

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

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

Estimate 2025–26	\$75,834.2m
Establishment ceiling 2025–26 (notional annual mid-point salary value) representing an estimated 6 369 non-directorate posts as at 31 March 2025 (including 3 800 posts in government schools) reducing by 40 posts to 6 329 posts as at 31 March 2026 (including 3 763 posts in government schools)	\$4,770.5m
In addition, there will be an estimated 39 directorate posts as at 31 March 2025 and as at 31 March 2026.	
Commitment balance	\$1,406.9m

Controlling Officer's Report

Programmes

Programme (1) Director of Bureau's Office	This programme contributes to Policy Area 27: Intra-Governmental Services (Secretary for Education).
Programme (2) Pre-primary Education	These programmes contribute to Policy Area 16: Education (Secretary for Education).
Programme (3) Primary Education	
Programme (4) Secondary Education	
Programme (5) Special Education	
Programme (6) Other Educational Services and Subsidies	
Programme (7) Post-secondary, Vocational and Professional Education	
Programme (8) Policy and Support	

Detail

Programme (1): Director of Bureau's Office

	2023–24 (Actual)	2024–25 (Original)	2024–25 (Revised)	2025–26 (Estimate)
Financial provision (\$m)	15.0	14.6	14.9 (+2.1%)	14.9 (—)
				(or +2.1% on 2024–25 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

	2023–24 (Actual)	2024–25 (Original)	2024–25 (Revised)	2025–26 (Estimate)
Financial provision (\$m)	5,824.9	5,237.1	5,318.0 (+1.5%)	4,944.5 (–7.0%)
				(or –5.6% on 2024–25 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) since the 2017/18 school year to provide subsidy for eligible local non-profit-making kindergartens to offer 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; providing salary ranges and a career ladder for kindergarten teachers; enhancing the quality assurance framework; strengthening governance and monitoring; bolstering teachers’ professionalism; catering for student diversity; improving accommodation and facilities, etc.

6 Children of needy families are eligible for financial assistance under the Kindergarten and Child Care Centre Fee Remission Scheme and Grant for School-related Expenses for Kindergarten Students administered by the Working Family and Student Financial Assistance Agency (WFSFAA).

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

Indicators

	<i>School Year</i>		
	2023/24 (Actual)	2024/25 (Revised Estimate)	2025/26 (Estimate)
kindergartens (kindergartens hereafter mentioned also include kindergarten-cum-child care centres)	1 009	980	980
students in kindergartens.....	136 100	125 400	115 100
students in kindergartens under KES	104 000	95 000	86 000
non-profit-making kindergartens joining KES.....	742	734	735
kindergarten teachers with Certificate in Early Childhood Education or above (%)§	97.0	97.2	97.5
wastage rate of kindergarten teachers (%) α	19.1	16.0	14.6

§ 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 2025–26

8 During 2025–26, the Bureau will continue to:

- support kindergartens joining KES through:
 - subsidising kindergartens to organise school-based activities to promote national education for students and parents;
 - implementing the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme”, benefitting more eligible kindergartens, to deepen professional exchanges and collaboration between the Mainland and Hong Kong kindergartens;
 - enhancing the professional development of kindergarten teachers; and
 - making available more government-owned premises for kindergartens to enhance their learning and teaching environment; and
- conduct quality review for kindergartens joining KES to ensure quality kindergarten education.

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Programme (3): Primary Education

	2023–24 (Actual)	2024–25 (Original)	2024–25 (Revised)	2025–26 (Estimate)
Financial provision (\$m)				
Government sector	1,704.7	1,791.5	1,845.6	1,845.2
Subvented sector	23,279.0	23,996.5	23,583.8	23,037.9
Total	24,983.7	25,788.0	25,429.4 (–1.4%)	24,883.1 (–2.1%)
				(or –3.5% on 2024–25 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 (7.3%) and aided schools (92.7%).

11 Apart from public sector schools, subsidised primary school places are offered in Direct Subsidy Scheme (DSS) schools which receive recurrent subsidies from the Government.

