

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2024–25 **\$79,565.4m**

Establishment ceiling 2024–25 (notional annual mid-point salary value) representing an estimated 6 432 non-directorate posts as at 31 March 2024 (including 3 851 posts in government schools) reducing by 63 posts to 6 369 posts as at 31 March 2025 (including 3 801 posts in government schools) **\$4,652.3m**

In addition, there will be an estimated 38 directorate posts as at 31 March 2024 rising by one post to 39 posts as at 31 March 2025.

Commitment balance..... **\$1,667.4m**

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) Pre-primary Education	These programmes contribute to Policy Area 16: Education (Secretary for Education).
Programme (3) Primary Education	
Programme (4) Secondary Education	
Programme (5) Special Education	
Programme (6) Other Educational Services and Subsidies	
Programme (7) Post-secondary, Vocational and Professional Education	
Programme (8) Policy and Support	

Detail

Programme (1): Director of Bureau's Office

	2022–23 (Actual)	2023–24 (Original)	2023–24 (Revised)	2024–25 (Estimate)
Financial provision (\$m)	14.5	14.3	14.6 (+2.1%)	14.6 (—)
				(or +2.1% on 2023–24 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 her duties. The work includes the planning, co-ordination and implementation of all arrangements for the Secretary's public, media and community functions.

Programme (2): Pre-primary Education

	2022–23 (Actual)	2023–24 (Original)	2023–24 (Revised)	2024–25 (Estimate)
Financial provision (\$m)	5,764.0	5,281.3	5,834.9 (+10.5%)	5,237.1 (–10.2%)
				(or –0.8% on 2023–24 Original)

Aim

4 The aim is to provide quality and highly affordable kindergarten education, and enhance the accessibility of students to different modes of services that suit children's specific needs, while maintaining vibrancy, diversity and uniqueness of kindergarten education in Hong Kong.

Brief Description

5 The Bureau has been implementing the Kindergarten Education Scheme (KES) with effect from the 2017/18 school year to provide subsidy for eligible local non-profit-making kindergartens for the provision of quality half-day service for all eligible children aged between three and six. Under the co-payment basis between parents and the Government, additional subsidy has also been provided for eligible kindergartens offering whole-day and long whole-day services. KES enhances the quality of kindergarten education through measures such as an improved teacher-pupil ratio; provision of salary ranges and a career ladder for kindergarten teachers; enhancements to the quality assurance framework; strengthening governance and monitoring; bolstering teachers' professionalism; raising teachers' capacity to cater better for student diversity; improving accommodation and facilities, etc.

6 Fee remission will continue to be provided for children of needy families under the Kindergarten and Child Care Centre Fee Remission Scheme implemented by the Working Family and Student Financial Assistance Agency (WFSFAA). In addition to fee remission, an additional grant has been provided for children of needy families to defray school-related expenses incurred from the students' kindergarten education.

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

Indicators

	<i>School Year</i>		
	2022/23 (Actual)	2023/24 (Revised Estimate)	2024/25 (Estimate)
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres)	1 026	1 009	1 009
students in kindergartens	143 700	136 100	128 300
students in kindergartens under KES	111 000	103 000	96 000
non-profit-making kindergartens joining KES	754	743	744
kindergarten teachers with Certificate in Early Childhood Education or above (%)§	96.3	97.1	97.2
wastage rate of kindergarten teachers (%)α	17.6	19.1	18.4

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

α "Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers in local kindergartens in the preceding school year. "Drop-out teachers" refer to the teachers who were serving in local kindergartens in the preceding school year but were no longer serving in any kindergarten in the school year concerned.

Matters Requiring Special Attention in 2024–25

8 During 2024–25, the Bureau will:

- enhance support for kindergartens joining KES by:
 - increasing the provision for organising school-based activities to help students learn Chinese culture from an early age and foster their sense of national identity;
 - launching "Guangdong-Hong Kong Sister Kindergarten Exchange Programme" to foster teachers' professional exchanges and collaboration between the Mainland and Hong Kong kindergartens;
 - increasing the provision for enhancing the professional development of kindergarten teachers; and
 - making available more government-owned premises and regularising Relocation Grant for Kindergartens to support kindergartens to enhance their learning and teaching environment; and
- continue to conduct quality review for kindergartens joining KES to ensure quality kindergarten education.

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Programme (3): Primary Education

	2022–23 (Actual)	2023–24 (Original)	2023–24 (Revised)	2024–25 (Estimate)
Financial provision (\$m)				
Government sector	1,625.1	1,702.3	1,744.9	1,791.5
Subvented sector	22,294.9	23,123.0	22,941.6	23,996.5
Total	23,920.0	24,825.3	24,686.5 (–0.6%)	25,788.0 (+4.5%)
				(or +3.9% on 2023–24 Original)

Aim

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

Brief Description

10 Public sector primary school places are provided in government and aided schools, currently in the following proportions: government schools (7.5%) and aided schools (92.5%).

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

12 With an open and flexible curriculum framework which aims to maintain the momentum of “Learning to Learn 2+”, primary schools have been making sustainable efforts in fostering a conducive culture for learning and teaching and in teachers’ professional development to cater for students’ learning and developmental needs. Besides building a solid knowledge foundation and facilitating skills development, greater emphasis is placed on strengthening values education (including national education, patriotic education, national security education, environmental education, sex education, etc.) and Science, Technology, Engineering, the Arts and Mathematics (STEAM) education, by making flexible use of learning time for the promotion of students’ whole-person development, viz. moral, intellectual, physical, social, and aesthetics domains (some schools would also promote spiritual education), healthy and active lifestyle, as well as lifelong and self-directed learning capabilities for meeting future opportunities and challenges.

