

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2015–16	\$51,382.7m
Establishment ceiling 2015–16 (notional annual mid-point salary value) representing an estimated 5 510 non-directorate posts as at 31 March 2015 (including 3 390 posts in government schools) rising by 41 posts to 5 551 posts as at 31 March 2016 (including 3 390 posts in government schools)	\$2,990.8m
In addition, there will be an estimated 33 directorate posts as at 31 March 2015 reducing by one post to 32 posts as at 31 March 2016.	
Commitment balance	\$3,784.4m

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) Primary Education	These programmes contribute to Policy Area 16: Education (Secretary for Education).
Programme (3) Secondary Education	
Programme (4) Special Education	
Programme (5) Other Educational Services and Subsidies	
Programme (6) Vocational Education	
Programme (7) Policy and Support	

Detail

Programme (1): Director of Bureau's Office

	2013–14 (Actual)	2014–15 (Original)	2014–15 (Revised)	2015–16 (Estimate)
Financial provision (\$m)	11.4	11.5	11.7 (+1.7%)	11.7 (—)
				(or +1.7% on 2014–15 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

	2013–14 (Actual)	2014–15 (Original)	2014–15 (Revised)	2015–16 (Estimate)
Financial provision (\$m)				
Government sector	940.2	1,018.2	1,025.1	1,096.4
Subvented sector	12,205.6	13,235.9	13,401.1	14,097.1
Total	13,145.8	14,254.1	14,426.2 (+1.2%)	15,193.5 (+5.3%)
				(or +6.6% on 2014–15 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%) and aided schools (92%).

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.

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>		
	2013/14 (Actual)	2014/15 (Revised Estimate)	2015/16 (Estimate)
primary students	320 900	329 300	343 700
children in the six to 11 age group	306 900	321 000	332 600
student/teacher ratio in government and aided primary schools	14.2:1	14.0:1	14.1:1
government and aided primary schools.....	453	452	453
primary schools under DSS.....	21	21	21
whole-day government and aided primary schools.....	445	446	449
whole-day government and aided primary classes.....	9 395	9 756	10 236
government, aided and DSS primary school places provided on a whole-day basis (%)‡.....	100	100	100
teachers in government and aided primary schools	18 300	18 900	19 800
teachers in government primary schools with relevant teacher training qualification (%).....	98.5	98.2	98.2
teachers in aided primary schools with relevant teacher training qualification (%).....	97.3	97.2	97.2
teacher wastage rate of government and aided primary schools (%)Δ.....	4.7	4.2	4.6
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%).....	100	100	100
schools provided with school-based professional supportφ.....	378	390	390
schools participating in collaborative research and development ("seed") projects on curriculum development.....	12	18	18

‡ 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 during 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 2015–16

11 During 2015–16, 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;
- continue to provide free lunch at schools for eligible needy students in primary schools;
- continue to provide greater flexibility and incentive funding for schools under the School-based After-school Learning and Support Programmes to organise after-school activities for supporting needy students;
- continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language; and
- starting from the 2015/16 school year, increase the ratio of graduate teacher posts in public sector primary schools by phases for three years from the current 50 per cent to 65 per cent in the 2017/18 school year, to attract more talents to join the teaching force of primary education so as to enhance the quality of teaching.

Programme (3): Secondary Education

	2013–14 (Actual)	2014–15 (Original)	2014–15 (Revised)	2015–16 (Estimate)
Financial provision (\$m)				
Government sector	1,396.0	1,451.5	1,455.2	1,516.9
Subvented sector	21,021.2	21,697.7	22,302.7	22,527.1
Total	22,417.2	23,149.2	23,757.9 (+2.6%)	24,044.0 (+1.2%)
				(or +3.9% on 2014–15 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%), 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.

