

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

<b>Estimate 2014–15</b> .....	<b>\$47,369.5m</b>
<b>Establishment ceiling 2014–15</b> (notional annual mid-point salary value) representing an estimated 5 415 non-directorate posts as at 31 March 2014 (including 3 346 posts in government schools) rising by 90 posts to 5 505 posts as at 31 March 2015 (including 3 389 posts in government schools) .....	<b>\$2,814.7m</b>
In addition, there will be an estimated 33 directorate posts as at 31 March 2014 and as at 31 March 2015.	
<b>Commitment balance</b> .....	<b>\$1,278.7m</b>

### Controlling Officer's Report

#### Programmes

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

#### Detail

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

	2012–13 (Actual)	2013–14 (Original)	2013–14 (Revised)	<b>2014–15 (Estimate)</b>
Financial provision (\$m)	10.4	11.4	11.4 (—)	<b>11.5</b> (+0.9%)
				(or +0.9% on 2013–14 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): Primary Education

	2012–13 (Actual)	2013–14 (Original)	2013–14 (Revised)	<b>2014–15 (Estimate)</b>
Financial provision (\$m)				
Government sector	896.7	955.9	960.0	<b>1,018.2</b>
Subvented sector	11,721.9	11,937.8	12,247.3	<b>13,235.9</b>
Total	12,618.6	12,893.7	13,207.3 (+2.4%)	<b>14,254.1</b> (+7.9%)
				(or +10.6% on 2013–14 Original)

**Aim**

4 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**

5 Public sector primary school places are provided in government and aided schools, currently in the following proportions: government schools (8.1%) and aided schools (91.9%).

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

7 Since the introduction of an open and flexible curriculum framework which aims to promote learning to learn and whole person development, primary schools have witnessed sustainable changes in the culture of learning and teaching as well as teachers' professional development. Students have become more autonomous learners, with generic capabilities, core values and attitudes needed to realise the main goals of the curriculum reform.

8 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. Graduate teacher posts, including the posts for deputy heads, in public sector primary schools are in the approved ratio of 50 per cent with effect from the 2009/10 school year, excluding additional teachers provided under specific improvement programmes.

9 Major measures to improve primary education, including small class teaching, whole-day primary schooling and various new initiatives to strengthen language teaching, are moving forward smoothly.

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

**Indicators**

	<i>School Year</i>		
	2012/13 (Actual)	2013/14 (Revised Estimate)	<b>2014/15 (Estimate)</b>
primary students.....	317 400	320 900	<b>332 100</b>
children in the six to 11 age group.....	306 500	308 900	<b>318 300</b>
student/teacher ratio in government and aided primary schools.....	14.4:1	14.2:1	<b>13.9:1</b>
government and aided primary schools.....	455	453	<b>452</b>
primary schools under DSS.....	21	21	<b>21</b>
whole-day government and aided primary schools.....	446	445	<b>447</b>
whole-day government and aided primary classes.....	9 103	9 395	<b>9 972</b>
government, aided and DSS primary school places provided on a whole-day basis (%)‡.....	100	100	<b>100</b>
teachers in government and aided primary schools.....	17 900	18 300	<b>19 300</b>
teachers in government primary schools with relevant teacher training qualification (%).....	98.9	98.5	<b>98.5</b>
teachers in aided primary schools with relevant teacher training qualification (%).....	97.1	97.2	<b>97.2</b>
teacher wastage rate of government and aided primary schools (%)Δ.....	4.9	4.7	<b>4.7</b>
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%).....	100	100	<b>100</b>
schools provided with school-based professional supportφ.....	391	416	<b>424</b>
schools participating in collaborative research and development ("seed") projects on curriculum development.....	21	15	<b>15</b>

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

Δ Percentage of teachers of the previous school year who did not serve/are projected not to serve in schools in the 12-month period prior to mid-September of the respective school years.

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

***Matters Requiring Special Attention in 2014–15***

**11** During 2014–15, the Bureau will:

- continue to improve the learning and teaching of the English Language in primary schools;
- continue to expand the School-based Educational Psychology Service, with the target of covering all public sector primary schools by the 2016/17 school year;
- further enhance the provision of the Learning Support Grant for public sector primary schools with effect from the 2014/15 school year to help schools cater for students with special educational needs;
- provide public sector primary schools with a recurrent grant equivalent to the salary of a clerical assistant with effect from the 2014/15 school year to cope with the additional administration and clerical work in implementing various initiatives, in particular those relating to poverty alleviation;
- provide free lunch at schools for eligible needy students in primary schools;
- enhance the provision for the School-based After-school Learning and Support Programmes to provide greater flexibility and incentive funding for schools to complement the prevailing after-school activities organised by schools to support needy students; and
- provide enhanced funding support to schools starting from the 2014/15 school year to facilitate the implementation of the new “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning and teaching materials aimed to promote effective learning of Chinese as a second language.

**Programme (3): Secondary Education**

	2012–13 (Actual)	2013–14 (Original)	2013–14 (Revised)	<b>2014–15 (Estimate)</b>
Financial provision (\$m)				
Government sector	1,395.6	1,455.6	1,395.2	<b>1,451.5</b>
Subvented sector	20,882.0	20,808.7	21,091.8	<b>21,697.7</b>
Total	22,277.6	22,264.3	22,487.0 (+1.0%)	<b>23,149.2</b> (+2.9%)
				(or +4.0% on 2013–14 Original)

***Aim***

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

***Brief Description***

**13** Public sector secondary school places are provided in government, aided and caput schools, currently in the following proportions: government schools (7.5%), aided schools (92.0%), and caput schools (0.5%).