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

Indicators

	School Year		
	2022/23 (Actual)	2023/24 (Revised Estimate)	2024/25 (Estimate)
primary students	333 600	325 600	314 100
student/teacher ratio in government and aided primary schools	12.0:1	11.9:1	11.9:1
government and aided primary schools.....	456	456	453
primary schools under DSS.....	21	21	21
whole-day government and aided primary schools.....	455	455	452
whole-day government and aided primary classes.....	10 689	10 428	10 112
government, aided and DSS primary school places provided on a whole-day basis (%)†.....	100	100	100
teachers in government and aided primary schools	22 200	21 700	20 900
teachers in government primary schools with teacher training qualification (%).....	99.1	99.1	99.1
teachers in aided primary schools with teacher training qualification (%).....	94.7	94.1	94.1
teacher wastage rate of government and aided primary schools (%)Δ.....	8.5	7.8	7.5

	<i>School Year</i>		
	2022/23 (Actual)	2023/24 (Revised Estimate)	2024/25 (Estimate)
government and aided primary schools under the Native-speaking English Teacher (NET) Scheme (%).....	100	100	100
government, aided and DSS primary schools provided with school-based professional support.....	350	350	350

‡ Excluding one bi-sessional school which has yet to formulate its whole-day conversion plan.

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

Matters Requiring Special Attention in 2024–25

14 During 2024–25, the Bureau will:

- provide support for schools in preparation for the implementation of Primary Science subject and Primary Humanities subject starting from the 2025/26 school year; and launch a pilot scheme relating to Primary Mathematics subject to strengthen students’ capability in applications of Mathematics;
- continue to carry out various measures to promote mental health among students and strengthen support for those in need;
- continue to provide recurrent grant and professional support to public sector and DSS primary schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities;
- continue to roll out small class teaching in public sector primary schools where conditions permit;
- continue to support students’ whole-person development through measures including:
 - subsidising public sector and DSS primary schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school learning activities; and
 - providing the Life-wide Learning Grant for public sector primary schools to promote life-wide learning in alignment with the curriculum with enhanced efforts;
- continue to provide recurrent funding support to all public sector and DSS primary schools to strengthen their capacity for practising e-learning and taking forward various education initiatives harnessing information technology (IT);
- continue to provide additional funding to public sector and DSS primary schools admitting non-Chinese speaking (NCS) students to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language and creation of an inclusive learning environment in schools; and
- continue to carry out various measures in public sector primary schools to support students with diverse educational needs, including:
 - implementing the enhanced Learning Support Grant (LSG) to provide permanent teaching posts and extending LSG to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs;
 - providing the Enhanced School-based Speech Therapy Service (SBSTS) to all public sector primary schools;
 - providing the Enhanced School-based Educational Psychology Service (SBEPS) for public sector primary schools with a comparatively larger number of students with special educational needs (SEN) to strengthen schools’ remedial, preventive and development work; and
 - providing additional resources under a three-tier structure to public sector and DSS primary schools admitting NCS students with SEN.

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Programme (4): Secondary Education

	2022–23 (Actual)	2023–24 (Original)	2023–24 (Revised)	2024–25 (Estimate)
Financial provision (\$m)				
Government sector	1,883.3	2,045.2	2,028.1	2,115.4
Subvented sector	28,638.8	30,141.1	29,659.4	30,976.8
Total	30,522.1	32,186.3	31,687.5 (–1.5%)	33,092.2 (+4.4%)
				(or +2.8% on 2023–24 Original)

Aim

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

Brief Description

16 Public sector secondary school places are provided in government, aided and caput schools, currently in the following proportions: government schools (7.7%), aided schools (91.8%), and caput schools (0.5%).

17 Apart from public sector schools, subsidised secondary school places are offered in DSS schools and ESF schools, both of which receive recurrent subsidies from the Government. Starting from the 2016/17 school year, the recurrent subsidies for ESF are being phased out. The 13-year phasing out will be completed in the 2028/29 school year.

18 With an open and flexible curriculum framework which aims to maintain the momentum of “Learning to Learn 2+”, secondary schools have been making sustainable efforts in fostering a conducive culture for learning and teaching and in teachers’ professional development to cater for students’ learning and developmental needs. Besides building a solid knowledge foundation and facilitating skills development, greater emphasis is placed on strengthening values education (including national education, patriotic education, national security education, environmental education, sex education, etc.) and STEAM education, by making flexible use of learning time for the promotion of students’ whole-person development, viz. moral, intellectual, physical, social, and aesthetics domains (some schools would also promote spiritual education), healthy and active lifestyle, as well as lifelong and self-directed learning capabilities for meeting future opportunities and challenges.

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

Indicators

	School Year		
	2022/23 (Actual)	2023/24 (Revised Estimate)	2024/25 (Estimate)
secondary 1 to 3 students	169 100	173 000	174 500
student/teacher ratio in public sector secondary schools	11.0:1	11.1:1	11.2:1
public sector secondary schools	391	391	390
secondary schools under DSS	59	59	58
secondary 4 to 6 students	149 700	153 000	153 700
teachers in public sector secondary schools	22 900	22 900	22 800
teachers in government secondary schools with teacher training qualification (%)	95.7	95.1	95.1
teachers in aided secondary schools with teacher training qualification (%)	91.2	89.7	89.7
teacher wastage rate of public sector secondary schools (%)Ω	9.8	8.2	8.0
public sector secondary schools being provided with NETs to enhance English language teaching (%)	100	100	100
public sector and DSS secondary schools provided with school-based professional support	190	190	190

	<i>School Year</i>		
	2022/23 (Actual)	2023/24 (Revised Estimate)	2024/25 (Estimate)
public sector and DSS secondary schools offering ten subject choices or more in the senior secondary curriculum ^λ	420	419	418
Applied Learning courses offered by course providers	52	58	59