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

Indicators

	<i>School Year</i>		
	2013/14 (Actual)	2014/15 (Revised Estimate)	2015/16 (Estimate)
secondary 1 to 3 students	187 600	180 200	170 300
children in the 12 to 14 age group.....	178 100	170 100	161 300
student/teacher ratio in public sector secondary schools	13.8:1	13.0:1	12.3:1
public sector secondary schools	396	395	393
secondary schools under DSS	62	61	61
subsidised secondary 4 to 6 places.....	234 600	217 700	207 400
children in the 15 to 17 age group.....	219 900	204 300	189 400
teachers in public sector secondary schools.....	23 500	23 300	22 700
teachers in government secondary schools with relevant teacher training qualification (%).....	97.3	97.8	97.8
teachers in aided secondary schools with relevant teacher training qualification (%).....	97.2	97.3	97.3
teacher wastage rate of public sector secondary schools (%)Ω	5.0	4.8	5.0
public sector secondary schools being provided with NETs to enhance English language teaching (%).....	100	100	100
schools provided with school-based professional supportφ.....	280	317	300
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	27	27	27
public sector and DSS secondary schools offering ten subject choices or more under the new senior secondary academic structureλ.....	410	409	409
Applied Learning courses offered by course providers	37	36	40

Ω Percentage of teachers of the previous school year who did not serve/are projected not to serve in schools during 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 2015–16

18 During 2015–16, 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 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;
- 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;
- continue to support schools to enhance life planning and career guidance services meeting the students’ development needs;
- continue to provide greater flexibility and incentive funding for schools under the School-based After-school Learning and Support Programmes to organise after-school activities for supporting needy students; and
- continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language.

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Programme (4): Special Education

	2013–14 (Actual)	2014–15 (Original)	2014–15 (Revised)	2015–16 (Estimate)
Financial provision (\$m)	1,822.5	2,035.7	2,009.3 (–1.3%)	2,186.0 (+8.8%)
				(or +7.4% on 2014–15 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.

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

Indicators

	<i>School Year</i>		
	2013/14 (Actual)	2014/15 (Revised Estimate)	2015/16 (Estimate)
special schools.....	60	60	60
students in special schools	7 834	7 650	7 700
teachers in special schools	1 639	1 680	1 710
teachers in special schools with teacher training and special education training qualification (%).....	72.1	70.5	71.6
teachers in special schools with teacher training qualification (%).....	98.5	98.5	98.6
teachers in special schools with special education training qualification (%).....	72.4	71.0	71.0
teacher wastage rate of special schools (%)μ.....	6.3	6.7	6.7
schools provided with school-based professional supportφ.....	23	23	20
schools participating in collaborative research and development (“seed”) projects on curriculum development.....	11	12	12

μ Percentage of teachers of the previous school year who did not serve/are projected not to serve in special schools during 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 2015–16

23 During 2015–16, 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;

- continue to reduce progressively the class size to 12 students per class in the school for children with visual impairment and schools for social development;
- continue to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the new 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;
- continue to provide free lunch at schools for eligible needy primary students in special schools;
- continue to support schools to enhance life planning and career guidance services meeting the students' development needs;
- continue to provide greater flexibility and incentive funding for schools under the School-based After-school Learning and Support Programmes to organise after-school activities for supporting needy students;
- continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language; and
- starting from the 2015/16 school year, increase the ratio of graduate teacher posts in the primary section of public sector special schools by phases for three years from the current 50 per cent to 65 per cent in the 2017/18 school year, to attract more talents to join the teaching force of special education so as to enhance the quality of teaching.

Programme (5): Other Educational Services and Subsidies

	2013–14 (Actual)	2014–15 (Original)	2014–15 (Revised)	2015–16 (Estimate)
Financial provision (\$m)	3,472.1	3,799.5	3,717.0 (–2.2%)	4,361.1 (+17.3%)
				(or +14.8% on 2014–15 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). Kindergartens hereafter mentioned thus also include kindergarten-cum-child care centres. All kindergartens are privately run. Eligible non-profit-making kindergartens 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 kindergartens.

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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. The Committee will submit its report to the Bureau in 2015.

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 Limited for the delivery of quality education information and resources to schools, teachers, students and parents through an e-platform.

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>		
	2013/14 (Actual)	2014/15 (Revised Estimate)	2015/16 (Estimate)
teacher development programmes related to curriculum reform for all schools	652	857	857
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum change (%)	100	100	100
training places for school managers on the implementation of school-based management	2 071	1 800	1 800
kindergarten education			
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres)	969	978	994
students in kindergartens	169 800	176 400	187 200
students joining PEVS	131 700	134 000	146 000
non-profit-making kindergartens joining PEVS	724	724	738
kindergarten teachers with Certificate in Early Childhood Education or above (%)§	87.6	90.4	92.6
wastage rate of kindergarten teachers (%)α	8.0	9.2	8.8
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	1 269	1 300	1 300
enrolment of Initiation Programmes for newly-arrived children and young people	765	720	720
enrolment of Summer Bridging Programmes for non-Chinese speaking students	1 978	2 100	2 200

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	<i>School Year</i>		
	2013/14 (Actual)	2014/15 (Revised Estimate)	2015/16 (Estimate)
home-school co-operation activities subsidised.....	3 150	3 200	3 250

- § Percentage of kindergarten teachers with Certificate in Early Childhood Education or above covers all local kindergartens.
- α Percentage of teachers in local kindergartens of the previous school year who did not serve/are projected not to serve in kindergartens during the 12-month period prior to mid-September of the respective school years.

