTC will:

- launch a pilot programme for three years starting from the 2020/21 academic year with a non-recurrent funding of about \$20 million for trainees under the Training and Support Scheme to take part in study and exchange programmes outside Hong Kong;
- continue to implement the Training and Support Scheme to provide 1 200 training places per cohort as well as the related pilot workplace assessment;
- continue to promote the “professional” attributes of VPET and its “through-train” progression pathway to support the Government in the promotion of VPET;
- continue to strengthen and deliver an inspiring STEM (Science, Technology, Engineering and Mathematics) education within the VTC and across the local community in response to the government policy to promote STEM education and to enhance the development of Hong Kong;
- continue the industry attachment programme for students so as to enhance their employability and prepare them for a smooth transition from study to work; and
- continue to implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes to provide a tuition fee subsidy for students admitted to designated part-time programmes offered by the VTC.

Programme (8): Policy and Support

	2018–19 (Actual)	2019–20 (Original)	2019–20 (Revised)	2020–21 (Estimate)
Financial provision (\$m)	2,275.1	2,346.0	2,950.3 (+25.8%)	6,677.6 (+126.3%)
				(or +184.6% on 2019–20 Original)

Aim

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

Brief Description

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

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

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

Matters Requiring Special Attention in 2020–21

46 During 2020–21, the Bureau will:

- regularise the one-off student grant of \$2,500 for secondary day-school, primary school and kindergarten students starting from the 2020/21 school year;
- provide a non-recurrent funding of \$151 million to launch a one-off relief measure to pay the HKEAA the examination fees for school candidates sitting for the 2021 HKDSE;
- continue to support the Dedicated Funding Programme for Publicly-funded Schools rolled out by the Quality Education Fund Steering Committee in response to the suggestion of the Government in the 2018–19 Budget for application by publicly-funded primary and secondary schools (including special schools) and kindergartens joining the KG Scheme for launching school-based curriculum development and/or student support measures, as well as the relevant school improvement works and/or procurement of supplies to optimise learning from various aspects. The total indicative value of projects for a kindergarten is \$500,000 and that for a school of the primary, secondary and special school sectors is \$2 million;
- 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;
- continue to provide a broad range of support services for schools to help them take forward education reform initiatives, and to cater for learner diversity, including the provision of a non-recurrent allocation of \$45 million to commission school-based professional support services for about 200 schools (including kindergartens) admitting NCS students in the three school years from 2019/20 to 2021/22 to enhance the professional competency of teachers in teaching Chinese to NCS students;
- continue to oversee and improve the implementation of the Basic Competency Assessment, as well as to review assessments in schools with a view to sustaining improvement in learning and teaching, including the exploration to gauge NCS students' progress in learning Chinese language through longitudinal studies, and provide feedbacks to schools to further enhance support services; and
- continue to monitor the supply and demand of international school places and facilitate the provision of school places as necessary for meeting the needs of the international community in Hong Kong, mainly through allocation of vacant school premises and greenfield sites for international school development.

ANALYSIS OF FINANCIAL PROVISION

Programme	2018–19 (Actual) (\$m)	2019–20 (Original) (\$m)	2019–20 (Revised) (\$m)	2020–21 (Estimate) (\$m)
(1) Director of Bureau’s Office	14.3	14.0	14.4	14.2
(2) Pre-primary Education	6,085.2	6,302.8	6,308.6	6,407.2
(3) Primary Education	19,740.5	21,279.4	22,325.3	23,467.8
(4) Secondary Education	27,671.6	29,429.8	29,742.0	31,010.7
(5) Special Education	2,684.0	2,959.4	3,004.3	3,341.5
(6) Other Educational Services and Subsidies	4,232.6	1,181.2	1,078.1	1,355.9
(7) Post-secondary, Vocational and Professional Education	4,942.0	4,432.0	4,385.4	4,607.8
(8) Policy and Support	2,275.1	2,346.0	2,950.3	6,677.6
	67,645.3	67,944.6	69,808.4 (+2.7%)	76,882.7 (+10.1%)
				(or +13.2% on 2019–20 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2020–21 is \$0.2 million (1.4%) lower than the revised estimate for 2019–20. This is mainly due to the decreased salary provision arising from staff turnover.

Programme (2)

Provision for 2020–21 is \$98.6 million (1.6%) higher than the revised estimate for 2019–20. This is mainly due to increased provision for various existing grants to kindergartens in 2020–21.

Programme (3)

Provision for 2020–21 is \$1,142.5 million (5.1%) higher than the revised estimate for 2019–20. This is mainly due to increased provision for various existing grants to schools in 2020–21.

Programme (4)

Provision for 2020–21 is \$1,268.7 million (4.3%) higher than the revised estimate for 2019–20. This is mainly due to increased provision for various existing grants to schools in 2020–21. There will be a net decrease of one post in 2020–21.