12 With an open and flexible curriculum framework, 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 development 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, life 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		
	2023/24 (Actual)	2024/25 (Revised Estimate)	2025/26 (Estimate)
primary students.....	325 600	319 400	315 200
student/teacher ratio in government and aided primary schools	11.9:1	11.8:1	11.8:1
government and aided primary schools.....	456	453	453
primary schools under DSS.....	21	21	21
whole-day government and aided primary schools.....	455	452	453
whole-day government and aided primary classes.....	10 428	10 138	9 934
government, aided and DSS primary school places provided on a whole-day basis (%).....	100‡	100‡	100
teachers in government and aided primary schools	21 700	21 300	20 700
teachers in government primary schools with teacher training qualification (%).....	99.2	99.0	99.0
teachers in aided primary schools with teacher training qualification (%).....	94.1	94.2	94.2
teacher wastage rate of government and aided primary schools (%)Δ.....	7.9	7.3	6.6

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	<i>School Year</i>		
	2023/24 (Actual)	2024/25 (Revised Estimate)	2025/26 (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 plans to fully implement whole-day schooling starting from the 2025/26 school year.

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 in the school year concerned.

Matters Requiring Special Attention in 2025–26

14 During 2025–26, the Bureau will continue to:

- renew the Primary School curriculum and enhance teaching and learning support to nurture students to meet modern needs through measures including:
 - preparing for the smooth implementation of Primary Science and Primary Humanities starting from the 2025/26 school year by providing teacher professional training and various support measures to public sector and DSS primary schools;
 - launching a new professional training programme to prepare teachers to introduce mathematical modelling in Primary Mathematics to strengthen students’ capability in applications of Mathematics; and
 - taking forward various digital education related initiatives;
- promote students’ mental health by such measures as the 4Rs Mental Health Charter in schools, the “Mental Health Literacy” resource packages and additional thematic training for teachers and parents;
- roll out small class teaching in public sector primary schools where conditions permit;
- 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 and Sister School Grant, as consolidated from existing grants to improve flexibility and utilisation, for public sector and DSS primary schools to organise learning activities in line with the learning goals and curriculum areas, as well as Mainland exchange activities with sister schools, etc. starting from the 2025/26 school year;
- provide 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
- 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 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 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

	2023–24 (Actual)	2024–25 (Original)	2024–25 (Revised)	2025–26 (Estimate)
Financial provision (\$m)				
Government sector	1,977.9	2,115.4	2,090.3	2,081.8
Subvented sector	29,936.0	30,976.8	30,663.4	30,044.6
Total	31,913.9	33,092.2	32,753.7 (–1.0%)	32,126.4 (–1.9%)
				(or –2.9% on 2024–25 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 (7.6%), aided schools (91.9%), and caput schools (0.5%).

17 Apart from public sector schools, subsidised secondary school places are offered in 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 over 13 years by the 2028/29 school year.

18 With an open and flexible curriculum framework, 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 development 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, life 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		
	2023/24 (Actual)	2024/25 (Revised Estimate)	2025/26 (Estimate)
secondary 1 to 3 students	173 000	180 900	177 300
student/teacher ratio in public sector secondary schools	11.1:1	11.4:1	11.4:1
public sector secondary schools	391	389	389
secondary schools under DSS	59	58	57
secondary 4 to 6 students	153 000	157 000	159 400
teachers in public sector secondary schools	22 900	23 000	22 600
teachers in government secondary schools with teacher training qualification (%)	95.1	94.4	94.4
teachers in aided secondary schools with teacher training qualification (%)	89.8	88.5	88.5
teacher wastage rate of public sector secondary schools (%)Ω	8.2	7.1	6.5
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>		
	2023/24 (Actual)	2024/25 (Revised Estimate)	2025/26 (Estimate)
public sector and DSS secondary schools offering ten subject choices or more in the senior secondary curriculum λ	419	417	416
Applied Learning courses offered by course providers	58	59	55

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 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 2025–26