**14** Apart from public sector schools, subsidised secondary school places are offered in DSS schools and ESF schools, both of which receive recurrent subsidies from the Government. The recurrent subsidies for ESF will be phased out in 13 years starting from the 2016/17 school year.

**15** Since the introduction of an open and flexible curriculum framework which aims to promote learning to learn and whole person development, secondary schools have witnessed sustainable changes in the culture of learning and teaching as well as teachers’ professional development. Students have become more autonomous learners, with generic capabilities, core values and attitudes needed to realise the main goals of the curriculum reform. A new senior secondary academic structure has been implemented since September 2009 to enable all secondary students to develop their capabilities to the full. Greater emphasis is placed on learning how to learn rather than on acquiring detailed knowledge in a narrow field. This new academic structure is a necessary step to realise in full the benefits of the curriculum reform already under way.

**16** Teachers have to meet educational standards and other requirements specified in the Education Ordinance before they can be registered or permitted to teach. Graduate teacher posts in public sector secondary schools are in the approved ratio of 85 per cent with effect from the 2009/10 school year, excluding additional teachers provided under specific improvement programmes.

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

**Indicators**

	<i>School Year</i>		
	2012/13 (Actual)	2013/14 (Revised Estimate)	<b>2014/15 (Estimate)</b>
secondary 1 to 3 students .....	197 700	187 600	<b>179 900</b>
children in the 12 to 14 age group.....	189 700	180 500	<b>169 900</b>
student/teacher ratio in public sector secondary schools .....	14.5:1	13.8:1	<b>12.9:1</b>
public sector secondary schools .....	397	396	<b>395</b>
secondary schools under DSS .....	61	62	<b>62</b>
subsidised secondary 4 to 6 places.....	247 100	234 600	<b>220 700</b>
children in the 15 to 17 age group.....	235 200	222 100	<b>204 100</b>
teachers in public sector secondary schools.....	24 100	23 500	<b>23 100</b>
teachers in government secondary schools with relevant teacher training qualification (%).....	96.7	97.3	<b>97.3</b>
teachers in aided secondary schools with relevant teacher training qualification (%).....	96.1	97.2	<b>97.2</b>
teacher wastage rate of public sector secondary schools (%)Ω .....	8.3	5.0	<b>5.2</b>
public sector secondary schools being provided with NETs to enhance English language teaching (%).....	100	100	<b>100</b>
schools provided with school-based professional supportφ .....	290	311	<b>317</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	37	26	<b>26</b>
public sector and DSS secondary schools offering ten subject choices or more under the new senior secondary academic structureλ.....	408	407	<b>405</b>
Applied Learning courses offered by course providers .....	35	37	<b>36</b>

Ω Percentage of teachers of the previous school year who did not serve/are projected not to serve in schools in the 12-month period prior to mid-September of the respective school years.

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

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

**Matters Requiring Special Attention in 2014–15**

18 During 2014–15, the Bureau will:

- continue to implement the new senior secondary curriculum;
- continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary academic structure;
- continue to provide Applied Learning courses for senior secondary students;
- continue to expand the School-based Educational Psychology Service, with the target of covering all public sector secondary schools by the 2016/17 school year;
- further enhance the provision of the Learning Support Grant for public sector secondary schools with effect from the 2014/15 school year to help schools cater for students with special educational needs;
- continue to implement a series of targeted relief measures aiming at maintaining the stability and strengths of the schools as well as teaching force in light of the temporary decline of the Secondary 1 student population;
- provide each public sector school operating senior secondary education levels with a recurrent grant equivalent to the salary of a graduate teacher with effect from the 2014/15 school year to facilitate schools’ enhancement of the life planning and career guidance services meeting the students’ development needs;

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

- enhance the provision for the School-based After-school Learning and Support Programmes to provide greater flexibility and incentive funding for schools to complement the prevailing after-school activities organised by schools to support needy students; and
- provide enhanced funding support to schools starting from the 2014/15 school year to facilitate the implementation of the new “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning and teaching materials aimed to promote effective learning of Chinese as a second language.

### Programme (4): Special Education

	2012–13 (Actual)	2013–14 (Original)	2013–14 (Revised)	<b>2014–15 (Estimate)</b>
Financial provision (\$m)	1,775.3	1,870.4	1,858.9 (–0.6%)	<b>2,035.7</b> (+9.5%)
				(or +8.8% on 2013–14 Original)

### *Aim*

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

### *Brief Description*

20 Special educational needs include the needs of both gifted students and students with various types of disabilities. Children with more severe learning difficulties or multiple disabilities are referred to special schools for intensive support. Other children who can benefit from ordinary school education are enrolled in mainstream schools. To help schools cater for the learning needs of these students, the necessary provision, services and support are, as far as possible, incorporated into the resource requirements for mainstream school education and rendered through the implementation of Programmes (2), (3), (5) and (7). Enrichment and enhancement programmes are conducted both within and outside schools to provide challenges to and cater for the needs of gifted students.

21 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. Graduate teacher posts, including the posts for deputy heads, in the primary section of special schools are in the approved ratio of 50 per cent with effect from the 2009/10 school year, excluding additional teachers provided under specific improvement programmes. Graduate teacher posts in the secondary section of special schools are in the approved ratio of 85 per cent with effect from the 2009/10 school year, excluding additional teachers provided under specific improvement programmes.