Programme (5)

Provision for 2020–21 is \$337.2 million (11.2%) higher than the revised estimate for 2019–20. This is mainly due to increased provision for various existing grants to schools in 2020–21.

Programme (6)

Provision for 2020–21 is \$277.8 million (25.8%) higher than the revised estimate for 2019–20. This is mainly due to increased provision for other operating expenses and the increase in cash flow requirement for non-recurrent items. There will be an increase of 33 posts in 2020–21.

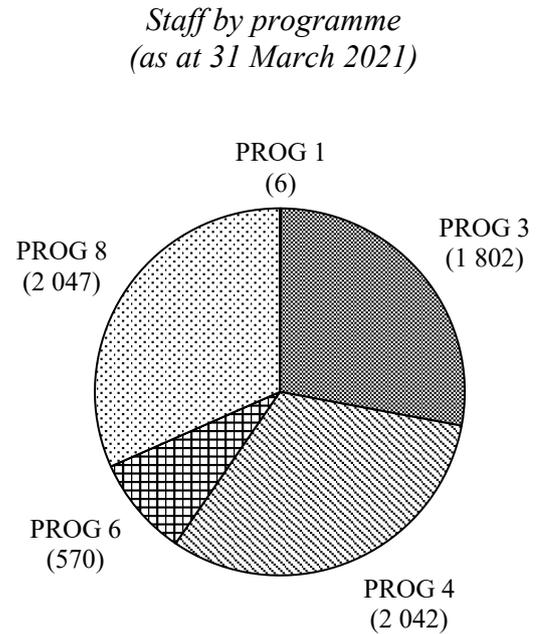
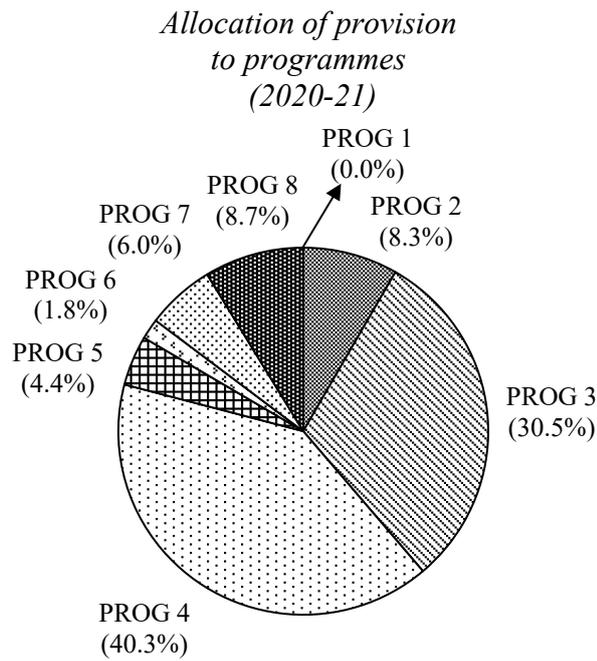
Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Programme (7)

Provision for 2020–21 is \$222.4 million (5.1%) higher than the revised estimate for 2019–20. This is mainly due to the increased provision for various subsidy schemes.

Programme (8)

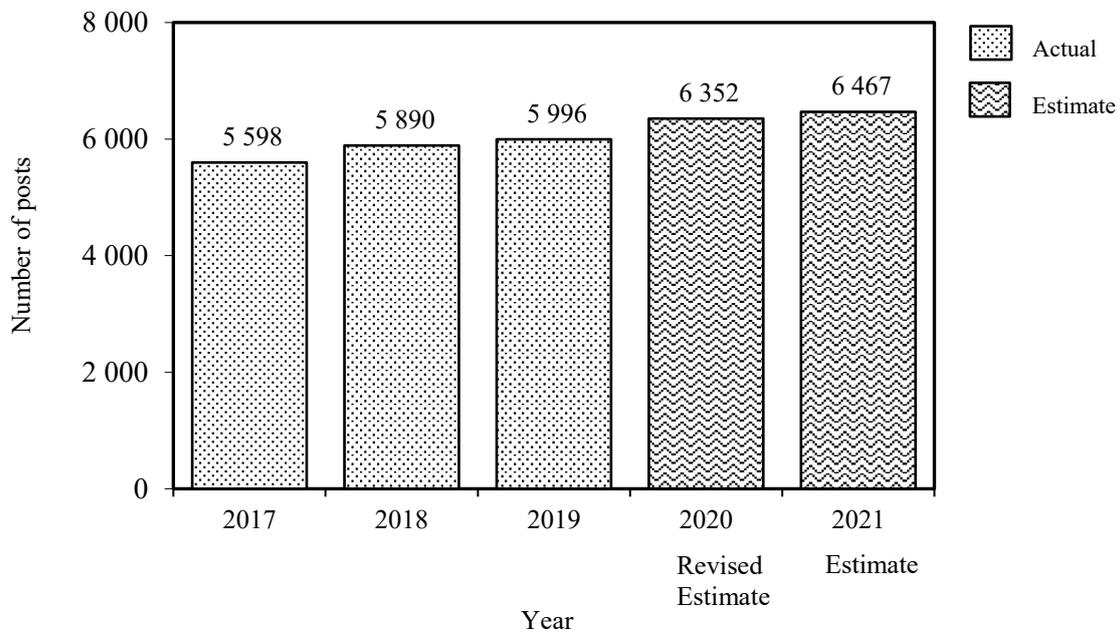
Provision for 2020–21 is \$3,727.3 million (126.3%) higher than the revised estimate for 2019–20. This is mainly due to the increase in cash flow requirement for the non-recurrent item of provision of a subsidy to day-school students in 2019/20 school year and additional provision for regularising the subsidy to day-school students starting from the 2020/21 school year. There will be a net increase of 83 posts in 2020–21.