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

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

Matters Requiring Special Attention in 2024–25

20 During 2024–25, the Bureau will:

- launch a new professional training programme to prepare teachers to introduce mathematical modelling in secondary Mathematics;
- continue to carry out various measures to promote mental health among students and strengthen support for those in need;
- continue to provide a five-year grant for secondary schools, starting from the 2023/24 school year, to organise study tours exploring workplaces in the Greater Bay Area (GBA);
- continue to provide recurrent grant and professional support to public sector and DSS secondary schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities;
- continue to provide various support measures to public sector secondary schools and DSS schools offering local senior secondary curriculum for the smooth implementation of Citizenship and Social Development (CS) at the senior secondary level. The one-off CS Grant can be used by schools from the 2021/22 to the end of 2024/25 school years;
- continue to provide various support measures to further promote Applied Learning;
- continue to support students’ whole-person development through measures including:
 - subsidising public sector and DSS secondary schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school learning activities; and
 - providing the Life-wide Learning Grant for public sector secondary schools to promote life-wide learning in alignment with the curriculum with enhanced efforts;
- continue to provide recurrent funding support to all public sector and DSS secondary schools to strengthen their capacity for practising e-learning and taking forward various education initiatives harnessing IT;
- continue to provide additional funding to public sector and DSS secondary schools offering the local curriculum and admitting NCS students to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language and creation of an inclusive learning environment in schools; and
- continue to carry out various measures in public sector secondary schools to support students with diverse educational needs, including:
 - implementing the enhanced LSG to provide permanent teaching posts and extending LSG to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs;
 - providing the Enhanced SBSTS to all public sector secondary schools;
 - providing the Enhanced SBEPs for public sector secondary schools with a comparatively larger number of students with SEN to strengthen schools’ remedial, preventive and development work; and
 - providing additional resources under a three-tier structure to public sector and DSS secondary schools admitting NCS students with SEN.

Programme (5): Special Education

	2022–23 (Actual)	2023–24 (Original)	2023–24 (Revised)	2024–25 (Estimate)
Financial provision (\$m)	3,481.8	3,767.2	3,716.1 (–1.4%)	3,875.3 (+4.3%)
				(or +2.9% on 2023–24 Original)

Aim

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

Brief Description

22 SEN include the learning needs of students with various types of disabilities. Children with more severe learning difficulties or multiple disabilities are referred to special schools for intensive support. Other children who can benefit from ordinary school education are enrolled in mainstream schools. To help mainstream schools cater for the learning needs of students with SEN, the necessary provision, services and support are, as far as possible, incorporated into the resource requirements for mainstream school education and rendered through the implementation of Programmes (3), (4), (6) and (8).

23 Public sector special school places are provided in aided special schools.

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

Indicators

	<i>School Year</i>		
	2022/23 (Actual)	2023/24 (Revised Estimate)	2024/25 (Estimate)
public sector special schools	62	62	62
students in public sector special schools	8 389	8 750	9 100
teachers in public sector special schools	2 024	2 060	2 110
teachers in public sector special schools with teacher training and special education training qualification (%)	75.5	73.9	75.7
teachers in public sector special schools with teacher training qualification (%)	98.8	98.1	98.1
teacher wastage rate of public sector special schools (%)µ	11.6	9.8	9.6
public sector special schools provided with school-based professional support	15	15	15

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

Matters Requiring Special Attention in 2024–25

25 During 2024–25, the Bureau will:

- enhance the staff provision of resource teachers for students comorbid with autism spectrum disorder (ASD) in primary and secondary sections of aided special schools and extend it to schools for social development starting from the 2024/25 school year;
- continue to carry out various measures to promote mental health among students and strengthen support for those in need;
- continue to provide recurrent grant and professional support to public sector special schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities;
- continue to provide additional resources to hospital schools and enhance their manpower provision to provide hospitalised students suffering from injuries or diseases with a holistic senior secondary curriculum and enhanced life planning education, with a view to facilitating their re-integration into mainstream schools after recovery;

- continue to provide teacher training related to the planning and implementation of a 12-year curriculum in special schools; and develop learning and teaching resources for supporting students with intellectual disability;
- continue to support students' whole-person development through measures including:
 - subsidising public sector special schools and non-profit making organisations under the School-based After-school Learning and Support Programmes to support needy students to participate in after-school learning activities; and
 - providing the Life-wide Learning Grant for public sector special schools to promote life-wide learning in alignment with the curriculum with enhanced efforts;
- continue to provide additional funding to public sector special schools admitting NCS students to facilitate the implementation of the "Chinese Language Curriculum Second Language Learning Framework" or the "Chinese Language Curriculum Second Language Adapted Learning Framework (for NCS Students with Intellectual Disabilities)" for NCS students to learn Chinese as a second language and creation of an inclusive learning environment in schools; and
- continue to provide recurrent funding support to all public sector special schools to strengthen their capacity for practising e-learning and taking forward various education initiatives harnessing IT.

Programme (6): Other Educational Services and Subsidies

	2022–23 (Actual)	2023–24 (Original)	2023–24 (Revised)	2024–25 (Estimate)
Financial provision (\$m)	1,199.8	1,997.1	2,283.4 (+14.3%)	1,589.5 (–30.4%)
				(or –20.4% on 2023–24 Original)

Aim

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

Brief Description

Training and development of principals and teachers

27 Teachers have to meet professional standards and other requirements specified in the Education Ordinance (Cap. 279) and Education Regulations (Cap. 279A) before they can be registered or permitted to teach. With a view to enhancing teachers' professionalism, the Bureau works with the Committee on Professional Development of Teachers and Principals (COTAP) in formulating measures to promote professional development of teachers and principals across the continuum from student teachers and novice teachers to experienced teachers, aspiring principals, newly-appointed principals, and experienced principals. In addition to fostering a professional and collaborative culture among the teaching profession, the Bureau also formulates measures relating to the certification of aspiring principals and gives due recognition to teachers with excellent performance.