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

### *Indicators*

	<i>School Year</i>		
	2012/13 (Actual)	2013/14 (Revised Estimate)	<b>2014/15 (Estimate)</b>
special schools.....	60	60	<b>60</b>
students in special schools .....	7 900	7 850	<b>7 900</b>
teachers in special schools .....	1 605	1 640	<b>1 670</b>
teachers in special schools with teacher training and special education training qualification (%).....	72.4	71.4	<b>72.0</b>
teachers in special schools with teacher training qualification (%).....	98.2	98.5	<b>98.6</b>
teachers in special schools with special education training qualification (%).....	72.9	71.8	<b>72.5</b>
teacher wastage rate of special schools (%)μ.....	7.9	6.3	<b>6.3</b>
schools provided with school-based professional supportφ.....	15	22	<b>23</b>

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

	<i>School Year</i>		
	2012/13 (Actual)	2013/14 (Revised Estimate)	<b>2014/15 (Estimate)</b>
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	9	11	<b>11</b>
μ Percentage of teachers of the previous school year who did not serve/are projected not to serve in special schools in the 12-month period prior to mid-September of the respective school years.			
φ Scope of the indicator covers various school-based support programmes, including those funded by the Education Development Fund.			

### *Matters Requiring Special Attention in 2014–15*

**23** During 2014–15, the Bureau will:

- continue to enhance the learning and teaching support in schools for children with mild intellectual disability by reducing the class size to 15 students per class progressively by grade level which has started since the 2009/10 school year;
- continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools in setting up support network and enabling knowledge and skill transfer to better support students with special educational needs;
- launch a number of measures to improve special education services in special schools with effect from the 2014/15 school year, including the provision of an additional grant for the boarding section of special schools to enhance the support for boarders with medical complexity, improving the manpower for boarding services, providing additional teacher assistants for schools for children with intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of hospital school, and reducing 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 new senior secondary academic structure;
- continue to provide teacher training related to the planning and implementation of a 12-year curriculum in special schools, and develop resource and guidance materials for enhancing the interface between basic education and senior secondary education for students with intellectual disability;
- provide free lunch at schools for eligible needy primary students in special schools;
- provide schools with a recurrent grant equivalent to the salary of a clerical assistant with effect from the 2014/15 school year to cope with the additional administration and clerical work in implementing various initiatives, in particular those relating to poverty alleviation;
- provide schools operating senior secondary education levels with a recurrent grant equivalent to the salary of a graduate teacher with effect from the 2014/15 school year to facilitate schools’ enhancement of the life planning and career guidance services meeting the students’ development needs;
- enhance the provision for the School-based After-school Learning and Support Programmes to provide greater flexibility and incentive funding for schools to complement the prevailing after-school activities organised by schools to support needy students; and
- provide enhanced funding support to schools starting from the 2014/15 school year to facilitate the implementation of the new “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning and teaching materials aimed to promote effective learning of Chinese as a second language.

**Programme (5): Other Educational Services and Subsidies**

	2012–13 (Actual)	2013–14 (Original)	2013–14 (Revised)	<b>2014–15 (Estimate)</b>
Financial provision (\$m)	3,102.6	3,484.4	3,535.6 (+1.5%)	<b>3,799.5</b> (+7.5%)
				(or +9.0% on 2013–14 Original)

***Aim***

24 The aim is to strengthen the professional preparation and continuing professional development of school principals and teachers and to provide resources for pre-primary education and other services for specific educational purposes.

***Brief Description***

*Training and development of principals and teachers*

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

*Kindergarten education*

26 Upon harmonisation of pre-primary services on 1 September 2005, all pre-primary institutions are operated as kindergartens or kindergarten-cum-child care centres (except for standalone child care centres for children aged below three which remain to be supervised by the Social Welfare Department). Kindertartens hereafter mentioned thus also include kindergarten-cum-child care centres. All kindertartens are privately run. Eligible non-profit-making kindertartens may receive assistance towards rent, rates and government rent so that they can direct more funds to improving the quality of education. Subsidy is also available to the child care centre portion of the kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme to enable the operators to employ trained child care workers without having to raise their fees substantially.

27 The Bureau introduced the Pre-primary Education Voucher Scheme (PEVS) with effect from the 2007/08 school year to provide direct fee subsidy for parents with eligible children attending classes in eligible kindertartens.

28 Providing 15-year free education practicably and better quality kindergarten education is one of the priorities of the current-term Government. The Bureau set up in April 2013 the Committee on Free Kindergarten Education to study and make specific proposals on how to practicably implement free kindergarten education.

*Educational support for newly-arrived children and young people (including non-Chinese speaking 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 admitted newly-arrived students also receive grants from the Bureau for organising school-based support programmes to help these children integrate into the local education system.

*Educational support for non-Chinese speaking students*

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

*Subsidies to educational bodies*

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 subventions to the Hong Kong Education City for the delivery of quality education information and resources to schools, teachers, students and parents through an e-platform.

