

1. Planning scientifically for education development, promoting exchange and cooperation with other countries and regions

Progress of major work

1.1 Advancing the next round of education planning study

In 2019, the next round of education planning study continued to be carried out and focused on developing the planning text. In total, 11 sessions of internal exchange meetings and 3 sessions of “An Appointment with Parents”, “An Appointment with the Youth” and “A Date with Teachers” were held. In March 2019, the “Educational Planning Seminar – Prospects for Education and Youth Planning” was held, experts and scholars were invited to lecture and share their insights, so as to pool the wisdom of the stakeholders in education to lay a foundation for the formulation of educational planning.

A task force of *Educational Planning* was established under the Non-tertiary Education Committee, and 6 experts and scholars were organised to form an advisory team to provide professional opinions on the planning text. In 2019, meetings of the task force and the advisory team were convened in which they discussed in-depth about the formulation of the framework for the planning text, setting the goals and direction, elaboration of measures and the compilation of the content, they also put forward important opinions and suggestions. Public consultation on *Educational Planning* is planned to be conducted in 2020, the next round of educational planning is expected to be promulgated and implemented in 2021.



The “Educational Planning Seminar – Prospects for Education and Youth Planning”

1.2 Publishing the test results of Programme for International Student Assessment 2018

The Programme for International Student Assessment (hereinafter referred to as “PISA”) organised by the Organisation for Economic Co-operation and Development (hereinafter referred to as the “OECD”), taking 3 years as a cycle, mainly assesses the reading, mathematical and scientific literacies of the 15-year old students of the participating countries/economies. Since 2003, Macao has participated in 6 tests (PISA 2003 to PISA 2018) and will continue to participate in PISA 2021.

The results of PISA 2018 were published on 3rd December 2019. Among the 79 countries/economies participating in PISA 2018, Macao 15-year old students got the scores of 525 in reading literacy, 558 in mathematical literacy and 544 in scientific literacy, ranking the third in the world for all the three literacies for the first time. Macao reached the bench mark level of PISA (Level 2), i.e. the proportion

of qualified students is only second to China (B-S-J-Z), ranking the second in the world. The OECD also indicated that Macao is the only country/economy that has made continuous and rapid progress in education quality.

The DSEJ held a report session on the day the results were published, at which the results were analysed and reports were distributed to the 45 schools participating in PISA2018. There were over 200 people participated in the report session, including staff of the DSEJ, representatives of the University of Macau, school principals and representatives.



Press release



School report session

1.3 Follow up of the “Progress in International Reading Literacy Study (PIRLS)”

In 2016, for the first time, Macao participated in the Progress in International Reading Literacy Study (hereinafter referred to as PIRLS) organised by the International Association for the Evaluation of Educational Achievement (hereinafter referred to as the “IEA”). This study mainly evaluates the reading ability and level of Primary 4 students worldwide in order to explore the problems that affect students’ reading ability, look for strategies to improve the teaching of reading and learn from the experience of the advanced area to optimise the education policy and planning in Macao. To follow up the study results of PIRLS2016, the DSEJ strengthened teacher training. In 2019, professional trainings of story-telling, literacy and diversified assessment, reading strategies and reading assessment were held, attracting the participation of about 150 teachers.

Besides, Macao will continue to participate in PIRLS2021, and the launching ceremony of “International Study on Reading and Literacy (PIRLS) 2021” was held on 20th November 2019, in which *Reading Ability Teaching and Assessment Resource Kits* were distributed to schools, with the participation of more than 130 people from the DSEJ and schools.

1.4 Promoting the various legislative work

Based on the Decree-law No. 38/93/M, *The Statute for Private Education Institutions* of 26th July, the draft law of *Statute for Private Schools of Non-tertiary Education* was formulated. The draft was generally approved by the Legislative Assembly; the DSEJ continued to cooperate in the work of revising the proposed law with the Second Standing Committee of the Legislative Assembly to amend the text of the law in order to promote the legislative process.

At the same time, to fully implement the relevant provisions on improving the special education system in Law No. 9/2006 – *The Fundamental Law of Non-tertiary Education System*, the DSEJ revised Decree-law No. 33/96/M – *The Special Education System* of 1st July. After the revised draft of the *Special Education System* entered the legislative process, the DSEJ continued to communicate and coordinate with the Legal Affairs Bureau and amended the draft according to the opinions provided, as well as completed the production of the infographics of the decree-law (Chinese and Portuguese versions).

In 2019, the summary report of the public consultation of the *Vocational-Technical Education System* was published. 8 schools offering vocational-technical courses in the academic year 2018/2019 were invited to exchange on the revision of the decree-law. Moreover, the major revised contents were presented to the Non-tertiary Education Committee and the Youth Affairs Committee to collect opinions extensively so that the revised contents can meet the expectations of all sectors of society for improving the development of vocational-technical education.