Matters Requiring Special Attention in 2015–16

34 During 2015–16, the Bureau will:

- increase the voucher value of the PEVS, as a one-off improvement measure, by \$2,500 in the 2015/16 school year. This, together with the enhanced Kindergarten and Child Care Centre Fee Remission Scheme implemented by the Working Family and 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;
- 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;
- provide more Mainland exchange opportunities for primary and secondary school students;
- continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels;
- develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, e-textbooks and preparation of learning and teaching resources for a variety of subjects;
- consider the recommendations to be made by the Committee on Free Kindergarten Education and take follow-up action as appropriate;
- 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;
- commission non-governmental organisations, on a pilot basis, to provide career exploration opportunities and relevant experiences for students with specific learning difficulties and non-Chinese speaking students respectively; and
- plan to provide financial and professional support on a pilot basis to local public sector and DSS schools having formed sister school with schools in the Mainland to further promote professional interflow among them.

Programme (6): Vocational Education

	2013–14 (Actual)	2014–15 (Original)	2014–15 (Revised)	2015–16 (Estimate)
Financial provision (\$m)	2,081.8	2,084.6	2,182.1 (+4.7%)	2,228.1 (+2.1%)

(or +6.9% on
2014–15 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, International Culinary 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, information technology and international culinary arts.

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

Indicators

	<i>Academic Year</i>		
	2013/14 (Actual)	2014/15 (Revised Estimate)	2015/16 (Estimate)
full-time vocational education student places.....	48 334	44 400	45 500
part-time vocational education student places.....	20 230	24 200	24 000
enrolment rate (full-time equivalent) (%).....	103	100	100
retention rate			
full-time (%).....	96	94	94
part-time (%).....	95	92	92
employment rate (of economically active graduates) –			
full-time students (%).....	91 [^]	85	85

[^] This is provisional figure. Actual figure will be available in April 2015.

Matters Requiring Special Attention in 2015–16

38 During 2015–16, the VTC will:

- continue to uphold the quality of vocational education and training and continue to pursue excellence with focus on enhancement of programmes and teaching and learning environment;
- continue to implement the Pilot Training and Support Scheme to integrate structured apprenticeship training programmes and clear career progression, with funding support from the Bureau, so as to attract young people to join industry sectors with a keen demand for labour; and
- 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.

Programme (7): Policy and Support

	2013–14 (Actual)	2014–15 (Original)	2014–15 (Revised)	2015–16 (Estimate)
Financial provision (\$m)	6,780.7	2,034.9	1,982.1 (–2.6%)	3,358.3 (+69.4%)
				(or +65.0% on 2014–15 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 oversees 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 supports the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. Through the development of both sectors, over 38 per cent of young people in the relevant cohort now have access to degree-level education (including first year and senior year intakes). Including sub-degree places, nearly 70 per cent of young people in the relevant age group will have access to post-secondary education. In support of students in post-secondary education and secondary school leavers, the Bureau implements a number of initiatives including:

- the Study Subsidy Scheme for Designated Professions/Sectors which will subsidise about 1 000 students per cohort starting from the 2015/16 academic year to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs for three cohorts and then be subject to a review on its effectiveness,
- the provision of subsidy for needy post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes, and
- the reimbursement of tuition fee and the provision of a flat rate academic expenses grant for needy students pursuing eligible full-time programmes below sub-degree level.

43 The Bureau implements the cross-sectoral Qualifications Framework (QF) which aims to provide clear and diverse progression pathways and specify the outcome standards required for the award of qualifications at different levels. A \$1 billion QF Fund was established on 1 September 2014, of which the investment income will be used to provide long-term support for the sustainable development and implementation of QF. The Bureau implements the Yi Jin Diploma Programme to provide an alternative pathway for secondary 6 school leavers and for adult learners to gain a formal qualification for employment and continuing education.