Educational support for newly-arrived children and young people (including NCS children)

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

Educational support to students with diverse needs

29 The Bureau provides various support to cater for the diverse needs of students. The support for NCS students in the learning of the Chinese language includes, among others, the promotion of early adaptation in pre-primary education to parents and provision of funding and professional support to schools admitting NCS students. The Bureau also strengthens the professional capacity of the principals and teachers of public sector ordinary schools in supporting students with SEN.

National education

30 The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers.

Gifted education

31 The Bureau continues to enhance learning opportunities both within and outside school to cater for the needs of gifted students. Training and support are provided to facilitate schools/teachers to enhance school-based gifted education development. The Bureau also continues to support the Hong Kong Academy for Gifted Education (HKAGE) to provide after-school enrichment programmes for gifted and talented students. The Bureau supports relevant education programmes under the Gifted Education Fund and works closely with the programme providers.

Subsidies to educational bodies

32 The Bureau supports activities which contribute to the wider involvement in education and development of professionalism. The Bureau provides subvention to the Hong Kong Education City Limited for the delivery of quality education information and resources to schools, teachers, students and parents through an e-platform. The Bureau also provides one-off grants to the Hong Kong Examinations and Assessment Authority to support its strategic development and the optimisation of the various arrangements for public examinations.

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

Indicators

	<i>School Year</i>		
	2022/23 (Actual)	2023/24 (Revised Estimate)	2024/25 (Estimate)
teacher development programmes related to curriculum development and implementation for all schools.....	1 310	1 200	1 200
schools provided with training to enhance teachers' professionalism to meet the needs of curriculum renewal (%).....	100	100	100
training places for school managers on the implementation of school-based management	4 200	4 400	4 400
educational support for newly-arrived children and young people, and NCS students			
enrolment of Induction Programmes for newly-arrived children and young people.....	487 ^β	1 000	1 000
enrolment of Initiation Programmes for newly-arrived children and young people.....	489 ^β	550	550
enrolment of Summer Bridging Programmes for NCS students#	580 ^η	1 360	1 760
home-school co-operation activities subsidised.....	3 617	3 690	3 690

ε One development programme may comprise more than one event. The revised estimate/estimate numbers of teacher development programmes refer to those which have been planned at the beginning of the school year. It is a common practice for the Bureau to adjust its teacher development programme planning and organise ad hoc programmes throughout the school year to cater for the ongoing curriculum development needs. The actual figure may thus differ from the estimate.

β The enrolment for the 2022/23 school year was low due to the COVID-19 epidemic.

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

η The summer holidays were advanced to March and April 2022 and the 2021/22 school year was extended to August 2022. As a result, the duration and number of students enrolled for the 2022/23 Summer Bridging Programme (which took place before the commencement of the 2022/23 school year) were lower.

Matters Requiring Special Attention in 2024–25

34 During 2024–25, the Bureau will continue to:

- enhance support for HKAGE and to offer more off-school educational services for gifted students in targeted fields, such as STEAM, through training, activities and competitions at the local, national and international levels;
- enhance the professionalism of teachers and principals by:
 - implementing training requirements for newly-joined and serving teachers and teachers to be promoted, covering professional roles, values and conduct of teachers; education development at the local, national and international levels; national education; national security education, etc.;
 - working with COTAP to implement suitable projects under the T-excel@hk strategic work plan and other initiatives for teachers to broaden their perspectives and enrich their experience; and
 - requiring all newly-appointed teachers in all public sector and DSS schools and kindergartens joining KES to pass the Basic Law and National Security Law Test;

- develop a variety of learning and teaching resources for promoting national education and facilitating accurate and more comprehensive understanding of our Country, including national history and geography, Constitution and the Basic Law, the national flag, the national emblem, the national anthem, the regional flag, the regional emblem and national security education in schools;
- provide Mainland exchange opportunities for primary and secondary school students, and organise Mainland study tours for all students taking the senior secondary CS subject;
- strengthen parent education by taking forward the Positive Parent Campaign, developing the curriculum framework on parent education for various school levels by phases, organising parent education courses and developing e-learning resources with reference to the frameworks. For parents of NCS students, specific parent education programmes are provided for five years starting from the 2020/21 school year;
- promote home-school co-operation by supporting the work of the Committee on Home-School Co-operation and subsidising relevant Parent-Teacher Associations and Federations of Parent-Teacher Associations to organise more home-school co-operation and parent education programmes or activities; and
- enhance support for students with ASD by assisting public sector ordinary schools to deploy a three-tiered model for the Whole School Approach to providing tiered support for students with ASD.

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

	2022–23 (Actual)	2023–24 (Original)	2023–24 (Revised)	2024–25 (Estimate)
Financial provision (\$m)	4,686.4	5,356.8	6,670.5 (+24.5%)	5,223.1 (–21.7%)
				(or –2.5% on 2023–24 Original)

Aim

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

Brief Description

36 The Bureau supports the parallel development of the publicly-funded and the self-financing post-secondary education sectors. As a result of the efforts of the Government and the two sectors, about 55 per cent of young people who have completed secondary education now have access to undergraduate-level education (including first year and senior year intakes). With sub-degree places included, about 80 per cent of young people in the relevant age group now have access to post-secondary education. In addition, the Bureau implements initiatives to support students pursuing post-secondary education both locally and outside Hong Kong.

37 The Bureau implements the cross-sectoral Qualifications Framework, which aims to provide clear and diverse progression pathways and specify the outcome standards required for the award of qualifications at different levels. The Bureau also implements the Diploma of Applied Education Programme, which has replaced the Diploma Yi Jin Programme starting from the 2023/24 academic year, to provide an alternative pathway for secondary six school leavers and adult learners to gain a formal qualification for employment and continuing education.