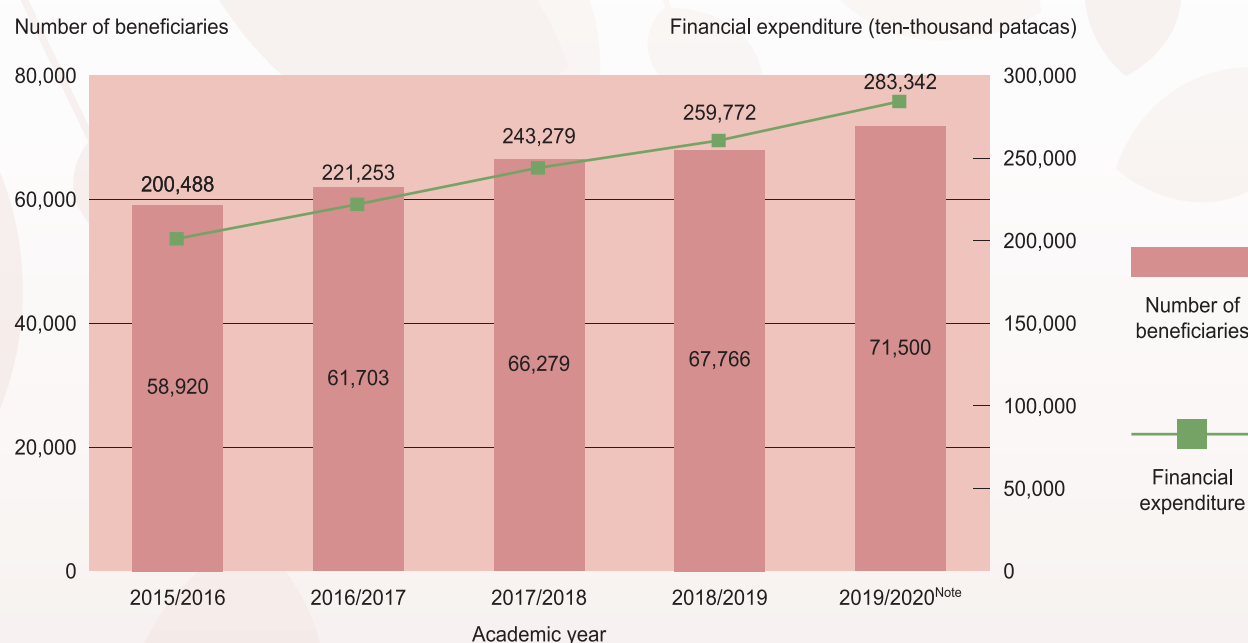
1.5 Actively improving the teaching environment

Through short-term, medium and long-term planning, the Macao SAR Government strives to optimise the teaching environment of non-tertiary education, in particular, including the improvement of the teaching environment of schools located at podium buildings. Since 2015 till now, 3 schools (the Fu Luen School, Escola Cáritas de Macao and Saint John de Brito School) have moved out from podium buildings. As always, the DSEJ will analyse the development needs of the overall school system, provide suggestions to the planning department, cooperate with the overall urban planning so as to implement the work of improving the teaching environment and provide more quality education.

1.6 Continuing to optimise free education, adequately increasing the investment of educational resources

Through the Free Education Subsidy System, free-education subsidy is granted to private schools which have joined the free education school system. In the academic year 2019/2020, the SAR Government continued to increase investment in education in order to optimise the 15-year free education. The policy of calculating free education subsidy on the basis of 25 to 35 students per class has been fully implemented in various education levels since the academic year 2017/2018. The amount of free education subsidy for each class has increased to MOP 1,013,100 at infant education level, MOP 1,111,300 at primary education level, MOP 1,343,100 at junior secondary education level and MOP 1,523,400 at senior secondary education level in the academic year 2019/2020, up from MOP 954,900, MOP 1,053,400, MOP 1,286,500 and MOP 1,463,400, respectively in the academic year 2018/2019.

Figure 2: Number of students benefiting from free education subsidy and related financial expenditure between the academic years 2015/2016 and 2019/2020



Note: Data of the academic year 2019/2020 are estimates.