44 To broaden opportunities for local students to receive subsidised higher education outside Hong Kong, the Bureau implements:

- the Hong Kong Scholarship for Excellence Scheme to support outstanding students to study in renowned universities outside Hong Kong for three cohorts from the 2015/16 academic year and then be subject to a review on its effectiveness, and
- the Mainland University Study Subsidy Scheme to provide needy students pursuing studies under the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions with a means-tested grant during their study period for three cohorts from the 2014/15 academic year and then be subject to a review on its effectiveness.

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 2015–16

47 During 2015–16, the Bureau will:

- continue to implement measures and make refinements to enhance the development of Hong Kong as a regional education hub;
- continue to monitor and facilitate the provision of school places for meeting the needs of the international community in Hong Kong, particularly through allocation of vacant school premises and greenfield sites for international school development;
- continue to provide a broad range of support services for kindergartens as well as primary and secondary schools to help them take forward education reform initiatives, and to cater for learner diversity;
- continue to provide assessment tools for School Self-evaluation and conduct External School Reviews for continuous school improvement;
- continue the pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work; and
- 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.

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ANALYSIS OF FINANCIAL PROVISION

Programme	2013–14 (Actual) (\$m)	2014–15 (Original) (\$m)	2014–15 (Revised) (\$m)	2015–16 (Estimate) (\$m)
(1) Director of Bureau's Office	11.4	11.5	11.7	11.7
(2) Primary Education.....	13,145.8	14,254.1	14,426.2	15,193.5
(3) Secondary Education.....	22,417.2	23,149.2	23,757.9	24,044.0
(4) Special Education.....	1,822.5	2,035.7	2,009.3	2,186.0
(5) Other Educational Services and Subsidies	3,472.1	3,799.5	3,717.0	4,361.1
(6) Vocational Education.....	2,081.8	2,084.6	2,182.1	2,228.1
(7) Policy and Support.....	6,780.7	2,034.9	1,982.1	3,358.3
	49,731.5	47,369.5	48,086.3 (+1.5%)	51,382.7 (+6.9%)
				(or +8.5% on 2014–15 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2015–16 is the same as the revised estimate for 2014–15.

Programme (2)

Provision for 2015–16 is \$767.3 million (5.3%) higher than the revised estimate for 2014–15. This is mainly due to salary increments and increased provision for various existing grants to schools in 2015–16. There will be a net increase of 28 posts in 2015–16 due to increased staffing requirement in government primary schools.

Programme (3)

Provision for 2015–16 is \$286.1 million (1.2%) higher than the revised estimate for 2014–15. This is mainly due to salary increments and increased provision for various existing grants to schools in 2015–16. There will be a net decrease of 28 posts in 2015–16 due to reduced staffing requirement in government secondary schools.

Programme (4)

Provision for 2015–16 is \$176.7 million (8.8%) higher than the revised estimate for 2014–15. This is mainly due to salary increments and increased provision for various existing grants to schools in 2015–16.

Programme (5)

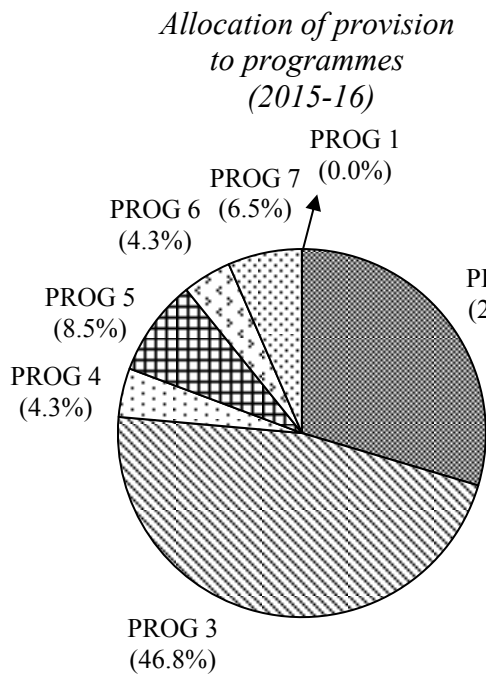
Provision for 2015–16 is \$644.1 million (17.3%) higher than the revised estimate for 2014–15. This is mainly due to increased provision for PEVS. There will be an increase of 13 posts in 2015–16.