38 The Bureau provides the following support for eligible students:

- the Hong Kong Scholarship for Excellence Scheme, which supports outstanding students studying at renowned universities outside Hong Kong;
- the Mainland University Study Subsidy Scheme, which provides a subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions;
- the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), which provides a subsidy for eligible students pursuing designated full-time locally accredited self-financing undergraduate and sub-degree programmes in selected disciplines in Hong Kong;
- the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong, which provides a subsidy for eligible students pursuing full-time locally accredited local and non-local self-financing undergraduate programmes in Hong Kong;
- the School Nominations Direct Admission Scheme, which provides opportunities for eligible students who have demonstrated exceptional talents and interests in specific disciplines/areas to be considered for direct admission to local universities;

- subsidies for eligible post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes outside Hong Kong; and
- reimbursement of tuition fees and provision of a flat rate academic expenses grant for needy students pursuing the Diploma of Applied Education Programme, Diploma of Vocational Education, Diploma of Foundation Studies, and other eligible full-time programmes below the sub-degree level, together with WFSFAA where appropriate.

39 VTC, a statutory body established under the Vocational Training Council Ordinance (Cap. 1130), provides a comprehensive system of VPET services through its member institutions such as Hong Kong Institute of Vocational Education, Hong Kong Design Institute, International Culinary Institute, Hotel and Tourism Institute, Chinese Culinary Institute, Maritime Services Training Institute, Pro-Act Training and Development Centres and Youth College. In respect of VPET, VTC offers a wide range of full-time and part-time programmes which lead to formal qualifications from post-secondary three up to the Master's degree level. The programmes offered cover a spectrum of disciplines, including business; child care, elderly and community services; design; engineering; health and life sciences; hospitality and IT.

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

Indicators

	<i>Academic Year</i>		
	2022/23 (Actual)	2023/24 (Revised Estimate)	2024/25 (Estimate)
subsidised places of undergraduate programmes under SSSDP ^δ	2 401	4 040	4 825
awardees under the Hong Kong Scholarship for Excellence Scheme.....	100	100	100
applications approved under the subsidies for post-secondary students to participate in exchange programmes ^θ	1 860Φ	3 190Φ	6 500Φ
<i>VTC</i>			
full-time vocational and professional education student places	30 510	28 950 ^γ	29 370
part-time vocational and professional education student places	14 750	13 680	13 500
enrolment rate (full-time equivalent) (%)	104	100	100
retention rate			
full-time (%).....	93	94	94
part-time (%).....	95	93	93
employment rate (of economically active graduates) – full-time students (%)	90 ^Λ	86	86

δ Figures for the 2022/23 and 2023/24 academic years refer to the actual number of students admitted whereas the figure for the 2024/25 academic year refers to the maximum number of students to be admitted in that academic year. From the 2023/24 academic year, the scheme is expanded to cover top-up degree programmes with an increase of about 1 000 subsidised places in undergraduate programmes, hence the figures for the 2023/24 academic year and onwards cover both first-year-first-degree and top-up degree programmes (whereas the figure for the 2022/23 academic year covers first-year-first-degree only).

θ The indicator covers both the means-tested and non-means-tested subsidies.

Φ Exchange activities continued to be affected by the COVID-19 epidemic in the 2022/23 and 2023/24 academic years. The figure for the 2024/25 academic year is estimated on the assumption that exchange activities would fully resume.

γ The drop in full-time student places in the 2023/24 academic year was mainly attributed to the declining secondary school student population.

Λ This is a provisional figure. The actual figure will be available in April 2024.

Matters Requiring Special Attention in 2024–25

41 During 2024–25, the Bureau will:

- draw up the criteria for qualifying as universities of applied sciences (UAS) in conjunction with the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and support prospective post-secondary institutions to form an alliance of UAS for joint promotion to enhance the status of VPET in society and among parents and students;
- support appropriate self-financing institutions to develop into UAS by according priority to eligible programmes of UAS for inclusion under SSSDP and providing additional subsidies under SSSDP to encourage institutions to offer more applied degree programmes and enhance enrolment incentive;
- collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications;
- continue to implement measures to enhance Hong Kong’s development as an international education hub; and
- continue to follow up on the recommendations put forward by the Task Force on Promotion of VPET, including implementing a pilot project on applied degrees and actively explore the introduction of more applied degree programme under the pilot project.

42 During 2024–25, VTC will:

- establish a new member institute namely the Hong Kong Institute of Information Technology to provide dedicated pre-employment and in-service training for the IT sector;
- continue to arrange study trips for students of VTC to the GBA to broaden their learning experience from the VPET perspective and enhance their understanding of the development of GBA;
- continue to implement the Pilot VPET Diploma for senior secondary school students to promote VPET as a preferred option at an early stage;
- continue to implement the Smart Technology Application and Mobile Platform to further enhance its provision of VPET, which includes IT-related enhancements to the smart campus infrastructure, security protection and IT applications to support new programmes and pedagogies for the provision of quality VPET;
- continue to operate the Pilot International Study Programme under the Training and Support Scheme for trainees to take part in study and exchange programmes outside Hong Kong;
- continue to implement the Training and Support Scheme with a view to providing 1 200 training places per cohort as well as the related pilot workplace assessment;
- continue to strengthen the promotion of the “professional” attributes of VPET and its “through-train” progression pathway to support the Government in the promotion of VPET;
- continue to strengthen and deliver an inspiring STEAM education within VTC and across the local community in support of the Government’s policy to promote STEAM education and to enhance the development of Hong Kong;
- continue to implement the industrial attachment programme for students so as to enhance their employability and prepare them for a smooth transition from study to work; and
- continue to implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes to provide tuition fee subsidies for students admitted to designated part-time programmes offered by the VTC.