Increasing different allowances and subsidies

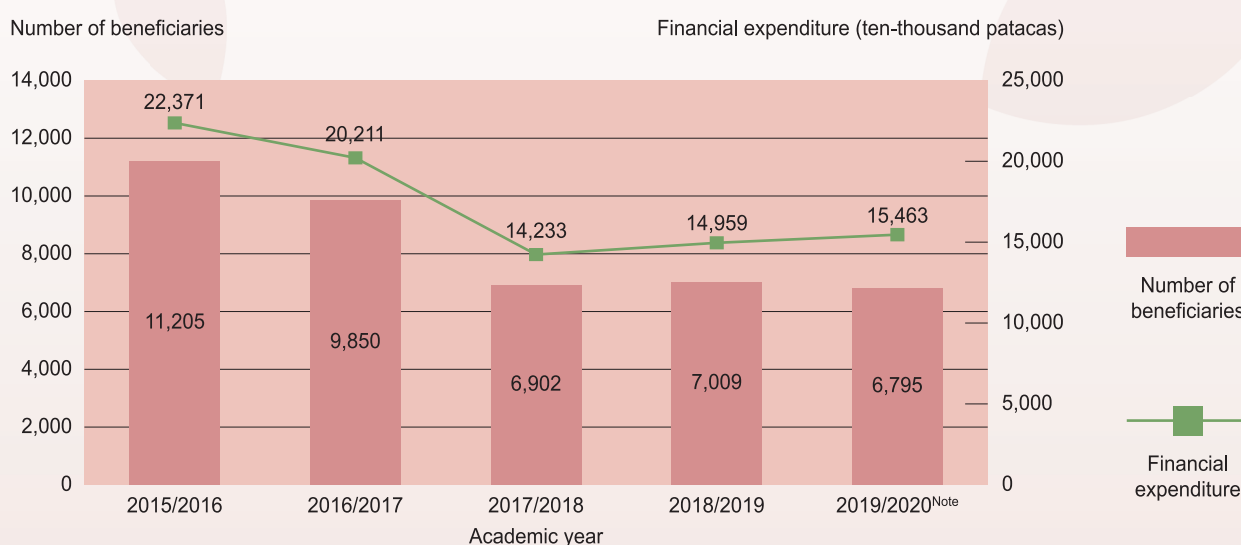
(1) Various subsidies

- **Tuition subsidy:** The DSEJ provides tuition subsidy for students who are studying in schools that have not joined the free education school system in Macao. The subsidy amounts for each student at infant education level, primary education level and secondary education level in the academic year 2019/2020 were MOP 20,300, MOP 22,490 and MOP 24,810 respectively, up from MOP 19,140, MOP 21,320 and MOP 23,800 respectively in the academic year 2018/2019.
- **Textbook subsidy:** For the academic year 2019/2020, the amounts of Textbook Subsidy for each student at infant education level, primary education level and secondary education level were MOP 2,300, MOP 2,900 and MOP 3,400 respectively, up from MOP 2,200, MOP 2,800 and MOP 3,300 respectively in the academic year 2018/2019.
- **Tuition assistance and school supplies subsidy:** In addition to free education subsidy, tuition subsidy and textbook subsidy, the DSEJ also provides tuition assistance and school supplies subsidy to students from economically disadvantaged families. In terms of tuition assistance, each student could receive a maximum subsidy of MOP 4,000 at infant and primary education levels, MOP 6,000 at junior secondary education level and MOP 9,000 at senior secondary education level. The amounts of school supplies subsidy were MOP 2,500 for each student at infant and primary education levels and MOP 3,250 for each student at secondary education level in the academic year 2019/2020, up from MOP 2,400 and MOP 3,100 respectively in the academic year 2018/2019.
- **Meal subsidy:** To help students from economically disadvantaged families maintain a balanced and nutritious diet, meal subsidy is provided for students. The subsidy amount for each student at infant education level, primary education level and secondary level was MOP 3,800 in the

academic year 2019/2020, up from MOP 3,600 in the academic year 2018/2019.

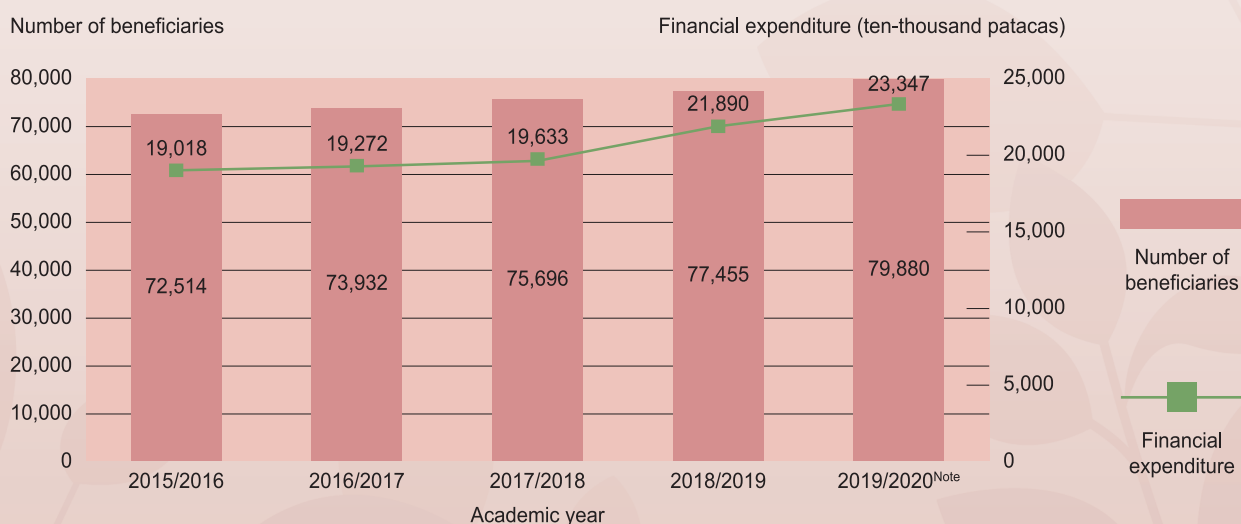
- Recurrent education subsidy: Recurrent education subsidy is provided to Macao residents who attend recurrent education programmes in private schools so as to support people to obtain educational qualifications through recurrent education. The recurrent education subsidy amounts for each student at primary education, junior secondary education and senior secondary education levels in the academic year 2019/2020 were MOP 34,500, MOP 41,300 and MOP 46,560 respectively, up from MOP 32,700, MOP 39,560 and MOP 44,720 respectively in the academic year 2018/2019.