Programme (6)

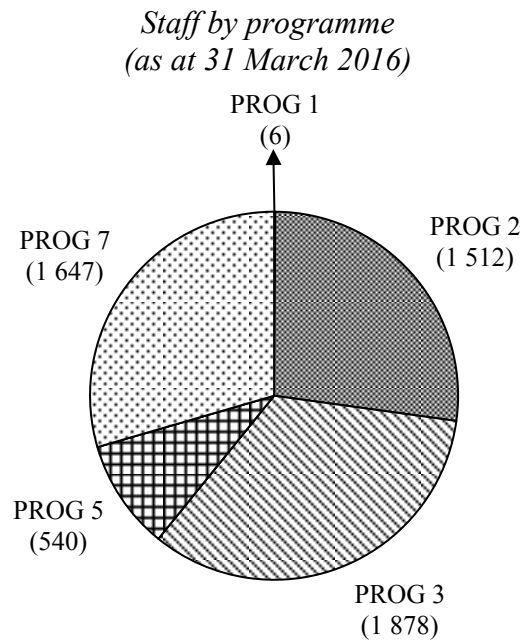
Provision for 2015–16 is \$46.0 million (2.1%) higher than the revised estimate for 2014–15. This is mainly due to increased provision for International Culinary Institute and the Pilot Training and Support Scheme in 2015–16.

Programme (7)

Provision for 2015–16 is \$1,376.2 million (69.4%) higher than the revised estimate for 2014–15. This is mainly due to higher cash flow requirement for non-recurrent items largely as a result of the planned injection of \$1 billion into the QF Fund in 2015–16. There will be a net increase of 27 posts in 2015–16.

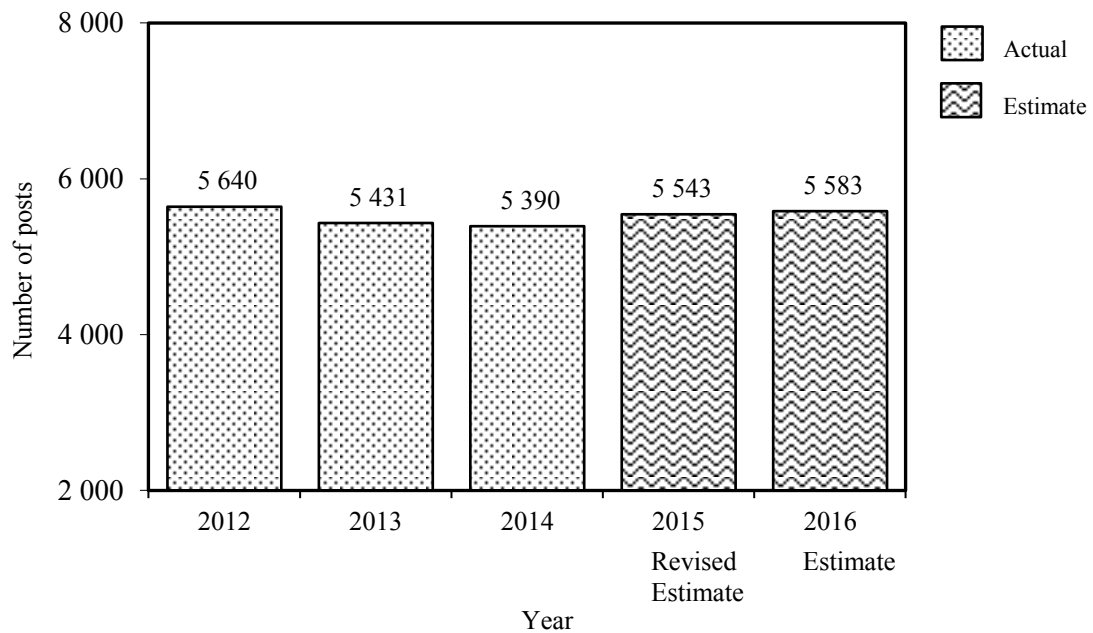


(Provision for PROG 1 represents 0.02 per cent of the overall provision. The percentage is not shown here due to rounding.)