20 During 2025–26, the Bureau will continue to:

- renew the Secondary School curriculum and enhance teaching and learning support to nurture students to meet modern needs through measures including:
 - launching a pilot scheme to promote artificial intelligence-assisted teaching in junior Secondary Science;
 - providing professional training programmes to prepare teachers to introduce mathematical modelling in Secondary Mathematics; and
 - taking forward various digital education related initiatives;
- promote students’ mental health by such measures as the 4Rs Mental Health Charter in schools, the “Mental Health Literacy” resource packages and additional thematic training for teachers and parents;
- implement the “Greater Bay Area Career Exploration Tours” Programme for public sector and DSS schools offering the local senior secondary curriculum;
- provide various support measures to further promote Applied Learning;
- 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 and Sister School Grant, as consolidated from existing grants to improve flexibility and utilisation, for public sector and DSS secondary schools to organise learning activities in line with the learning goals and curriculum areas, as well as Mainland exchange activities with sister schools, etc. starting from the 2025/26 school year;
- provide 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
- 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 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 resources under a three-tier structure to public sector and DSS secondary schools admitting NCS students with SEN.

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Programme (5): Special Education

	2023–24 (Actual)	2024–25 (Original)	2024–25 (Revised)	2025–26 (Estimate)
Financial provision (\$m)	3,750.6	3,875.3	3,883.9 (+0.2%)	3,894.9 (+0.3%)
				(or +0.5% on 2024–25 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 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>		
	2023/24 (Actual)	2024/25 (Revised Estimate)	2025/26 (Estimate)
public sector special schools	62	62	62
students in public sector special schools	8 747	8 950	9 100
teachers in public sector special schools	2 061	2 110	2 160
teachers in public sector special schools with teacher training and special education training qualification (%)	78.1	77.0	78.8
teachers in public sector special schools with teacher training qualification (%)	98.1	97.4	97.4
teacher wastage rate of public sector special schools (%) ^μ	9.8	8.3	7.7
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 2025–26

25 During 2025–26, the Bureau will:

- replace the Personal Care Worker Grant with the Personal Care Enhancement Grant for Boarders starting from the 2025/26 school year, with a view to enhancing the personal care services and its flexibility provided for boarders of relevant special schools;
- continue to promote students’ mental health by such measures as the 4Rs Mental Health Charter in schools, the “Mental Health Literacy” resource packages and additional thematic training for teachers and parents;
- 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 and Sister School Grant, as consolidated from existing grants to improve flexibility and utilisation, for public sector special schools to organise learning activities in line with the learning goals and curriculum areas, as well as Mainland exchange activities with sister schools, etc. starting from the 2025/26 school year;
- continue to provide 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 take forward various digital education related initiatives.

Programme (6): Other Educational Services and Subsidies

	2023–24 (Actual)	2024–25 (Original)	2024–25 (Revised)	2025–26 (Estimate)
Financial provision (\$m)	2,349.6	1,589.5	1,545.4 (–2.8%)	1,510.6 (–2.3%)
				(or –5.0% on 2024–25 Original)

Aim

26 The aim is to strengthen the professional training and 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 (including NCS children)

28 Apart from providing school places for newly-arrived children, 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 Apart from providing resources for schools to support students with diverse needs, the Bureau implements various support measures. 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.

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

Indicators

	<i>School Year</i>		
	2023/24 (Actual)	2024/25 (Revised Estimate)	2025/26 (Estimate)
teacher development programmes related to curriculum development and implementation for all schools.....	1 266	1 049 ^ε	1 049
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	4 400	3 900 [@]	3 900
educational support for newly-arrived children and NCS students			
enrolment of Induction Programmes for newly-arrived children.....	1 060	1 500 ^β	1 500
enrolment of Initiation Programmes for newly-arrived children.....	462	500	500
enrolment of Summer Bridging Programmes for NCS students	1 363	1 630 ^η	1 680
home-school co-operation activities subsidised.....	3 691	3 710	3 700

- ε One development programme may comprise more than one event. The revised estimate/estimate 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.
- ξ The demand for face-to-face teacher development programmes is estimated to be lower as the Bureau strives to support teachers' different professional needs through more diversified training modes, such as school-based support services, learning circles, online courses and Mainland study tours.
- @ The demand for face-to-face training places by school managers is estimated to be lower in view of the Bureau's effort in promoting online self-learning via "School-based Management Learning Channel", "E-learning Courseware for School Managers" and videos of thematic seminars, etc.
- β A higher number of enrolment is estimated for the 2024/25 school year as there has been a significant increase in the number of newly arrived students enrolled for the Induction Programme in the first six months of the 2024/25 school year.
- η The service of Summer Bridging Programme for NCS students was extended with effect from the 2023/24 school year to include NCS students progressing to Primary 5 and Primary 6. The enrolment for the 2024/25 school year was higher owing to the expanded coverage and as more schools participated in the Programme.