Figure 3: Number of students benefiting from tuition subsidy and related financial expenditure between the academic years 2015/2016 and 2019/2020



Note: Data of the academic year 2019/2020 are estimates.

Figure 4: Number of students benefiting from textbook subsidy and related financial expenditure between the academic years 2015/2016 and 2019/2020



Note: Data of the academic year 2019/2020 are estimates.

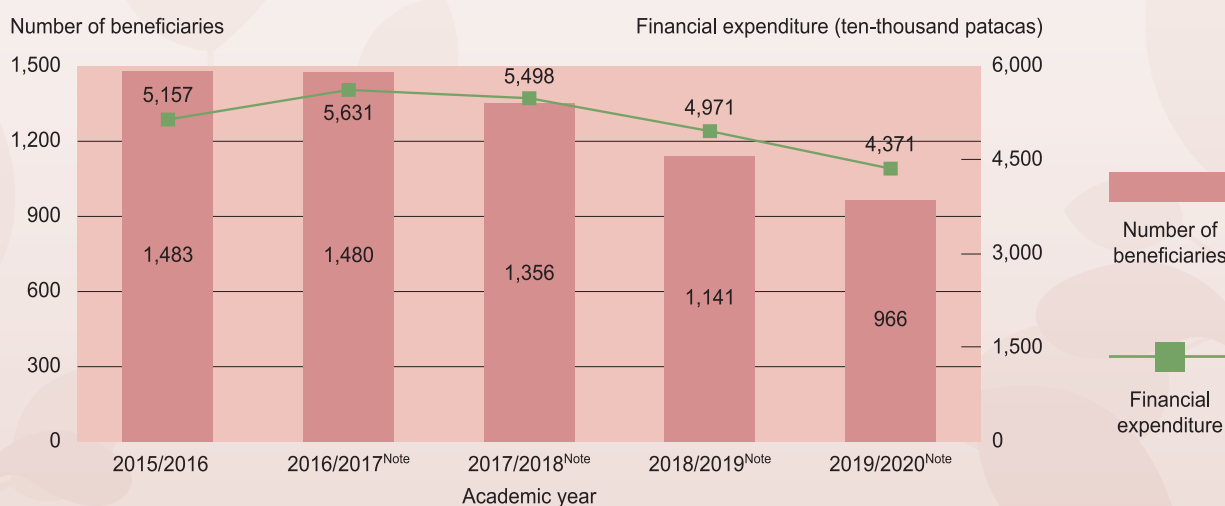
Table 1: Number of students benefiting from tuition assistance, school supplies subsidy and meal subsidy and related financial expenditure between the academic years 2015/2016 and 2019/2020

(Amount unit: ten-thousand patacas)

Academic year	Number of students benefiting from Tuition Assistance	Amount of Tuition Assistance	Number of students benefiting from School Supplies Subsidy	Amount of School Supplies Subsidy	Number of students benefiting from Meal Subsidy	Amount of Meal Subsidy
2015/2016	64	37	2,802	673	2,673	855
2016/2017	101	50	3,291	826	3,155	1,073
2017/2018	32	16	3,312	825	3,194	1,086
2018/2019	23	12	3,399	907	3,294	1,185
2019/2020 ^{Note}	26	15	3,398	945	3,302	1,254

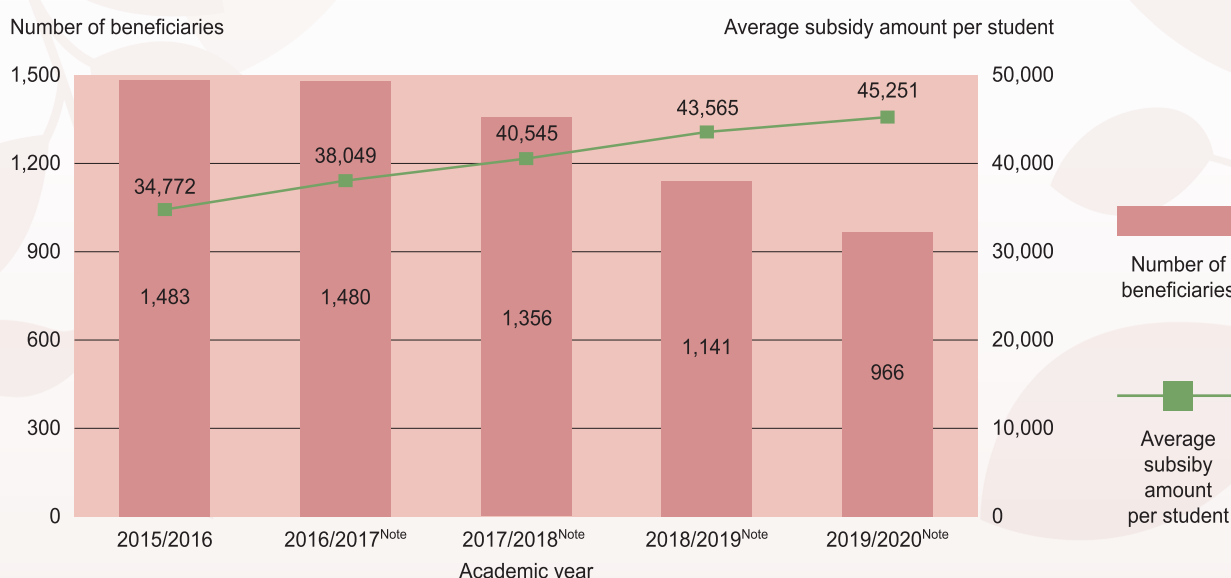
Note: Data of the academic year 2019/2020 are estimates.