Programme (8): Policy and Support

	2022–23 (Actual)	2023–24 (Original)	2023–24 (Revised)	2024–25 (Estimate)
Financial provision (\$m)	4,675.3	4,992.4	4,795.3 (–3.9%)	4,745.6 (–1.0%)
				(or –4.9% on 2023–24 Original)

Aim

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

Brief Description

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

45 The Bureau continues to oversee the implementation of the Basic Competency Assessment (BCA), which comprises the Territory-wide System Assessment (TSA) and the Student Assessment Repository (STAR). For the purpose of improving learning and teaching, TSA assesses the overall performance of students in attaining basic competency in Chinese Language, English Language and Mathematics at the end of the designated key stages. STAR provides online assessments as well as learning and teaching resources 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 2024–25

47 During 2024–25, the Bureau will continue to:

- provide additional resources through the Quality Education Fund (QEF) for application by publicly-funded schools and kindergartens joining KES to implement activities to promote national education, national security education, as well as media and information literacy education;
- implement measures to promote e-learning at schools;
- support the \$2-billion programme, funded by QEF, to assist schools to implement blended mode of learning and teaching under the new normal. Under the programme, \$1,500 million is allocated for schools' application for funding to purchase mobile computer devices and portable Wi-Fi routers for loan and/or provide mobile data cards to financially needy students, while \$500 million is allocated for supporting the provision of ancillary facilities for implementation of e-learning;
- support the Dedicated Funding Programme for Publicly-funded Schools implemented by QEF for application by publicly-funded schools and kindergartens joining KES to launch school-based curriculum development and/or student support measures, as well as the relevant school improvement works and/or procurement of supplies;
- provide the student grant of \$2,500 for secondary day-school, primary school and kindergarten students;
- provide assessment tools for School Self-evaluation and conduct External School Reviews and Focus Inspections for schools' continuous development;
- oversee and improve the implementation of BCA, and review assessments in schools with a view to sustaining improvement in learning and teaching; and
- monitor the supply and demand of international school places and facilitate the provision of school places as necessary for meeting the needs of the international community in Hong Kong, mainly through allocation of vacant school premises and greenfield sites for international school development.

ANALYSIS OF FINANCIAL PROVISION

Programme	2022–23 (Actual) (\$m)	2023–24 (Original) (\$m)	2023–24 (Revised) (\$m)	2024–25 (Estimate) (\$m)
(1) Director of Bureau's Office	14.5	14.3	14.6	14.6
(2) Pre-primary Education	5,764.0	5,281.3	5,834.9	5,237.1
(3) Primary Education	23,920.0	24,825.3	24,686.5	25,788.0
(4) Secondary Education	30,522.1	32,186.3	31,687.5	33,092.2
(5) Special Education	3,481.8	3,767.2	3,716.1	3,875.3
(6) Other Educational Services and Subsidies	1,199.8	1,997.1	2,283.4	1,589.5
(7) Post-secondary, Vocational and Professional Education	4,686.4	5,356.8	6,670.5	5,223.1
(8) Policy and Support	4,675.3	4,992.4	4,795.3	4,745.6
	74,263.9	78,420.7	79,688.8 (+1.6%)	79,565.4 (–0.2%)
				(or +1.5% on 2023–24 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2024–25 is the same as the revised estimate for 2023–24.

Programme (2)

Provision for 2024–25 is \$597.8 million (10.2%) lower than the revised estimate for 2023–24. This is mainly due to the completion of the various one-off grants in 2023–24, and decreased provision for various existing grants to kindergartens in 2024–25 largely as a result of the decrease in the number of students.

Programme (3)

Provision for 2024–25 is \$1,101.5 million (4.5%) higher than the revised estimate for 2023–24. This is mainly due to increased provision for various existing grants to schools in 2024–25, partly offset by a decrease of 27 posts in 2024–25.

Programme (4)

Provision for 2024–25 is \$1,404.7 million (4.4%) higher than the revised estimate for 2023–24. This is mainly due to increased provision for various existing grants to schools in 2024–25, partly offset by a decrease of 23 posts in 2024–25.

Programme (5)

Provision for 2024–25 is \$159.2 million (4.3%) higher than the revised estimate for 2023–24. This is mainly due to increased provision for various existing grants to schools in 2024–25.

Programme (6)

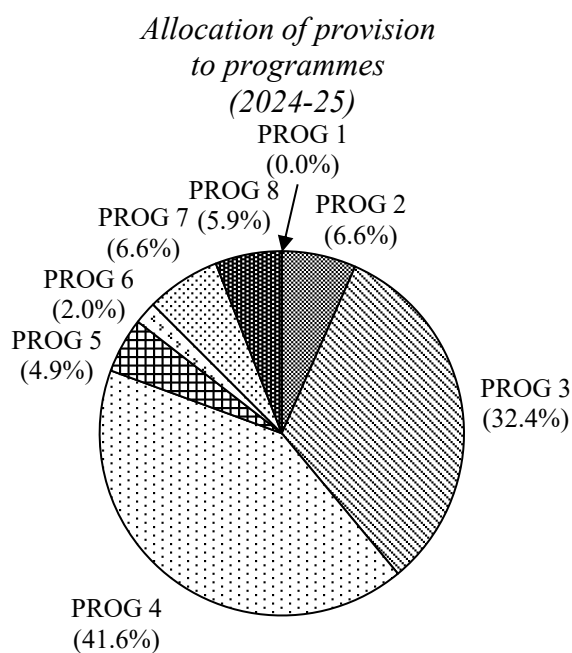
Provision for 2024–25 is \$693.9 million (30.4%) lower than the revised estimate for 2023–24. This is mainly due to the injection of \$600 million into the Gifted Education Fund in 2023–24 and a net decrease of two posts in 2024–25.