Matters Requiring Special Attention in 2025–26

34 During 2025–26, the Bureau will continue to:

- 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;

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- develop a variety of learning and teaching resources for promoting national education, national security education and patriotic education, 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 and the regional emblem;
- strengthen gifted education by enhancing support for HKAGE and offering more off-school educational services for gifted students in targeted fields, such as STEAM, through training, activities and competitions at the territory-wide, national and international levels;
- strengthen parent education and promote home-school co-operation through measures including:
 - taking forward the Positive Parent Campaign, organising parent education programmes and developing e-learning resources;
 - organising specific parent education activities and providing resources for parents of NCS students; and
 - 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
- oversee the strategic development of the Hong Kong Examinations and Assessment Authority and its optimisation of the various arrangements for public examinations.

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

	2023–24 (Actual)	2024–25 (Original)	2024–25 (Revised)	2025–26 (Estimate)
Financial provision (\$m)	6,767.9	5,223.1	5,269.3 (+0.9%)	5,494.7 (+4.3%)
				(or +5.2% on 2024–25 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 hub for post-secondary education, 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 obtain 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;

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- 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, Hong Kong Institute of Information Technology, 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 information technology.

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

Indicators

	<i>Academic Year</i>		
	2023/24 (Actual)	2024/25 (Revised Estimate)	2025/26 (Estimate)
subsidised places of undergraduate programmes under SSSDP ^δ	4 040	4 365	4 916
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 ^ψ	2 970 ^Φ	6 500 ^Φ	6 500^Φ
<i>VTC</i>			
full-time vocational and professional education student places.....	30 217	31 020	32 320
part-time vocational and professional education student places.....	13 832	12 800	12 840
enrolment rate (full-time equivalent) (%).....	107	100	100
retention rate			
full-time (%).....	95	94	94
part-time (%).....	97	93	93
employment rate (of economically active graduates) – full-time students (%).....	90 ^Λ	86	86

^δ Figures for the 2023/24 and 2024/25 academic years refer to the actual number of students admitted whereas the figure for the 2025/26 academic year refers to the maximum number of students to be admitted in that academic year. The figures cover both first-year-first-degree and top-up degree programmes.

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

^Φ The figure for the 2023/24 academic year refers to the actual applications approved under the subsidies for students participating in exchange programmes with substantive teaching and learning elements. Figures for the 2024/25 and 2025/26 academic years are estimated based on the implemented enhancements to expand the scope of eligible exchange activities under the subsidies starting from the 2024/25 academic year.

^Λ This is a provisional figure. The actual figure will be available in April 2025.

Matters Requiring Special Attention in 2025–26

41 During 2025–26, the Bureau will:

- facilitate the development of universities of applied sciences (UAS) and elevate the status of VPET at degree level by:
 - supporting the alliance of UAS to foster collaboration among member institutions and their counterparts in the Mainland and overseas, and to conduct joint promotion to enhance the status of VPET in society and among parents and students; and
 - according priority to eligible programmes of UAS for inclusion under SSSDP, and providing additional subsidies under SSSDP for qualified and selected applied degree programmes so as to encourage institutions to offer more applied degree programmes and enhance enrolment incentive;
- launch the Hong Kong Future Talents Scholarship Scheme for Advanced Studies for local students pursuing designated taught postgraduate programmes offered by self-financing universities (including UAS);
- amend the Post Secondary Colleges Ordinance (Cap. 320) to improve the regulatory and quality assurance mechanisms of self-financing post-secondary institutions;
- continue to implement measures to enhance Hong Kong’s development as an international hub for post-secondary education; and
- continue to collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications.