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### 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>		
	2012/13 (Actual)	2013/14 (Revised Estimate)	<b>2014/15 (Estimate)</b>
teacher development programmes related to curriculum reform for all schools .....	932	738	<b>738</b>
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%) .....	100	100	<b>100</b>
training places for school managers on the implementation of school-based management .....	1 674	1 660	<b>1 660</b>
kindergarten education			
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres) .....	957	969	<b>979</b>
students in kindergartens .....	164 800	169 800	<b>177 100</b>
students joining PEVS .....	131 400	133 000	<b>139 000</b>
non-profit-making kindergartens joining PEVS .....	735	724	<b>726</b>
kindergarten teachers with Certificate in Early Childhood Education or above (%)§ .....	84.8	87.5	<b>90.4</b>
wastage rate of kindergarten teachers (%)α .....	8.3	8.0	<b>7.9</b>
educational support for newly-arrived children and young people, and non-Chinese speaking students			
enrolment of Induction Programmes for newly-arrived children and young people .....	1 214	1 300	<b>1 300</b>
enrolment of Initiation Programmes for newly-arrived children and young people .....	684	700	<b>700</b>
enrolment of Summer Bridging Programmes for non-Chinese speaking students .....	1 719	2 000	<b>2 400</b>
schools provided with recurrent funding by the Bureau to enhance school-based support in servicing the needs of non-Chinese speaking studentsδ .....	31	—	—
home-school co-operation activities subsidised .....	3 100	3 150	<b>3 200</b>

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

α Percentage of teachers of the previous school year who did not serve/are projected not to serve in local kindergartens in the 12-month period prior to mid-September of the respective school years.

δ The Bureau has changed the funding mode with effect from the 2013/14 school year so that the recurrent grant for providing school-based educational support to non-Chinese speaking students is no longer confined to a certain number of schools which are commonly known as the so-called "designated schools". Instead, all schools meeting a specified threshold in terms of the number of non-Chinese speaking students admitted are provided with additional recurrent funding to support the learning of Chinese language by their non-Chinese speaking students. This indicator is thus no longer relevant and will be removed to reflect the change.

### Matters Requiring Special Attention in 2014–15

34 During 2014–15, the Bureau will:

- plan, as a one-off improvement measure, to increase the voucher value of the PEVS by \$2,500 each year in the 2014/15 and 2015/16 school years. This, together with the enhancement to the Kindergarten and Child Care Centre Fee Remission Scheme to be implemented by the Student Financial Assistance Agency, will provide greater support to parents on kindergarten education of the children and relieve the pressure of kindergartens in meeting the operating expenses pending the recommendations of the Committee on Free Kindergarten Education on how to practicably implement free kindergarten education;
- continue to conduct Quality Review for kindergartens joining PEVS to support quality kindergarten education;
- continue to provide training and support to school leaders, middle managers and teachers for the implementation of the new senior secondary curriculum;



## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

- continue to work with the Committee on Professional Development of Teachers and Principals in enhancing the professional development of the teaching profession at different career stages;
- continue to support the work of the Committee on Home-School Co-operation and facilitate the promotion of home-school co-operation;
- continue to provide various professional development programmes, such as provision of in-service training courses for teachers, to facilitate the maximisation of the benefits of small class teaching in public sector primary schools;
- continue to provide various professional development programmes for teachers to support the fine-tuning of the medium of instruction arrangements for secondary schools;
- continue to work towards the target of subsidising every primary and secondary school student to join at least one Mainland exchange programme by the 2015/16 school year by providing some 4 000 additional places a year for five years from the 2011/12 school year;
- continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels;
- develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, e-textbooks and preparation of learning and teaching resources for a variety of subjects;
- continue to support the work of the Committee on Free Kindergarten Education to study and make recommendations on how to practicably implement free kindergarten education; and
- launch the Professional Enhancement Grant Scheme with the Language Fund to enhance Chinese Language teachers' professional capability in teaching Chinese as a second language.

### Programme (6): Vocational Education

	2012–13 (Actual)	2013–14 (Original)	2013–14 (Revised)	<b>2014–15 (Estimate)</b>
Financial provision (\$m)	2,012.7	1,983.8	2,073.8 (+4.5%)	<b>2,084.6</b> (+0.5%)
				(or +5.1% on 2013–14 Original)

### *Aim*

**35** The aim is to provide, through subventions to the Vocational Training Council (VTC), vocational education services to enable students to acquire skills and knowledge that prepare them for employment and at the same time equip them with the foundation for lifelong learning.

### *Brief Description*

**36** The VTC, a statutory body established under the Vocational Training Council Ordinance (Cap. 1130), provides a comprehensive system of vocational education and training services through its member institutes such as the Technological and Higher Education Institute of Hong Kong, Institute of Professional Education and Knowledge, School for Higher and Professional Education, Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Hospitality Industry Training and Development Centre, Chinese Cuisine Training Institute, Maritime Services Training Institute, Pro-Act Training and Development Centres, Youth College and Integrated Vocational Development Centre. In respect of vocational education, the VTC offers a wide range of full-time and part-time courses which lead to formal qualifications from post-secondary 3 up to degree levels. These courses are offered in a spectrum of disciplines, including applied science, design, engineering, hospitality, child education and community services, business and information technology.

**37** The key performance indicators in respect of vocational education are:

### *Indicators*

	<i>Academic Year</i>		
	2012/13 (Actual)	2013/14 (Revised Estimate)	<b>2014/15 (Estimate)</b>
full-time vocational education student places.....	43 602	45 800	<b>43 300</b>
part-time vocational education student places .....	22 846	26 300	<b>28 100</b>
enrolment rate (full-time equivalent) (%) .....	94	100	<b>100</b>

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

	<i>Academic Year</i>		
	2012/13 (Actual)	2013/14 (Revised Estimate)	<b>2014/15 (Estimate)</b>
retention rate			
full-time (%).....	94	94	<b>94</b>
part-time (%).....	95	92	<b>92</b>
employment rate (of economically active graduates) – full-time students (%).....	86 <sup>^</sup>	80	<b>80</b>

<sup>^</sup> This is provisional figure. Actual figure will be available in April 2014.