(Government staff under PROG 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 2013-14	Approved estimate 2014-15	Revised estimate 2014-15	Estimate 2015-16
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	43,642,930	46,452,403	47,170,950	49,188,017
003	Recoverable salaries and allowances (General)..... 8,183				
	Deduct reimbursements <i>Cr. 8,183</i>	—	—	—	—
	Total, Recurrent.....	43,642,930	46,452,403	47,170,950	49,188,017
Non-Recurrent					
700	General non-recurrent	5,438,647	216,034	200,850	1,400,057
	Total, Non-Recurrent.....	5,438,647	216,034	200,850	1,400,057
	Total, Operating Account	49,081,577	46,668,437	47,371,800	50,588,074
Capital Account					
Plant, Equipment and Works					
603	Plant, vehicles and equipment.....	—	—	—	2,236
661	Minor plant, vehicles and equipment (block vote).....	3,445	5,220	6,152	5,278
	Total, Plant, Equipment and Works.....	3,445	5,220	6,152	7,514
Subventions					
871	Vocational Training Council.....	6,676	7,918	9,582	21,713
873	Codes of Aid for existing schools.....	541	405	100	135
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	653	1,801	1,363	1,214
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	592,121	648,958	658,958	731,489
976	Vocational Training Council (block vote)	27,731	32,538	32,538	32,538
	Hong Kong Examinations and Assessment Authority	18,743	4,187	5,848	—
	Total, Subventions	646,465	695,807	708,389	787,089
	Total, Capital Account.....	649,910	701,027	714,541	794,603
	Total Expenditure	49,731,487	47,369,464	48,086,341	51,382,677

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Details of Expenditure by Subhead

The estimate of the amount required in 2015–16 for the salaries and expenses of the Education Bureau is \$51,382,677,000. This represents an increase of \$3,296,336,000 over the revised estimate for 2014–15 and of \$1,651,190,000 over the actual expenditure in 2013–14.

Operating Account

Recurrent

2 Provision of \$49,188,017,000 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 2015 will be 5 543 posts including one supernumerary post. It is expected that there will be a net increase of 41 permanent posts and a decrease of one supernumerary post in 2015–16. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2015–16 but the notional annual mid-point salary value of all such posts must not exceed \$2,990,823,000.

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

	2013–14 (Actual) (\$'000)	2014–15 (Original) (\$'000)	2014–15 (Revised) (\$'000)	2015–16 (Estimate) (\$'000)
Personal Emoluments				
- Salaries.....	2,774,580	2,875,212	2,929,619	3,045,993
- Allowances.....	29,380	28,466	34,179	30,953
- Job-related allowances.....	15	35	12	35
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	4,577	8,617	7,074	11,175
- Civil Service Provident Fund contribution.....	49,709	57,646	58,651	67,135
Departmental Expenses				
- Temporary staff.....	371,964	399,201	387,361	453,966
- Remuneration for special appointments	91,663	103,528	99,049	103,030
- General departmental expenses	526,355	562,049	562,071	611,080
Other Charges				
- Teacher training.....	78,121	99,553	90,977	116,044
- Curriculum Development Institute	229,026	245,386	229,169	255,489
- Subject and curriculum block grant for government schools	104,885	119,639	114,273	130,813
- Subsidy and scholarship schemes for vocational and post-secondary education.....	—	187,940	172,000	188,190
- School extra-curricular activities, programmes, grants and prizes	114,827	221,021	159,912	226,273
- Pre-primary Education Voucher Scheme.....	2,262,142	2,604,307	2,564,598	3,082,653
Subventions				
- Code of Aid for primary schools	11,106,961	12,085,718	12,206,184	12,868,381
- Code of Aid for secondary schools.....	17,948,348	18,473,665	19,009,132	19,074,143
- Mortgage Interest Subsidy Scheme	2	1	1	1
- Code of Aid for special schools.....	1,787,259	1,990,062	1,976,324	2,127,257
- Direct Subsidy Scheme	3,118,662	3,308,267	3,403,194	3,557,661
- Child Care Centre Subsidy Scheme.....	15,213	16,736	15,892	17,512
- Assistance to caput schools.....	111,259	88,860	93,518	94,088
- English Schools Foundation junior schools	117,334	118,432	119,015	119,276
- English Schools Foundation secondary schools	170,297	171,108	170,814	171,481
- Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms	309,692	342,987	352,300	380,632