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

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

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



Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Sub-head (Code)		Actual expenditure 2018–19	Approved estimate 2019–20	Revised estimate 2019–20	Estimate 2020–21
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	61,658,846	66,084,782	67,370,474	73,115,610
003	Recoverable salaries and allowances (General)..... 5,307				
	<i>Deduct</i> reimbursements <i>Cr. 5,307</i>	—	—	—	—
	Total, Recurrent.....	61,658,846	66,084,782	67,370,474	73,115,610
Non-Recurrent					
700	General non-recurrent	4,674,156	551,714	1,129,894	2,408,894
	Total, Non-Recurrent.....	4,674,156	551,714	1,129,894	2,408,894
	Total, Operating Account	66,333,002	66,636,496	68,500,368	75,524,504
Capital Account					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	13,986	25,100	24,988	9,739
	Total, Plant, Equipment and Works.....	13,986	25,100	24,988	9,739
Subventions					
871	Vocational Training Council.....	8,522	3,931	3,931	10,206
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	218	359	359	296
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	1,229,128	1,221,491	1,221,491	1,274,783
976	Vocational Training Council (block vote)	60,404	57,232	57,232	63,202
	Total, Subventions	1,298,272	1,283,013	1,283,013	1,348,487
	Total, Capital Account.....	1,312,258	1,308,113	1,308,001	1,358,226
	Total Expenditure	67,645,260	67,944,609	69,808,369	76,882,730

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Details of Expenditure by Subhead

The estimate of the amount required in 2020–21 for the salaries and expenses of the Education Bureau is \$76,882,730,000. This represents an increase of \$7,074,361,000 over the revised estimate for 2019–20 and \$9,237,470,000 over the actual expenditure in 2018–19.

Operating Account

Recurrent

2 Provision of \$73,115,610,000 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 2020 will be 6 352 posts including one supernumerary post. It is expected that there will be a net increase of 115 posts in 2020–21. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2020–21 but the notional annual mid-point salary value of all such posts must not exceed \$4,314,659,000.

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

	2018–19 (Actual) (\$'000)	2019–20 (Original) (\$'000)	2019–20 (Revised) (\$'000)	2020–21 (Estimate) (\$'000)
Personal Emoluments				
- Salaries.....	3,517,516	3,662,743	3,773,899	3,992,607
- Allowances.....	51,978	50,036	55,819	54,866
- Job-related allowances.....	12	35	8	35
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	13,215	16,342	14,072	20,528
- Civil Service Provident Fund contribution.....	134,475	164,582	163,254	197,315
Departmental Expenses				
- Temporary staff.....	595,842	602,744	647,852	637,204
- Remuneration for special appointments	116,658	125,287	119,895	128,784
- General departmental expenses	643,987	714,819	696,488	770,847
Other Charges				
- Teacher training	84,412	107,969	96,077	115,538
- Curriculum Development Institute	238,359	261,659	236,963	298,976
- Subject and curriculum block grant for government schools	139,397	134,287	135,683	139,303
- Subsidy and scholarship schemes for vocational and post-secondary education.....	1,126,551	1,475,352	1,326,122	1,531,575
- School extra-curricular activities, programmes, grants and prizes	263,855	368,660	306,054	395,310
- Pre-primary Education Voucher Scheme.....	20,974	5,018	4,446	—
- Subsidy to day-school students.....	—	—	—	2,250,000
Subventions				
- Code of Aid for primary schools	16,683,823	18,100,133	19,026,000	19,980,387
- Code of Aid for secondary schools.....	21,865,247	23,181,140	23,395,713	24,445,442
- Code of Aid for special schools.....	2,612,932	2,884,512	2,929,645	3,252,136
- Direct Subsidy Scheme	4,209,299	4,577,186	4,681,639	4,962,609
- Child Care Centre Subsidy Scheme.....	15,805	16,306	16,196	17,652
- Assistance to caput schools.....	99,772	110,024	109,194	116,108
- English Schools Foundation junior schools	75,297	58,570	58,411	41,584
- English Schools Foundation secondary schools	172,124	172,946	173,826	173,013
- Refund of rent, rates and government rent to private schools, educational institutes and study rooms.....	127,940	141,384	154,912	156,404
- Miscellaneous educational services	316,892	371,182	330,684	393,654
- Vocational Training Council	2,491,206	2,506,602	2,635,735	2,662,796
- Kindergarten Education Scheme	6,041,278	6,275,264	6,281,887	6,380,937
	61,658,846	66,084,782	67,370,474	73,115,610