Figure 5: Number of private school students benefiting from recurrent education subsidy and related financial expenditure between the academic years 2015/2016 and 2019/2020



Note: Data of the academic years 2016/2017, 2017/2018 and 2018/2019 are revised values; data of the academic year 2019/2020 are estimates.

Figure 6: Average recurrent education subsidy amount for students of private schools between the academic years 2015/2016 and 2019/2020



Note: Data of the academic years 2016/2017, 2017/2018 and 2018/2019 are revised values; data of the academic year 2019/2020 are estimates.

(2) Tertiary Education Grants Scheme

The five types of grants in the Tertiary Education Grants Scheme are:

- **Student Loan:** Student Loan is granted to students with financial difficulties who have to repay the loan in interest-free installments;
- **Scholarship:** Scholarship is awarded to students with outstanding academic performance in the previous academic year;
- **Special Grant:** Special Grant aims to cultivate professionals required for the future development. Students who benefit from special grant have to serve in the Macao SAR or the mainland within six months after completion of the programme or termination of the special grant, the service period should be no less than the duration of the grant;
- **Extraordinary Grant:** Extraordinary Grant is provided for students under the circumstances not included in the types of grants mentioned above. Extraordinary Grant also serves as a supplement to the financial assistance provided to students by other entities that are deemed inadequate. Students benefiting from the grant have to serve in the Macao SAR or the mainland within six months after completion of the programme or termination of the extraordinary grant. The service period should be no less than the duration of the grant;
- **Additional Assistance:**
 - A supplementary assistance provided to beneficiaries of Student Loan or Scholarship to assist them with accommodation costs, departure or return trip fare in the form of a loan;
 - A supplementary assistance provided to beneficiaries of Special Grant to assist them with accommodation costs in the form of a loan.

The DSEJ strengthened efforts in rewarding students with excellent performance in the previous academic year, and continued to support local students to study the major subjects needed for future development. In the academic year 2019/2020, the number of scholarships increased to 490 from 460 in the academic year 2018/2019, the number of Special Grant increased to 500 from 480 in the academic year 2018/2019. Of which, the number of special grants for students who studied Portuguese Language or Chinese-Portuguese Translation increased to 70 in the academic year 2019/2020 from 60 in the academic year 2018/2019; and that for students who studied the programmes of Social Work, Psychological Counselling, Early Childhood Education, Primary Education, Special Education or other similar majors increased to 130 from 120, so as to strengthen the cultivation of Chinese-Portuguese bilingual professionals as well as counselling and support personnel for schools.

Table 2: Monthly amounts of Student Loan, Scholarship and Special Grant released in the academic year 2019/2020

Country/Region		Student Loan and Scholarship Monthly amount (MOP)	Special Grant Monthly amount (MOP)
China	Macao	4,100	4,920
	Mainland		
	Taiwan		
	Hong Kong	6,200	7,440
Other countries and regions			

(3) Education Loan Interest Subsidy Scheme

The “Education Loan Interest Subsidy Scheme” provides students with an interest subsidy to support their further studies. Interested students may first apply for an education loan from one of the DSEJ’s partner banks. After the loan is approved, they can apply for the interest subsidy from the Student Welfare Fund. Sponsored students will be subsidised 70% of the interest that they need to pay every month for the education loan during the study period, and the remaining 30% will be granted to the students after they have completed their tertiary education programme.