42 During 2025–26, VTC will continue to:

- arrange study trips for students of VTC to the Greater Bay Area (GBA) to broaden their learning experience from the VPET perspective and enhance their understanding of the development of GBA;
- implement the pilot Diploma of Vocational Education (Senior Secondary Curriculum) programme for senior secondary school students to promote VPET as a preferred option at an early stage;
- 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;
- 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;
- strengthen the promotion of the “professional” attributes of VPET and its “through-train” progression pathway to support the Government in the promotion of VPET;
- 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;
- 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
- 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

	2023–24 (Actual)	2024–25 (Original)	2024–25 (Revised)	2025–26 (Estimate)
Financial provision (\$m)	4,767.0	4,745.6	4,865.4 (+2.5%)	2,965.1 (–39.1%)
				(or –37.5% on 2024–25 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 2025–26

47 During 2025–26, the Bureau will:

- abolish the provision of the student grant of \$2,500 for secondary day-school, primary school and kindergarten students from the 2025/26 school year;
- continue to provide assessment tools for School Self-evaluation and conduct External School Reviews and Focus Inspections for schools' continuous development;
- continue to oversee and improve the implementation of BCA, and review assessments in schools with a view to sustaining improvement in learning and teaching; and
- continue to monitor the supply and demand of international school places and facilitate the provision of school places as necessary for meeting the needs of the international community in Hong Kong, mainly through allocation of vacant school premises and greenfield sites for international school development.

ANALYSIS OF FINANCIAL PROVISION

Programme	2023–24 (Actual) (\$m)	2024–25 (Original) (\$m)	2024–25 (Revised) (\$m)	2025–26 (Estimate) (\$m)
(1) Director of Bureau’s Office	15.0	14.6	14.9	14.9
(2) Pre-primary Education	5,824.9	5,237.1	5,318.0	4,944.5
(3) Primary Education	24,983.7	25,788.0	25,429.4	24,883.1
(4) Secondary Education	31,913.9	33,092.2	32,753.7	32,126.4
(5) Special Education	3,750.6	3,875.3	3,883.9	3,894.9
(6) Other Educational Services and Subsidies	2,349.6	1,589.5	1,545.4	1,510.6
(7) Post-secondary, Vocational and Professional Education	6,767.9	5,223.1	5,269.3	5,494.7
(8) Policy and Support	4,767.0	4,745.6	4,865.4	2,965.1
	80,372.6	79,565.4	79,080.0 (–0.6%)	75,834.2 (–4.1%)
				(or –4.7% on 2024–25 Original)

Analysis of Financial and Staffing Provision

Programme (1)

Provision for 2025–26 is the same as the revised estimate for 2024–25.

Programme (2)

Provision for 2025–26 is \$373.5 million (7.0%) lower than the revised estimate for 2024–25. This is mainly due to the completion of a one-off grant in 2024–25, and decreased provision for some existing grants to kindergartens in 2025–26 largely as a result of the decrease in the number of students.

Programme (3)

Provision for 2025–26 is \$546.3 million (2.1%) lower than the revised estimate for 2024–25. This is mainly due to decreased provision for some existing grants to schools in 2025–26 and a decrease of 33 posts in 2025–26.

Programme (4)

Provision for 2025–26 is \$627.3 million (1.9%) lower than the revised estimate for 2024–25. This is mainly due to decreased provision for some existing grants to schools in 2025–26 and a decrease of four posts in 2025–26.

Programme (5)

Provision for 2025–26 is \$11.0 million (0.3%) higher than the revised estimate for 2024–25. This is mainly due to increased provision for some existing grants to special schools in 2025–26 largely as a result of the increase in the number of students.

Programme (6)