### *Matters Requiring Special Attention in 2014–15*

**38** During 2014–15, the VTC will:

- continue its efforts in building flexible progression pathways for students through its quality vocational education programmes leading to the award of qualifications at different levels;
- continue the planning work for the establishment of the International Culinary Institute for nurturing quality manpower in international culinary art;
- continue the industry attachment programme for students, with funding support from the Bureau, so as to enhance their employability and prepare them for a smooth transition from study to work; and
- plan to launch the Pilot Training and Support Scheme to integrate structured apprenticeship training programmes and clear career progression for industries with keen demand for labour.

### **Programme (7): Policy and Support**

	2012–13 (Actual)	2013–14 (Original)	2013–14 (Revised)	<b>2014–15 (Estimate)</b>
Financial provision (\$m)	8,737.5	1,970.4	6,843.6 (+247.3%)	<b>2,034.9</b> (–70.3%)
				(or +3.3% on 2013–14 Original)

### *Aim*

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

### *Brief Description*

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

**41** The Bureau continues to oversee the implementation of the education reform which spans across areas including, inter alia, new academic structure for senior secondary and post-secondary education, school curriculum, quality assurance and school places allocation.

**42** The Bureau continues to support the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. It is envisaged that by 2015, over one-third of young people in the relevant age group will have the opportunity to pursue accredited degree-level education (including first-year and senior year intakes). Including sub-degree places, nearly 70 per cent of the young people in the relevant age group will have access to post-secondary education.

**43** The Bureau continues to implement the Yi Jin Diploma Programme to provide an alternative pathway for secondary 6 school leavers under the new senior secondary academic structure and for adult learners to gain a formal qualification for employment and continuing education.

**44** The Bureau continues to implement 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.

**45** The Bureau continues to oversee the implementation of the Basic Competency Assessment which comprises the Territory-wide System Assessment (TSA) and the Student Assessment (SA). For the purpose of improving learning and teaching, the TSA assesses the performance of students at primary 3, primary 6 and secondary 3 in attaining basic competency in Chinese Language, English Language and Mathematics; while the SA provides online assessment for the three said subjects.

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

### *Matters Requiring Special Attention in 2014–15*

47 During 2014–15, the Bureau will:

- continue to develop and implement the Qualifications Framework in various industries, upkeep the web-based Qualifications Register which contains information on quality-assured qualifications, courses and providers recognised under the framework, implement the recognition of prior learning mechanism and plan to set up a \$1 billion endowment fund, the investment income of which will be used to provide long-term support for the sustainable development of the Qualifications Framework;
- continue to implement measures and make refinements to enhance the development of Hong Kong as a regional education hub;
- continue to facilitate an increase in the supply of school places meeting the needs of the international community in Hong Kong, particularly through allocation of vacant school premises and greenfield sites for international school development and monitoring the progress of their development;
- continue to provide a broad range of support services for kindergartens as well as primary and secondary schools to help them take forward education reform initiatives, and to cater for learner diversity;
- continue to provide assessment tools for School Self Evaluation and conduct External School Reviews for continuous school improvement;
- continue to oversee the completion of fine-tuning of the computer system for the Hong Kong Diploma of Secondary Education Examination by the Hong Kong Examinations and Assessment Authority;
- continue the pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work;
- plan to launch the Fourth Strategy on Information Technology in Education. Major initiatives include the phased provision of wireless network services and other supporting facilities for all public sector schools from the 2014/15 school year;
- establish a tuition fee reimbursement mechanism and provide a flat-rate academic expenses grant for needy students pursuing eligible full-time programmes below sub-degree level;
- provide subsidy for needy post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes;
- plan to introduce the Mainland University Study Subsidy Scheme so that needy students pursuing studies under the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions may receive a means-tested grant during their study period. The scheme, if implemented, will benefit three cohorts of students, and will then be reviewed for its effectiveness;
- plan to introduce a new scholarship scheme to support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong to help nurture a diversified pool of top talents to propel Hong Kong's development. The scheme, if implemented, will benefit three cohorts of students, and will then be reviewed for its effectiveness; and
- study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs. The scheme, if implemented, will benefit three cohorts of students, and will then be reviewed for its effectiveness.

**ANALYSIS OF FINANCIAL PROVISION**

<b>Programme</b>	<b>2012–13 (Actual) (\$m)</b>	<b>2013–14 (Original) (\$m)</b>	<b>2013–14 (Revised) (\$m)</b>	<b>2014–15 (Estimate) (\$m)</b>
(1) Director of Bureau’s Office .....	10.4	11.4	11.4	<b>11.5</b>
(2) Primary Education.....	12,618.6	12,893.7	13,207.3	<b>14,254.1</b>
(3) Secondary Education.....	22,277.6	22,264.3	22,487.0	<b>23,149.2</b>
(4) Special Education.....	1,775.3	1,870.4	1,858.9	<b>2,035.7</b>
(5) Other Educational Services and Subsidies .....	3,102.6	3,484.4	3,535.6	<b>3,799.5</b>
(6) Vocational Education.....	2,012.7	1,983.8	2,073.8	<b>2,084.6</b>
(7) Policy and Support.....	8,737.5	1,970.4	6,843.6	<b>2,034.9</b>
	<hr/> 50,534.7	<hr/> 44,478.4	<hr/> 50,017.6 (+12.5%)	<hr/> 47,369.5 (–5.3%)
				<b>(or +6.5% on 2013–14 Original)</b>

**Analysis of Financial and Staffing Provision**

**Programme (1)**

Provision for 2014–15 is \$0.1 million (0.9%) higher than the revised estimate for 2013–14.