Table 3: General situation of Tertiary Education Grants and Education Loan Interest Subsidy Scheme between the academic years 2015/2016 and 2019/2020

Type of grants Academic year		Tertiary Education Grants						Education Loan Interest Subsidy Scheme
		Student Loan	Scholarship	Special Grant	Extraordinary Grant	Additional Assistance ¹		
						Accommodation Subsidy	Travel Subsidy	
Number of beneficiaries	2015/2016	4,778	1,032	653	98	413	35	1,155
	2016/2017	4,346	1,024	860	93	523	52	958
	2017/2018	3,903	1,063	1,104	111	365	18	944
	2018/2019	3,710	1,235	1,336	122	526	66	816
	2019/2020 ²	3,287	1,196	1,422	119	345	11	750

Type of grants Academic year		Tertiary Education Grants						Education Loan Interest Subsidy Scheme
		Student Loan	Scholarship	Special Grant	Extraordinary Grant	Additional Assistance ¹		
						Accommodation Subsidy	Travel Subsidy	
Subsidy amount (ten-thousand patacas)	2015/2016	19,851	4,110	3,321	445	614	21	613
	2016/2017	20,368	5,152	4,754	491	798	27	550
	2017/2018	17,913	5,022	6,129	1,082	569	8	565
	2018/2019	16,895	5,398	7,826	592	1,023	30	454
	2019/2020 ²	16,961	6,171	8,805	649	553	5	435

Note 1: Additional Assistance is granted to the beneficiaries of Student Loan, Scholarship and Special Grant; therefore the beneficiaries of Additional Assistance are not included in the total number of beneficiaries of Tertiary Education Grants.

Note 2: The number of current beneficiaries and subsidy amounts in the academic year 2019/2020 are estimates.

(4) Subsidising students with special educational needs

The DSEJ increased subsidies for special education, so as to ease the burden of parents of special education children in caring for their children, and to encourage schools and rehabilitation institutions to assist and support students with special educational needs.

Table 4: Subsidy programmes for special education and the subsidy amounts between the academic years 2015/2016 and 2019/2020

(Unit: MOP)

Funded item/programme	Academic year				
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Special Education Subsidy	31,605,504	25,862,000	27,908,100	29,418,200	32,216,500
Subsidy for Optimisation of Teacher-student Ratio	---	4,427,900	4,866,900	4,852,400	4,914,600
Subsidy for Class Support Staff	---	7,488,000	8,208,000	8,413,200	8,560,800
Inclusive Education Subsidy	61,719,200	80,167,650	96,785,450	115,165,500	132,132,800 ²
Subsidy for Special Education Teams	15,350,300	15,350,300	16,950,300	25,520,600	25,726,900
Programme of Providing Special Educational Support in After-class Hours and Holidays	2,063,668	1,497,233	1,487,883	1,568,730	1,625,416
Healthy Breakfast and Lunch Subsidy Scheme ¹	4,067,360	4,661,562	5,290,630	5,757,395	5,966,517
School Pick-up and Drop-off Service Subsidy Scheme	2,469,348	3,116,560	3,646,246	4,163,955	4,357,956

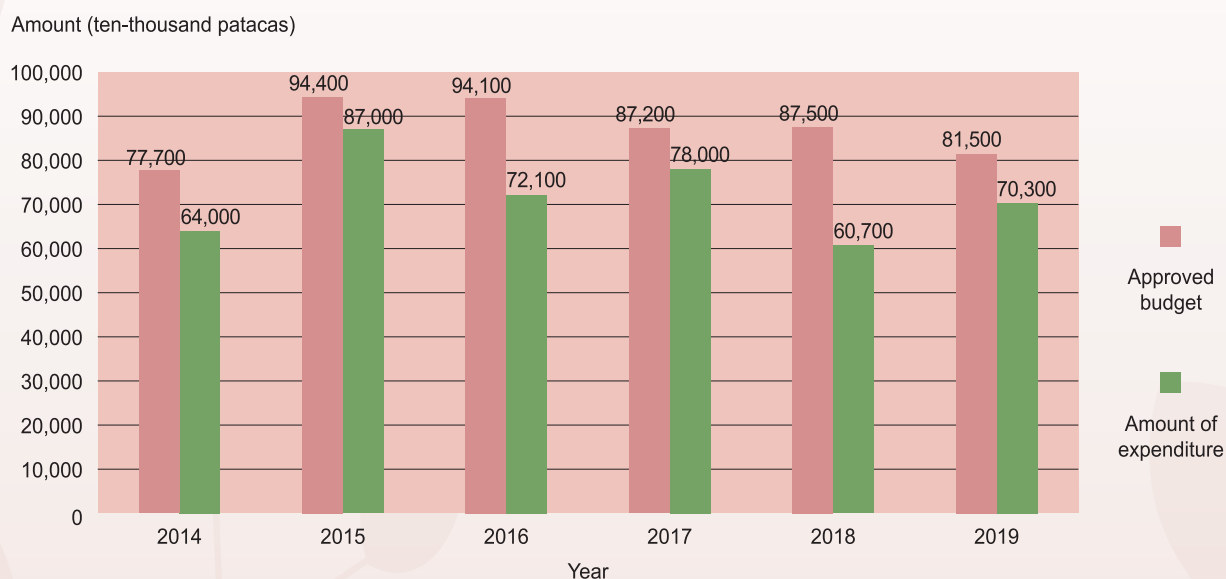
Note 1: The DSEJ subsidised healthy lunch in the academic year 2014/2015 and expanded to include breakfast and lunch in the academic year 2015/2016.