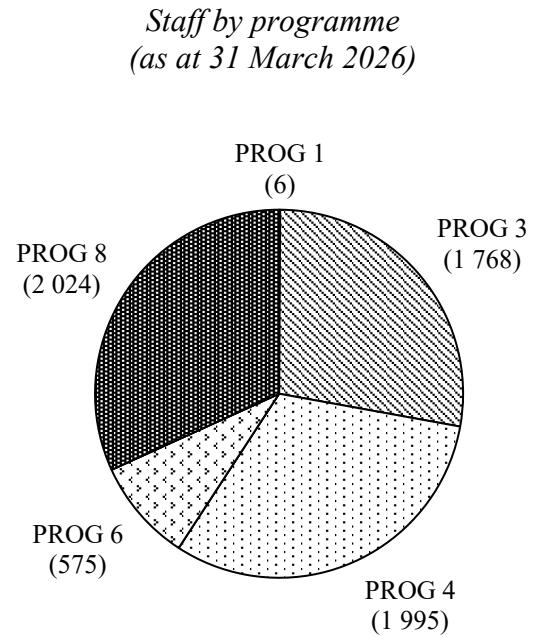
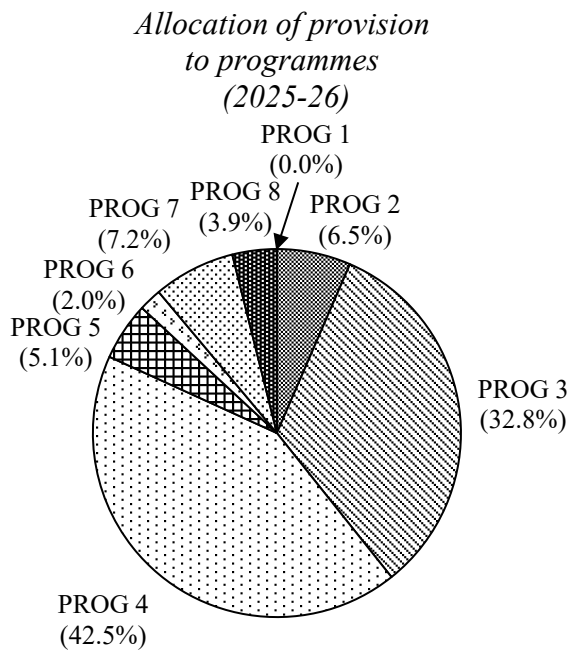
Provision for 2025–26 is \$34.8 million (2.3%) lower than the revised estimate for 2024–25. This is mainly due to decreased provision for operating expenses.

Programme (7)

Provision for 2025–26 is \$225.4 million (4.3%) higher than the revised estimate for 2024–25. This is mainly due to increased provision for some subsidy schemes in 2025–26.

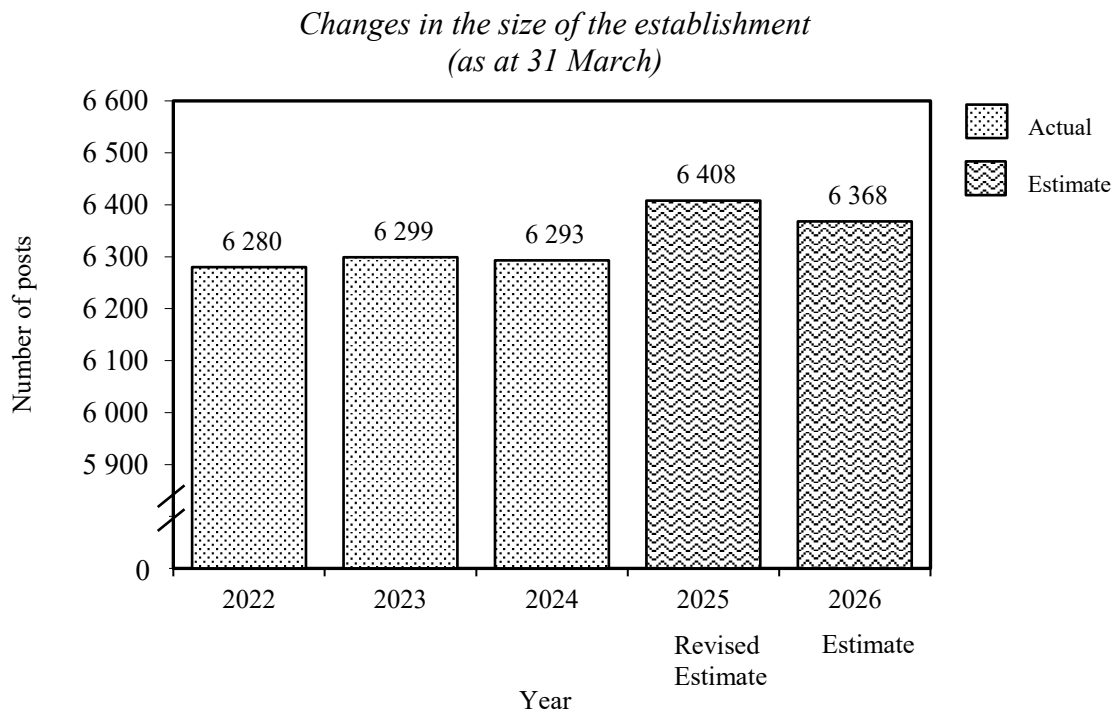
Programme (8)