**Programme (2)**

Provision for 2014–15 is \$1,046.8 million (7.9%) higher than the revised estimate for 2013–14. This is mainly due to salary increments, increased provision for various existing grants to schools and additional provision for free lunch at schools for eligible needy students in 2014–15. There will be a net increase of 45 posts in 2014–15 due to increased staffing requirement in government primary schools.

**Programme (3)**

Provision for 2014–15 is \$662.2 million (2.9%) higher than the revised estimate for 2013–14. This is mainly due to salary increments, increased provision for various existing grants to schools and additional provision to facilitate schools’ enhancement of the life planning and career guidance services in 2014–15. There will be a net decrease of two posts in 2014–15 due to reduced staffing requirement in government secondary schools.

**Programme (4)**

Provision for 2014–15 is \$176.8 million (9.5%) higher than the revised estimate for 2013–14. This is mainly due to salary increments, increased provision for various existing grants to schools and additional provision to improve special education services in special schools in 2014–15.

**Programme (5)**

Provision for 2014–15 is \$263.9 million (7.5%) higher than the revised estimate for 2013–14. This is mainly due to increased provision for the enhancement of voucher value of PEVS. There will be an increase of 19 posts in 2014–15.

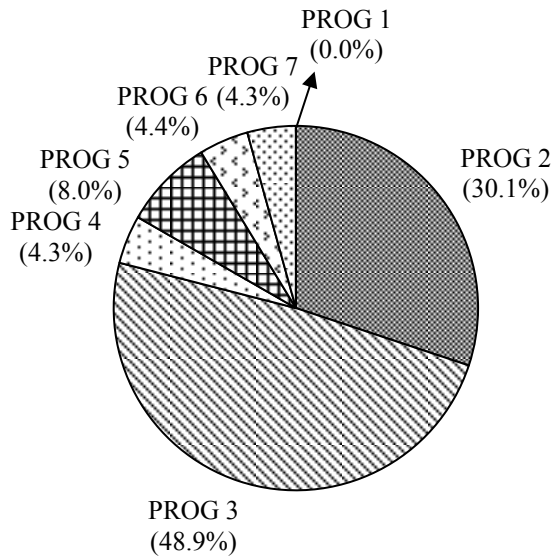
**Programme (6)**

Provision for 2014–15 is \$10.8 million (0.5%) higher than the revised estimate for 2013–14. This is mainly due to increased provision to support the industry attachment programme for students of VTC in 2014–15.

**Programme (7)**

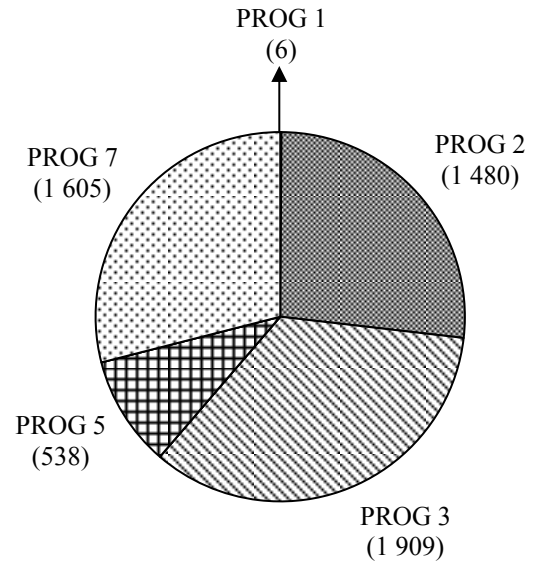
Provision for 2014–15 is \$4,808.7 million (70.3%) lower than the revised estimate for 2013–14. This is mainly due to lower cash flow requirement for non-recurrent items largely as a result of the completion of the \$5 billion injection into the Language Fund, partly offset by additional provision for new subsidy schemes for needy students pursuing vocational and post-secondary education. There will be a net increase of 28 posts in 2014–15.

*Allocation of provision to programmes (2014-15)*



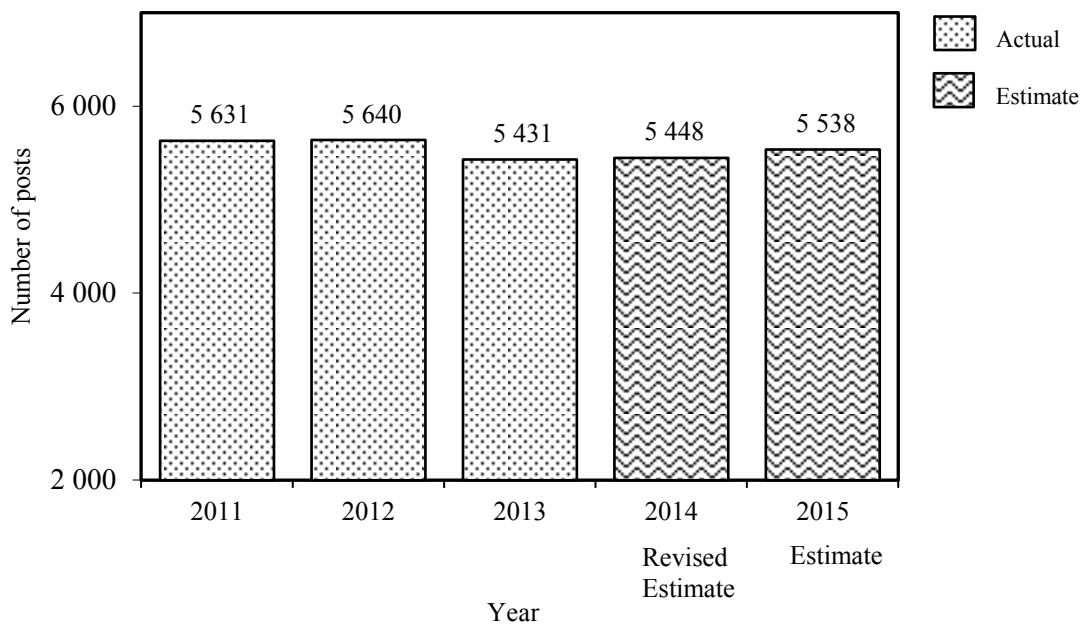
(Provision for PROG 1 represents 0.02 per cent of the overall provision. The percentage is not shown here due to rounding.)