Note 2: The data are as of November 2019.

Education Development Fund

The Education Development Fund aims to support and promote various education developmental programmes and activities in the area of non-tertiary education. The approved budget for 2019 was MOP 815 million and the actual amount of expenditure was approximately MOP 703 million which was used to subsidise schools to carry out over 1,468 projects. Those projects included reconstruction, expansion and maintenance of school premises, purchase of facilities and equipment, hiring special duty personnel, organising leisure activities, purchasing books, carrying out different kinds of education plans, organising teacher-student education and exchange activities, and so on.

Figure 7: Annual budget and expenditure of the Education Development Fund



To assist schools in improving the education environment and upgrading software and hardware facilities as well as to improve the quality of education, the Education Development Fund provided MOP 412 million for 10 schools to build and expand school premises or carry out large-scale school premises improvement projects in 2019. The School Development Plan of the school year 2019/2020 consisted of fixed subsidy and non-fixed subsidy projects. Fixed subsidy projects included school-based training, purchase of books, newspapers & periodicals and hiring of special duty personnel. In order to further improve the subsidy application process, so as to reduce the administrative work of schools and narrow the gap between schools in resources for school-running, non-fixed subsidy projects continued to be divided into the three types of applications, namely: priority development projects, school-based development projects and others.

Table 5: Projects subsidised in accordance with the school size under the “School Development Plan” in the academic year 2019/2020

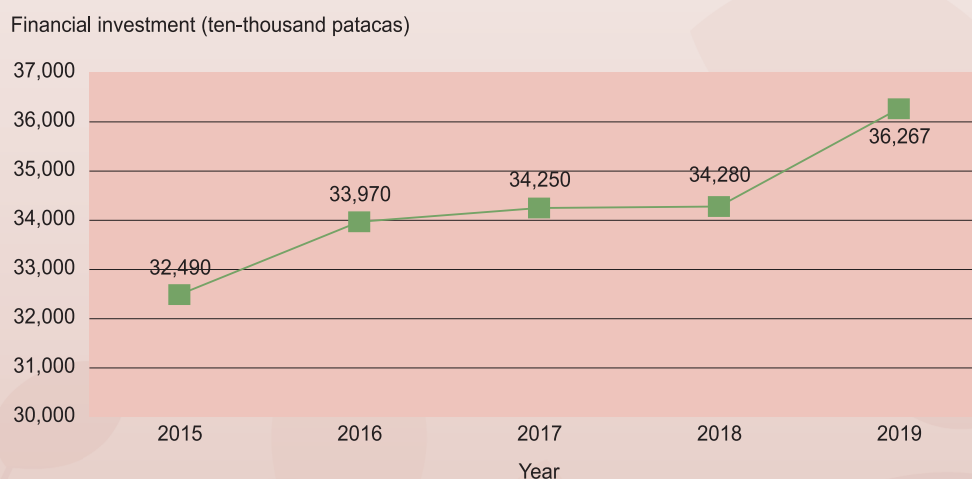
Type of subsidised project	Number of projects (Subsidy)	Subsidy amount (MOP)
School-based training	102	24,186,560
Purchase of books, newspapers and periodicals	103	10,604,940
Hiring special duty personnel	97	140,857,500
Total	302	175,649,000

Table 6: Projects of education plan applying for subsidy under the “School Development Plan” in the academic year 2019/2020

Type of subsidised projects	Number of projects (Subsidy)	Subsidy amount (MOP)
Priority development	376	65,655,359
School-based development	512	64,490,146
Others	417	186,657,408
Total	1,305	316,802,913

Student Welfare Fund

The Student Welfare Fund continued to assist economically disadvantaged students to attend school and receive higher education through different forms of funding. Besides, the Fund also provided student insurance service, tuition assistance, meal subsidy, school supplies subsidy and the Milk/ Soymilk Plan and so forth. With the economic development of Macao, there was an increase in the amounts of various subsidies; the funding amount of the Student Welfare Fund in 2019 was also slightly increased, there was an increase of 5.8% in 2019 in compare to that of 2018.

Figure 8: Annual funding of the Student Welfare Fund

1.7 Promoting more schools to participate in the School Self-evaluation Pilot Project

To ensure the education quality of schools, the DSEJ encourages schools to establish a systematic self-evaluation system to serve as an important mechanism for the continuous improvement and development of schools. In 2018, the DSEJ launched, in the form of a pilot project, a new model of evaluation of schools with school self-evaluation as the core and combined with external evaluation (hereinafter referred to as the “School Self-Evaluation Pilot Project”). In 2020, it will gradually be extended to all schools. 5 schools participated in the first round of the project and another 10 schools participated in the “School Self-Evaluation Pilot Project” in 2019.

The 5 schools participating in the first round of pilot project received 25 times of on-the-spot support in the first semester, with a total attendance of about 280 teachers and school staff. In addition, preparatory work was carried out for the external evaluation of the 5 schools in the second semester and the external evaluation of one of the schools was completed.