Provision for 2025–26 is \$1,900.3 million (39.1%) lower than the revised estimate for 2024–25. This is mainly due to the abolition of the student grant of \$2,500 for day-school students from the 2025/26 school year and a net decrease of three posts in 2025–26.



(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 2023–24	Approved estimate 2024–25	Revised estimate 2024–25	Estimate 2025–26
	\$'000	\$'000	\$'000	\$'000	\$'000
Operating Account					
Recurrent					
000	Operational expenses	76,800,736	77,669,500	77,215,866	74,061,420
003	Recoverable salaries and allowances (General)..... 2,877				
	<i>Deduct</i> reimbursements <i>Cr.</i> 2,877	—	—	—	—
	Total, Recurrent.....	<u>76,800,736</u>	<u>77,669,500</u>	<u>77,215,866</u>	<u>74,061,420</u>
Non-Recurrent					
700	General non-recurrent	2,040,630	287,831	256,527	267,398
	Total, Non-Recurrent.....	<u>2,040,630</u>	<u>287,831</u>	<u>256,527</u>	<u>267,398</u>
	Total, Operating Account	<u>78,841,366</u>	<u>77,957,331</u>	<u>77,472,393</u>	<u>74,328,818</u>
Capital Account					
Plant, Equipment and Works					
661	Minor plant, vehicles and equipment (block vote).....	24,834	30,775	30,068	28,388
	Total, Plant, Equipment and Works.....	<u>24,834</u>	<u>30,775</u>	<u>30,068</u>	<u>28,388</u>
Subventions					
871	Vocational Training Council.....	38,711	12,075	12,075	360
898	Codes of Aid for existing schools - furniture and equipment (block vote).....	358	336	653	355
900	Codes of Aid for existing schools - maintenance, repairs and minor improvement (block vote)	1,400,000	1,489,750	1,489,750	1,395,732
976	Vocational Training Council (block vote)	67,310	75,083	75,083	80,588
	Total, Subventions	<u>1,506,379</u>	<u>1,577,244</u>	<u>1,577,561</u>	<u>1,477,035</u>
	Total, Capital Account.....	<u>1,531,213</u>	<u>1,608,019</u>	<u>1,607,629</u>	<u>1,505,423</u>
	Total Expenditure	<u><u>80,372,579</u></u>	<u><u>79,565,350</u></u>	<u><u>79,080,022</u></u>	<u><u>75,834,241</u></u>

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Details of Expenditure by Subhead

The estimate of the amount required in 2025–26 for the salaries and expenses of the Education Bureau is \$75,834,241,000. This represents a decrease of \$3,245,781,000 against the revised estimate for 2024–25 and \$4,538,338,000 against the actual expenditure in 2023–24.

Operating Account

Recurrent

2 Provision of \$74,061,420,000 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 2025 will be 6 408 posts. It is expected that there will be a net decrease of 40 posts in 2025–26. Subject to certain conditions, the controlling officer may under delegated power create or delete non-directorate posts during 2025–26 but the notional annual mid-point salary value of all such posts must not exceed \$4,770,545,000.