Programme (7)

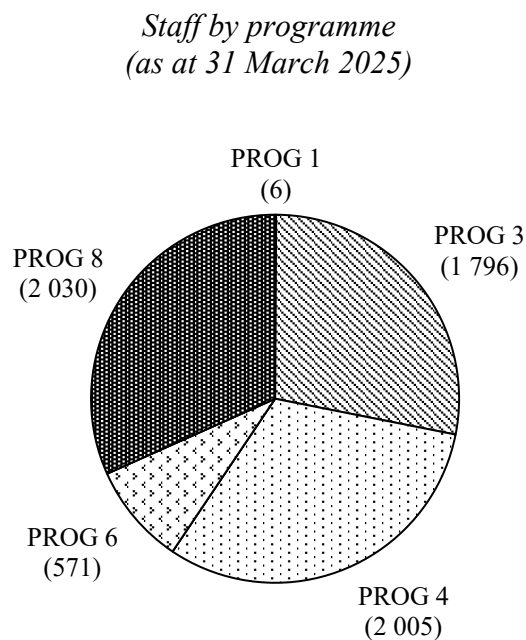
Provision for 2024–25 is \$1,447.4 million (21.7%) lower than the revised estimate for 2023–24. This is mainly due to the injection of \$1 billion into the HKSAR Government Scholarship Fund and the completion of the various one-off grants in 2023–24.

Programme (8)

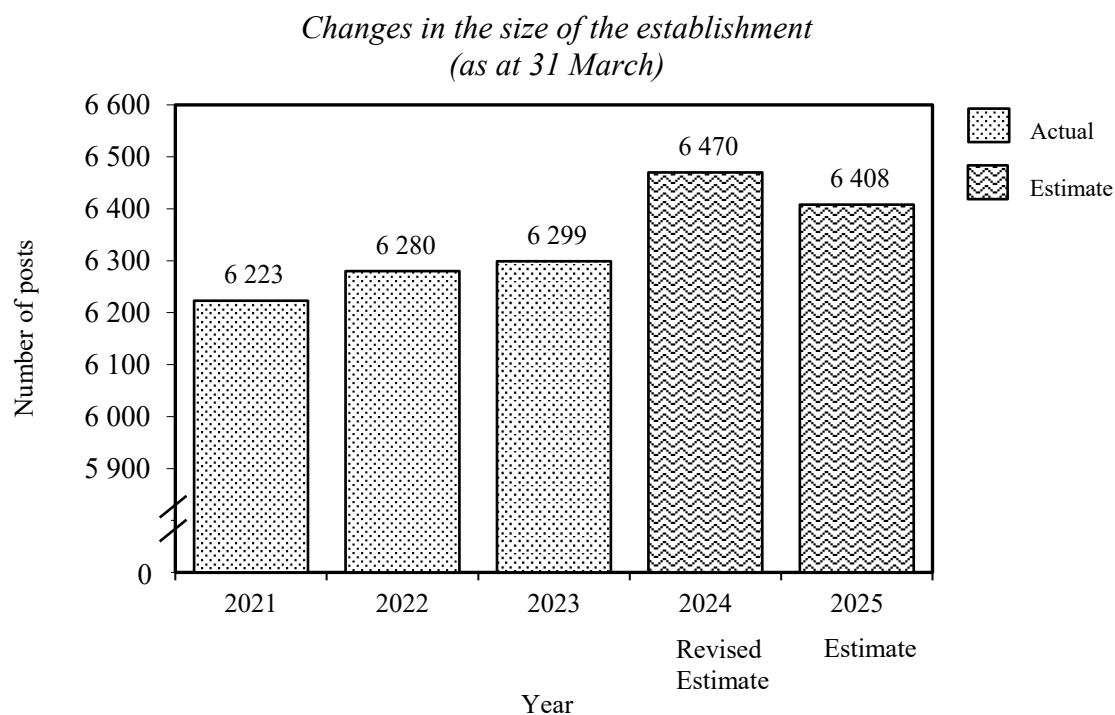
Provision for 2024–25 is \$49.7 million (1.0%) lower than the revised estimate for 2023–24. This is mainly due to lower cash flow requirement for non-recurrent items, partly offset by increased provision for other operating expenses. There will be a net decrease of ten posts in 2024–25.



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



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



Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Sub-head (Code)		Actual expenditure 2022–23	Approved estimate 2023–24	Revised estimate 2023–24	Estimate 2024–25
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	71,953,596	75,794,999	76,104,860	77,669,500
003	Recoverable salaries and allowances (General)..... 2,693				
	Deduct reimbursements <i>Cr. 2,693</i>	—	—	—	—
	Total, Recurrent	71,953,596	75,794,999	76,104,860	77,669,500
Non-Recurrent					
700	General non-recurrent	411,725	1,090,170	2,052,731	287,831
	Total, Non-Recurrent.....	411,725	1,090,170	2,052,731	287,831
	Total, Operating Account	72,365,321	76,885,169	78,157,591	77,957,331
Capital Account					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	8,895	29,103	24,836	30,775
	Total, Plant, Equipment and Works.....	8,895	29,103	24,836	30,775
Subventions					
871	Vocational Training Council.....	11,961	38,711	38,711	12,075
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	480	362	362	336
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	1,788,371	1,400,000	1,400,000	1,489,750
976	Vocational Training Council (block vote)	88,862	67,310	67,310	75,083
	Total, Subventions	1,889,674	1,506,383	1,506,383	1,577,244
	Total, Capital Account.....	1,898,569	1,535,486	1,531,219	1,608,019
	Total Expenditure	74,263,890	78,420,655	79,688,810	79,565,350

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Details of Expenditure by Subhead

The estimate of the amount required in 2024–25 for the salaries and expenses of the Education Bureau is \$79,565,350,000. This represents a decrease of \$123,460,000 against the revised estimate for 2023–24 and an increase of \$5,301,460,000 over the actual expenditure in 2022–23.

Operating Account

Recurrent

2 Provision of \$77,669,500,000 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 2024 will be 6 470 posts including five supernumerary posts. It is expected that there will be a net decrease of 62 posts in 2024–25. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2024–25 but the notional annual mid-point salary value of all such posts must not exceed \$4,652,338,000.