*Staff by programme (as at 31 March 2015)*



(Government staff under PROG 4 & 6 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 2012-13	Approved estimate 2013-14	Revised estimate 2013-14	Estimate 2014-15
	\$'000	\$'000	\$'000	\$'000	\$'000
<b>Operating Account</b>					
Recurrent					
000	Operational expenses .....	42,439,345	43,456,723	43,898,355	<b>46,452,403</b>
003	Recoverable salaries and allowances (General)..... 9,899				
	<i>Deduct</i> reimbursements ..... <i>Cr. 9,899</i>	—	—	—	—
	Total, Recurrent .....	42,439,345	43,456,723	43,898,355	<b>46,452,403</b>
Non-Recurrent					
700	General non-recurrent .....	7,363,703	379,158	5,467,227	<b>216,034</b>
	Total, Non-Recurrent.....	7,363,703	379,158	5,467,227	<b>216,034</b>
	Total, Operating Account .....	49,803,048	43,835,881	49,365,582	<b>46,668,437</b>
<b>Capital Account</b>					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	5,659	3,229	3,675	<b>5,220</b>
	Total, Plant, Equipment and Works.....	5,659	3,229	3,675	<b>5,220</b>
Subventions					
871	Vocational Training Council.....	5,032	4,576	6,676	<b>7,918</b>
873	Codes of Aid for existing schools.....	12,478	541	541	<b>405</b>
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	349	2,071	1,994	<b>1,801</b>
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote).....	643,728	582,319	592,319	<b>648,958</b>
950	Hong Kong Examinations and Assessment Authority .....	31,824	22,071	19,048	<b>4,187</b>
976	Vocational Training Council (block vote) .....	32,603	27,731	27,731	<b>32,538</b>
	Total, Subventions .....	726,014	639,309	648,309	<b>695,807</b>
	Total, Capital Account.....	731,673	642,538	651,984	<b>701,027</b>
	Total Expenditure .....	50,534,721	44,478,419	50,017,566	<b>47,369,464</b>

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Details of Expenditure by Subhead

The estimate of the amount required in 2014–15 for the salaries and expenses of the Education Bureau is \$47,369,464,000. This represents a decrease of \$2,648,102,000 against the revised estimate for 2013–14 and of \$3,165,257,000 against actual expenditure in 2012–13.

#### Operating Account

##### Recurrent

**2** Provision of \$46,452,403,000 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 2014 will be 5 448 posts including one supernumerary post. It is expected that there will be a net increase of 90 permanent posts in 2014–15. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2014–15 but the notional annual mid-point salary value of all such posts must not exceed \$2,814,726,000.

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

	2012–13 (Actual) (\$'000)	2013–14 (Original) (\$'000)	2013–14 (Revised) (\$'000)	2014–15 (Estimate) (\$'000)
<b>Personal Emoluments</b>				
- Salaries.....	2,710,458	2,876,156	2,786,215	<b>2,875,212</b>
- Allowances.....	27,968	23,464	31,449	<b>28,466</b>
- Job-related allowances.....	21	35	17	<b>35</b>
<b>Personnel Related Expenses</b>				
- Mandatory Provident Fund contribution.....	3,826	5,159	5,186	<b>8,617</b>
- Civil Service Provident Fund contribution.....	40,184	48,815	50,735	<b>57,646</b>
- Severance Payment/Long Service Payment.....	—	—	—	—
<b>Departmental Expenses</b>				
- Temporary staff.....	364,412	378,342	377,874	<b>399,201</b>
- Remuneration for special appointments ....	91,545	98,698	92,654	<b>103,528</b>
- General departmental expenses .....	484,616	549,873	523,907	<b>562,049</b>
<b>Other Charges</b>				
- Teacher training .....	82,751	93,611	90,262	<b>99,553</b>
- Curriculum Development Institute .....	263,199	232,367	236,737	<b>245,386</b>
- Subject and curriculum block grant for government schools .....	94,622	109,182	97,931	<b>119,639</b>
- Subsidy and scholarship schemes for vocational and post-secondary education.....	—	—	—	<b>187,940</b>
- School extra-curricular activities, programmes, grants and prizes .....	105,918	173,957	133,466	<b>221,021</b>
- Pre-primary Education Voucher Scheme.....	2,128,070	2,341,912	2,280,072	<b>2,604,307</b>
<b>Subventions</b>				
- Code of Aid for primary schools .....	10,621,238	10,889,235	11,164,576	<b>12,085,718</b>
- Code of Aid for secondary schools.....	17,800,509	17,797,923	18,025,858	<b>18,473,665</b>
- Mortgage Interest Subsidy Scheme .....	32	4	3	<b>1</b>
- Code of Aid for special schools.....	1,723,004	1,823,604	1,812,123	<b>1,990,062</b>
- Direct Subsidy Scheme .....	2,921,436	3,019,802	3,136,898	<b>3,308,267</b>
- Child Care Centre Subsidy Scheme.....	14,615	16,949	15,214	<b>16,736</b>
- Assistance to caput schools.....	158,793	123,210	112,256	<b>88,860</b>
- English Schools Foundation junior schools .....	117,460	118,348	117,574	<b>118,432</b>
- English Schools Foundation secondary schools .....	169,773	170,821	170,375	<b>171,108</b>
- Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms.....	273,703	324,513	318,057	<b>342,987</b>