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

	2013–14 (Actual) (\$'000)	2014–15 (Original) (\$'000)	2014–15 (Revised) (\$'000)	2015–16 (Estimate) (\$'000)
- Miscellaneous educational services	273,254	299,837	286,132	312,943
- Vocational Training Council	2,047,405	2,044,130	2,129,499	2,141,813
	43,642,930	46,452,403	47,170,950	49,188,017

5 Provision of \$8,183,000 under *Subhead 003 Recoverable salaries and allowances (General)* comprises:

- \$2,205,000 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;
- \$4,136,000 to be reimbursed by the Vocational Training Council (VTC) for salaries and allowances of civil servants working in the Council and its skills centres;
- \$1,190,000 to be reimbursed by the Community Care Fund for salaries and allowances of civil servants working for Assistance Programmes of the Fund; and
- \$652,000 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 \$5,278,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents a decrease of \$874,000 (14.2%) against the revised estimate for 2014–15. This is mainly due to decreased requirement for replacement and new equipment.

Subventions

7 Provision of \$1,214,000 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 2015–16 represents a decrease of \$149,000 (10.9%) against the revised estimate for 2014–15. This is mainly due to decreased requirement for replacement and new furniture and equipment.

8 Provision of \$731,489,000 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 2015–16 represents an increase of \$72,531,000 (11%) over the revised estimate for 2014–15. 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.

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2014	Revised estimated expenditure for 2014–15	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account</i>						
700	<i>General non-recurrent</i>					
813	Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme		144,000	—	10,500	133,500
816	Qualifications Framework Fund.....		1,000,000	—	—	1,000,000
817	Mainland University Study Subsidy Scheme.....		105,300	—	3,500	101,800
819	Study Subsidy Scheme for Designated Professions/Sectors		960,000	—	2,938	957,062
820	Scholarship Scheme for Studying Outside Hong Kong		347,965	—	200	347,765
839	Yi Jin Diploma		1,000,000	98,719	90,000	811,281
840	E-Textbook Market Development Scheme.....		50,000	6,616	22,451	20,933
848	Implementation of the Fourth Strategy on Information Technology in Education ψ		105,000 ψ	—	—	105,000
849	Pilot on providing career-related experiences for students with specific learning difficulties and non-Chinese speaking students in secondary schools ψ		16,563 ψ	—	—	16,563
855	Pilot Mainland Experience Scheme for Post-secondary Students		100,000	57,123	15,100	27,777
857	After-school Learning Support Partnership Pilot Scheme		110,000	45,066	19,000	45,934
920	Quality Enhancement Grant Scheme		100,000	92,092	1,216	6,692
944	Promotion of e-Learning in the school sector		128,000	122,896	2,500	2,604
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	36,154	8,333	12,663
974	International Civic and Citizenship Education Study 2016.....		7,000	—	1,539	5,461
976	Supporting Schools to Adopt E-textbooks		50,000	44,499	1,881	3,620
986	Support to the 57th International Mathematical Olympiad 2016		3,000	—	1,000	2,000
987	Qualifications Framework Support Schemes		208,000	72,833	20,000	115,167
			<u>4,491,978</u>	<u>575,998</u>	<u>200,158</u>	<u>3,715,822</u>

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments—Cont'd.

Sub-head (Code)	Item (Code)	<i>Ambit</i>	Approved commitment	Accumulated expenditure to 31.3.2014	Revised estimated expenditure for 2014–15	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Capital Account</i>						
603		<i>Plant, vehicles and equipment</i>				
	861	Procurement of furniture and equipment for the whole-day conversion of Hennessy Road Government Primary PM School	2,795	—	—	2,795
			<u>2,795</u>	<u>—</u>	<u>—</u>	<u>2,795</u>
871		<i>Vocational Training Council</i>				
	804	Enhancement of information technology infrastructure and services	67,218	2,100	7,918	57,200
	895	Enhancement of e-Learning platform and ancillary support services	9,834	—	1,664	8,170
			<u>77,052</u>	<u>2,100</u>	<u>9,582</u>	<u>65,370</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	2,162	100	440
			<u>2,702</u>	<u>2,162</u>	<u>100</u>	<u>440</u>
		Total	<u>4,574,527</u>	<u>580,260</u>	<u>209,840</u>	<u>3,784,427</u>

ψ This is a new item, funding for which is included in the draft 2015–16 Estimates for consideration by the Legislative Council in the context of the Appropriation Bill.