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

	2022–23 (Actual) (\$'000)	2023–24 (Original) (\$'000)	2023–24 (Revised) (\$'000)	2024–25 (Estimate) (\$'000)
Personal Emoluments				
- Salaries	3,830,539	3,993,950	3,944,050	4,106,537
- Allowances	86,400	95,955	112,105	118,890
- Job-related allowances.....	612	35	46	35
Personnel Related Expenses				
- Mandatory Provident Fund contribution	13,013	17,480	12,602	16,419
- Civil Service Provident Fund contribution	243,625	285,947	285,211	324,917
Departmental Expenses				
- Temporary staff	748,173	742,895	797,336	872,396
- Remuneration for special appointments	112,298	133,709	114,765	135,533
- General departmental expenses	822,748	988,321	958,725	981,595
Other Charges				
- Teacher training.....	96,588	103,313	102,236	122,940
- Curriculum Development Institute	238,158	277,889	234,533	253,172
- Subject and curriculum block grant for government schools.....	137,302	142,297	137,961	138,418
- Subsidy and scholarship schemes for vocational and post-secondary education	1,565,371	2,174,935	1,730,330	2,030,007
- School extra-curricular activities, programmes, grants and prizes.....	341,750	568,863	510,971	630,709
- Subsidy to day-school students	2,012,283	2,100,000	1,995,000	1,957,500
Subventions				
- Code of Aid for primary schools	20,281,558	21,133,964	20,930,886	21,910,319
- Code of Aid for secondary schools	23,987,974	25,599,454	24,752,820	26,153,314
- Code of Aid for special schools.....	3,400,579	3,655,264	3,604,084	3,756,540
- Direct Subsidy Scheme	4,697,844	4,889,527	5,267,652	5,279,114
- Child Care Centre Subsidy Scheme	18,234	16,419	19,264	19,714
- Assistance to caput schools	108,862	114,346	122,127	124,623
- English Schools Foundation junior schools.....	16,791	16,942	16,918	16,946
- English Schools Foundation secondary schools.....	158,457	137,306	138,638	115,935
- Refund of rent, rates and government rent to private schools, educational institutes and study rooms	154,847	170,458	166,821	159,508
- Miscellaneous educational services.....	427,178	469,332	888,471	424,227
- Vocational Training Council	2,712,709	2,708,446	3,452,334	2,813,902
- Kindergarten Education Scheme	5,739,703	5,257,952	5,808,974	5,206,290
	71,953,596	75,794,999	76,104,860	77,669,500

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

5 Provision of \$2,693,000 under *Subhead 003 Recoverable salaries and allowances (General)* is for salaries and allowances of civil servants working in the Provident Funds Unit of the Education Bureau. It must not be exceeded without prior approval of the Secretary for Financial Services and the Treasury. Expenditure under this subhead is reimbursed by the Schools Provident Funds.

Capital Account

Plant, Equipment and Works

6 Provision of \$30,775,000 under *Subhead 661 Minor plant, vehicles and equipment (block vote)* represents an increase of \$5,939,000 (23.9%) over the revised estimate for 2023–24. This is mainly due to increased requirement for replacement and new equipment.

Subventions

7 Provision of \$336,000 under *Subhead 898 Codes of Aid for existing schools - furniture and equipment (block vote)* is for replacement and additional furniture and equipment for aided schools in operation requiring a subsidy not exceeding \$500,000 each that is not covered by the recurrent Composite Furniture and Equipment Grant, such as new requirements arising from curriculum changes and opening of additional classes, and replacement of standard items lost in natural disasters, fire and burglary.

8 Provision of \$1,489,750,000 under *Subhead 900 Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)* is for maintenance, repairs and minor improvement projects for aided schools in operation requiring a subsidy not exceeding \$2 million each.

9 Provision of \$75,083,000 under *Subhead 976 Vocational Training Council (block vote)* is for replacement and additional furniture and equipment for existing teaching and training venues under the VTC requiring a subsidy above \$200,000 but not exceeding \$10 million each. The provision in 2024–25 represents an increase of \$7,773,000 (11.5%) over the revised estimate for 2023–24. This is mainly due to increased requirement for replacement and additional furniture and equipment for existing teaching and training venues under the VTC.

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment \$'000	Accumulated expenditure to 31.3.2023 \$'000	Revised estimated expenditure for 2023–24 \$'000	Balance \$'000
Operating Account						
700		<i>General non-recurrent</i>				
	801	Pilot Subsidy Scheme for Students of Professional Part-time Programmes	434,000	266,600	59,600	107,800
	806	Enhancing the professional development of teachers and principals	500,000	63,457	37,079	399,464
	833	Parent education programmes for non-Chinese speaking parents	15,000	5,425	3,699	5,876
	839	Yi Jin Diploma	1,000,000	865,934	84,000	50,066
	841	Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme	108,000	69,729	23,715	14,556
	851	Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education.....	1,260,000	110,312	86,109	1,063,579
	854	Payment of examination fees for school candidates sitting for the 2024 Hong Kong Diploma of Secondary Education Examination.....	152,500	—	152,100	400
	954	Pilot international study programme under the Training and Support Scheme.....	19,950	2,750	3,634	13,566
			<u>3,489,450</u>	<u>1,384,207</u>	<u>449,936</u>	<u>1,655,307</u>
Capital Account						
871		<i>Vocational Training Council</i>				
	852	Implementation of the smart technology applications and mobile platform by the Vocational Training Council to promote its vocational and professional education and training	76,993	26,207	38,711	12,075
			<u>76,993</u>	<u>26,207</u>	<u>38,711</u>	<u>12,075</u>
	Total		<u>3,566,443</u>	<u>1,410,414</u>	<u>488,647</u>	<u>1,667,382</u>