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

	2012–13 (Actual) (\$'000)	2013–14 (Original) (\$'000)	2013–14 (Revised) (\$'000)	2014–15 (Estimate) (\$'000)
- Miscellaneous educational services .....	266,096	289,248	279,511	299,837
- Vocational Training Council .....	1,975,096	1,951,495	2,039,405	2,044,130
	42,439,345	43,456,723	43,898,355	46,452,403

5 Provision of \$9,899,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$2,394,000 to be reimbursed by the Schools Provident Funds for salaries and allowances of civil servants working in the Provident Funds Unit of the Education Bureau;
- \$5,660,000 to be reimbursed by the Vocational Training Council (VTC) for salaries and allowances of civil servants working in the VTC and its skills centres;
- \$1,051,000 to be reimbursed by the Community Care Fund for salaries and allowances of civil servants working for Assistance Programmes of the Fund; and
- \$794,000 to be reimbursed by the Self-financing Post-secondary Education Fund for salaries and allowances of civil servants working for 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 \$5,220,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$1,545,000 (42.0%) over the revised estimate for 2013–14. This is mainly due to increased requirement for replacement and new equipment.

#### Subventions

7 Provision of \$1,801,000 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 of not more than \$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 2014–15 represents a decrease of \$193,000 (9.7%) against the revised estimate for 2013–14. This is mainly due to decreased requirement for replacement and new furniture and equipment.

8 Provision of \$648,958,000 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 of not more than \$2,000,000 each. The provision in 2014–15 represents an increase of \$56,639,000 (9.6%) over the revised estimate for 2013–14. This is mainly due to increased requirement for maintenance, repairs and minor improvement works in aided schools.

9 Provision of \$32,538,000 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 of not more than \$2,000,000 each. The provision in 2014–15 represents an increase of \$4,807,000 (17.3%) over the revised estimate for 2013–14. This is mainly due to increased requirement for replacement and additional furniture and equipment in the VTC.



## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2013	Revised estimated expenditure for 2013–14	Balance
			\$'000	\$'000	\$'000	\$'000
<b><i>Operating Account</i></b>						
700		<i>General non-recurrent</i>				
	839	Yi Jin Diploma .....	1,000,000	9,437	100,000	890,563
	840	E-Textbook Market Development Scheme .....	50,000	1,015	12,197	36,788
	855	Pilot Mainland Experience Scheme for Post-secondary Students .....	100,000	47,976	9,300	42,724
	857	After-school Learning Support Partnership Pilot Scheme .....	110,000	28,900	18,000	63,100
	920	Quality Enhancement Grant Scheme .....	100,000	86,792	8,500	4,708
	944	Promotion of e-Learning in the school sector .....	128,000	121,358	1,730	4,912
	952	Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island .....	57,150	28,060	8,110	20,980
	974	International Civic and Citizenship Education Study 2016 .....	7,000	—	700	6,300
	976	Supporting Schools to Adopt E-textbooksΨ .....	50,000	—	45,000	5,000
	987	Qualifications Framework Support Schemes .....	208,000	57,614	18,000	132,386
			<u>1,810,150</u>	<u>381,152</u>	<u>221,537</u>	<u>1,207,461</u>
<b><i>Capital Account</i></b>						
871		<i>Vocational Training Council</i>				
	804	Enhancement of information technology infrastructure and services .....	67,218	—	2,100	65,118
			<u>67,218</u>	<u>—</u>	<u>2,100</u>	<u>65,118</u>
873		<i>Codes of Aid for existing schools</i>				
	838	Procurement of furniture and equipment for the whole-day conversion of Immaculate Heart of Mary School .....	2,702	1,621	541	540
			<u>2,702</u>	<u>1,621</u>	<u>541</u>	<u>540</u>

## Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

### Commitments—Cont'd.

Sub-head (Code)	Item (Code)	<i>Ambit</i>	Approved commitment	Accumulated expenditure to 31.3.2013	Revised estimated expenditure for 2013–14	Balance
			\$'000	\$'000	\$'000	\$'000
<b><i>Capital Account—Cont'd.</i></b>						
950		<i>Hong Kong Examinations and Assessment Authority</i>				
	832	Development of the Hong Kong Diploma of Secondary Education Examination system.....	152,309	127,718	19,048	5,543
			<u>152,309</u>	<u>127,718</u>	<u>19,048</u>	<u>5,543</u>
		Total .....	<u>2,032,379</u>	<u>510,491</u>	<u>243,226</u>	<u>1,278,662</u>

Ψ Commitment approved by the Finance Committee on 10 January 2014.