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

- 5 Provision of \$5,307,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:
- \$2,659,000 for salaries and allowances of civil servants working in the Provident Funds Unit of the Education Bureau, to be reimbursed by the Schools Provident Funds;
 - \$1,070,000 for salaries and allowances of civil servants working in the Vocational Training Council (VTC) and its skills centres, to be reimbursed by VTC; and
 - \$1,578,000 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 \$9,739,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents a decrease of \$15,249,000 (61%) against the revised estimate for 2019–20. This is mainly due to decreased requirement for replacement and new equipment.

Subventions

7 Provision of \$296,000 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 2020–21 represents a decrease of \$63,000 (17.5%) against the revised estimate for 2019–20. This is mainly due to decreased requirement for replacement and new furniture and equipment.

8 Provision of \$1,274,783,000 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 \$63,202,000 under *Subhead 976 Vocational Training Council (block vote)* is for replacement and additional furniture and equipment for existing teaching and training venues under the VTC requiring a subsidy above \$200,000 but not exceeding \$10 million each. The provision in 2020–21 represents an increase of \$5,970,000 (10.4%) over the revised estimate for 2019–20. This is mainly due to increased requirement for replacement and additional furniture and equipment for existing teaching and training venues under the VTC.

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2019	Revised estimated expenditure for 2019–20	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account</i>						
700		<i>General non-recurrent</i>				
	801	Pilot Subsidy Scheme for Students of Professional Part-time Programmes	434,000	70,000	53,600	310,400
	806	Enhancing the professional development of teachers and principals	500,000	6,528	11,330	482,142
	812	Provision for supporting students with financial needs to participate in life-wide learning activities	46,000	—	40,162	5,838
	813	Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme	288,000	188,728	50,221	49,051
	814	Funding Support to the Hong Kong Examinations and Assessment Authority.....	360,800	—	102,200	258,600
	817	Mainland University Study Subsidy Scheme.....	105,300	33,533	4,032	67,735
	820	Scholarship Scheme for Studying Outside Hong Kong.....	347,965	154,888	35,406	157,671
	822	Payment of examination fees for school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education Examination.....	160,000	—	145,100	14,900
	823	Provision of a subsidy to day-school students in 2019/20 school year.....	2,250,000	—	500,000	1,750,000
	833	Parent education programmes for non-Chinese speaking parentsψ.....	15,000ψ	—	—	15,000
	839	Yi Jin Diploma	1,000,000	546,128	88,000	365,872
	841	Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme	108,000	—	36,000	72,000
	842	School-based professional support services to schools on Chinese learning and teaching for non-Chinese speaking students.....	45,000	—	3,000	42,000
	844	Provision of a non-recurrent grant to secondary schools to support non-Chinese speaking students to learn Chinese history and culture	30,000	—	24,220	5,780
	848	Implementation of the Fourth Strategy on Information Technology in Education	105,000	101,550	1,828	1,622
	917	One-off grant for the promotion of Chinese history and culture	125,000	119,147	3,160	2,693
	950	Funding for the Student Activities Support Grantψ.....	50,000ψ	—	—	50,000

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2019	Revised estimated expenditure for 2019–20	Balance
			\$'000	\$'000	\$'000	\$'000
Operating Account—Cont'd.						
700		<i>General non-recurrent—Cont'd.</i>				
954		Pilot international study programme under the Training and Support Scheme ψ	19,950 ψ	—	—	19,950
955		Payment of examination fees for school candidates sitting for the 2021 Hong Kong Diploma of Secondary Education Examination ψ	151,000 ψ	—	—	151,000
			6,141,015	1,220,502	1,098,259	3,822,254
Capital Account						
871		<i>Vocational Training Council</i>				
807		Revamp of Human Resource Management Information System and Payroll System	39,480	5,647	3,931	29,902
850		Replacement of a 6-seater petrol delivery van	400	—	—	400
			39,880	5,647	3,931	30,302
		Total	6,180,895	1,226,149	1,102,190	3,852,556

ψ This is a new item, funding for which is sought in the context of the Appropriation Bill 2020.