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

	2023–24 (Actual) (\$'000)	2024–25 (Original) (\$'000)	2024–25 (Revised) (\$'000)	2025–26 (Estimate) (\$'000)
Personal Emoluments				
- Salaries.....	3,944,341	4,106,537	4,078,736	4,193,427
- Allowances.....	94,079	118,890	102,472	112,983
- Job-related allowances.....	45	35	53	53
Personnel Related Expenses				
- Mandatory Provident Fund contribution.....	12,809	16,419	12,319	16,335
- Civil Service Provident Fund contribution.....	279,499	324,917	320,873	355,069
Departmental Expenses				
- Temporary staff.....	787,848	872,396	871,814	886,072
- Remuneration for special appointments	108,523	135,533	116,240	135,326
- General departmental expenses	915,068	981,595	1,005,630	1,003,924
Other Charges				
- Teacher training	101,362	122,940	113,677	126,941
- Curriculum Development Institute	237,121	253,172	245,571	267,545
- Subject and curriculum block grant for government schools	138,857	138,418	140,006	137,626
- Subsidy and scholarship schemes for vocational and post-secondary education.....	1,735,622	2,030,007	1,901,434	2,334,834
- School extra-curricular activities, programmes, grants and prizes	459,764	630,709	631,193	670,709
- Subsidy to day-school students¶.....	1,995,690	1,957,500	1,977,500	7,500
Subventions				
- Code of Aid for primary schools	21,296,591	21,910,319	21,645,472	20,920,930
- Code of Aid for secondary schools.....	25,026,291	26,153,314	25,735,406	24,871,308
- Code of Aid for special schools.....	3,661,604	3,756,540	3,764,691	3,783,230
- Direct Subsidy Scheme	5,322,446	5,279,114	5,540,776	5,678,177
- Child Care Centre Subsidy Scheme.....	19,264	19,714	19,569	20,118
- Assistance to caput schools.....	115,683	124,623	120,694	128,970
- English Schools Foundation junior schools	16,919	16,946	16,943	16,957
- English Schools Foundation secondary schools	138,632	115,935	115,925	94,215
- Refund of rent, rates and government rent to private schools, educational institutes and study rooms.....	154,736	159,508	169,709	164,124
- Miscellaneous educational services	937,559	424,227	351,246	365,231

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

	2023–24 (Actual) (\$'000)	2024–25 (Original) (\$'000)	2024–25 (Revised) (\$'000)	2025–26 (Estimate) (\$'000)
- Vocational Training Council	3,500,870	2,813,902	2,926,004	2,854,915
- Kindergarten Education Scheme	5,799,513	5,206,290	5,291,913	4,914,901
	76,800,736	77,669,500	77,215,866	74,061,420

¶ The provision of the student grant of \$2,500 for secondary day-school, primary school and kindergarten students will be abolished from the 2025/26 school year.

5 Provision of \$2,877,000 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

Subventions

6 Provision of \$355,000 under *Subhead 898 Codes of Aid for existing schools - furniture and equipment (block vote)* is for replacement and additional furniture and equipment for aided schools in operation requiring a subsidy not exceeding \$500,000 each that is not covered by the recurrent Composite Furniture and Equipment Grant, such as new requirements arising from curriculum changes and opening of additional classes, and replacement of standard items lost in natural disasters, fire and burglary. The provision in 2025–26 represents a decrease of \$298,000 (45.6%) against the revised estimate for 2024–25. This is mainly due to decreased requirement for replacement and new furniture and equipment.

7 Provision of \$1,395,732,000 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.

8 Provision of \$80,588,000 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.

Head 156 — GOVERNMENT SECRETARIAT: EDUCATION BUREAU

Commitments

Sub-head (Code)	Item (Code)	Ambit	Approved commitment	Accumulated expenditure to 31.3.2024	Revised estimated expenditure for 2024–25	Balance
			\$'000	\$'000	\$'000	\$'000
<i>Operating Account</i>						
700		<i>General non-recurrent</i>				
	801	Pilot Subsidy Scheme for Students of Professional Part-time Programmes	434,000	326,200	46,700	61,100
	806	Enhancing the professional development of teachers and principals	500,000	96,582	61,699	341,719
	833	Parent education programmes for non-Chinese speaking parents	15,000	8,716	4,013	2,271
	851	Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education.....	1,260,000	196,421	70,710	992,869
	954	Pilot international study programme under the Training and Support Scheme.....	19,950	6,384	5,267	8,299
			<u>2,228,950</u>	<u>634,303</u>	<u>188,389</u>	<u>1,406,258</u>
<i>Capital Account</i>						
871		<i>Vocational Training Council</i>				
	89A	Replacement of an 8-seater multi-purpose wagon type private car	600	—	—	600
			<u>600</u>	<u>—</u>	<u>—</u>	<u>600</u>
		Total	<u>2,229,550</u>	<u>634,303</u>	<u>188,389</u>	<u>1,406,858</u>