Furthermore, the 10 schools participating in the School Self-evaluation Pilot Projects in 2019 received a total of 54 times of on-the-spot support, with the participation of 1,300 teachers and school staff in total. 11 sessions of expert lectures and workshops were held, with the participations of approximately 440 teachers and school staff.

1.8 Encouraging local schools to strengthen exchanges with the Greater Bay Area and Portuguese-speaking countries

(1) Realising full coverage of sister-schools in Guangdong-Hong Kong-Macao Greater Bay Area

To strengthen the cooperation and exchange in the area of education between Macao and the cities in the Greater Bay Area, in 2019, the DSEJ promoted the establishment of sister-school relationship of 13 pairs of schools in collaboration with the education authorities and the respective departments of Shenzhen and Zhuhai, assisting the sister-schools to build up links and achieving to build up at least a pair of sister-schools with all the cities in the Greater Bay Area. Through the “Sister School Exchange Programme of the Education Development Fund, the DSEJ continues to support schools to conduct diversified visit and exchange activities and will improve the Programme to provide more opportunities for teachers and students to visit and exchange in the Greater Bay Area.



Signing ceremony of sister schools between Zhuhai and Macao



A group picture of the principals of the new pair of sister-schools in Zhuhai and Macao

Table 7: A list of schools in the cities of the Greater Bay Area which established a sister school relationship with the schools in Macao in 2019 (13 pairs)

Macao SAR	Cities in the Greater Bay Area
Colegio de Santa Rosa de Lima (English Section)	Shenzhen Senior High School
School of the Nations	Shenzhen Huangpu School
Escola Oficial Zheng Guanying	Shenzhen Experimental Kindergarten
Fong Chong School of Taipa	Zhuhai No. 3 Middle School
Escola Choi Nong Chi Tai	Zhuhai No. 3 Middle School
Colégio Perpétuo Socorro Chan Sui Ki	Yin Zhuo Primary School of Xiangzhou District of Zhuhai
Escola de Santa Teresa do Menino Jesus	Gongbei Primary School of Xiangzhou District of Zhuhai
Escola de Santa Maria Mazzarello	Beiling Primary School of Xiangzhou District of Zhuhai
Escola Hoi Fai	Nanmen Primary School of Doumen District of Zhuhai
St. Anthony's Kindergarten	Zhuhai Hengqin Central Kindergarten
Keang Peng School	Zhuhai Ronghong International Kindergarten
Escola Luso-Chinesa de Coloane	Zhuhai Special Education School
Escola Kai Chi	Special Education School of Doumen District of Zhuhai

(2) Newly establishing sister-school relationship between 5 pairs of schools in Portugal and Macao

On the occasion of the 40th anniversary of the establishment of diplomatic relations between China and Portugal, schools in the two places were promoted to establish more educational cooperation. In February 2019, the DSEJ organised a delegation of local schools to visit Portugal for exchange. On 8th February, the signing ceremony of establishing sister-school relationship of 5 pairs of schools was held at the Macao Economic and Trade Office in Lisbon. The 5 pairs of sister-schools between Portugal and Macao included Escola dos Moradores de Macau and Escola Básica e Secundária Anselmo de Andrade, Escola Ilha Verde and Escola Secundária Eng.º Acácio Calazans Duarte, Colégio Diocesano de São José (6) and Escola Secundária Dra. Laura Ayres, Hou Kong Middle School and Escola Secundária D. Duarte, Escola Secundária Luso-Chinesa de Luís Gonzaga Gomes and Escola Secundária Carlos Amarante.



Sharing of experience of Macao schools with the sister-schools in Portugal



Representatives of schools of Portugal and Macao signed the agreement on establishing sister-school relationship

(3) Publishing the *Special Commemorative Edition of Exchange between Sister Schools 2019*

To celebrate the 70th anniversary of the founding of the People's Republic of China, the 20th anniversary of Macau's return to the Motherland and to summarise the achievements of educational cooperation and exchange between Macao and other regions, the DSEJ published the *Special Commemorative Edition of Exchange between Sister Schools 2019* and held the launching ceremony on 12th December to share the valuable experiences of educational cooperation and exchange between Macao schools and their sister schools.



The special edition offered to schools for mutual learning

(4) Holding the “Guangdong-Hong Kong-Macao Sister Schools Choral Speaking Performance 2019”

The Education Department of Guangdong province, the DSEJ, the Education Bureau of the Hong Kong Special Administrative Region and the Guangdong Province Language Commission jointly held the “Guangdong-Hong Kong-Macao Sister Schools Choral Speaking Performance 2019” on 25th November, with the participation of more than 700 principals, teachers, students and guests. A total of 12 teams from the sister schools in Guangdong, Hong Kong and Macao participated in the joint performance, which not only promoted the interaction and friendship between the teachers and students of the Guangdong-Hong Kong-Macao sister schools, but also deepened the connotation of educational cooperation and exchange among the three places.



Group photo of the “Guangdong-Hong Kong-Macao Sister Schools Choral Speaking Performance 2019”



A total of 12 teams from the sister schools in Guangdong, Hong Kong and Macao participated in the joint performance