

**Replies to initial written questions raised by Finance Committee Members in
examining the Estimates of Expenditure 2016-17**

**Director of Bureau: Secretary for Education
Session No. : 18**

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EDB328	6108	CHEUNG Kwok-che	156	Primary Education
EDB329	6109	CHEUNG Kwok-che	156	Primary Education
EDB330	6514	CHEUNG Kwok-che	156	Primary Education
EDB331	6515	CHEUNG Kwok-che	156	Secondary Education
EDB332	6516	CHEUNG Kwok-che	156	Primary Education
EDB333	6517	CHEUNG Kwok-che	156	Primary Education
EDB334	6518	CHEUNG Kwok-che	156	Secondary Education
EDB335	6519	CHEUNG Kwok-che	156	Secondary Education
EDB336	6520	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB337	6525	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB338	6526	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB339	6527	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB340	6528	CHEUNG Kwok-che	156	Special Education
EDB341	6529	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB342	6530	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB343	6531	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB344	6532	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB345	6533	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB346	6534	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB347	6857	CHEUNG Kwok-che	156	
EDB348	4413	Alan LEONG Kah-kit	156	Director of Bureau's Office
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EDB350	4557	WONG Yuk-man	156	Policy and Support
EDB351	4558	WONG Yuk-man	156	Policy and Support
EDB352	4559	WONG Yuk-man	156	Primary Education Secondary Education
EDB353	4560	WONG Yuk-man	156	Other Educational Services and Subsidies
EDB354	4561	WONG Yuk-man	156	Policy and Support
EDB355	4616	Michael TIEN Puk-sun	156	Primary Education Secondary Education
EDB356	4617	Michael TIEN Puk-sun	156	Secondary Education

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EDB358	4619	Michael TIEN Puk-sun	156	Secondary Education Vocational and Professional Education Policy and Support
EDB359	4643	James TIEN Pei-chun	156	Vocational and Professional Education
EDB360	3433	WU Chi-wai	156	Policy and Support
EDB361	4718	WU Chi-wai	156	Policy and Support
EDB362	4752	MA Fung-kwok	156	Primary Education Secondary Education
EDB363	4758	MA Fung-kwok	156	Policy and Support
EDB364	4761	MA Fung-kwok	156	Primary Education Secondary Education
EDB365	4762	MA Fung-kwok	156	Policy and Support
EDB366	4765	MA Fung-kwok	156	Policy and Support
EDB367	4776	MA Fung-kwok	156	Primary Education Secondary Education
EDB368	4777	MA Fung-kwok	156	Policy and Support
EDB369	4778	MA Fung-kwok	156	Primary Education Policy and Support
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EDB372	5307	Charles Peter MOK	156	Policy and Support
EDB373	5328	Charles Peter MOK	156	Other Educational Services and Subsidies
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EDB377	5334	Charles Peter MOK	156	Policy and Support
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EDB380	5340	Charles Peter MOK	156	Vocational and Professional Education
EDB381	5342	Charles Peter MOK	156	Vocational and Professional Education
EDB382	5354	Charles Peter MOK	156	
EDB383	5435	CHAN Chi-chuen	156	Other Educational Services and Subsidies
EDB384	5437	CHAN Chi-chuen	156	Other Educational Services and Subsidies
EDB385	5446	CHAN Chi-chuen	156	Secondary Education
EDB386	5447	CHAN Chi-chuen	156	Policy and Support

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EDB390	5456	CHAN Chi-chuen	156	Policy and Support
EDB391	5458	CHAN Chi-chuen	156	Other Educational Services and Subsidies
EDB392	5459	CHAN Chi-chuen	156	Other Educational Services and Subsidies
EDB393	5460	CHAN Chi-chuen	156	Other Educational Services and Subsidies
EDB394	5461	CHAN Chi-chuen	156	
EDB395	5462	CHAN Chi-chuen	156	Director of Bureau's Office
EDB396	5463	CHAN Chi-chuen	156	Director of Bureau's Office
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EDB398	5467	CHAN Chi-chuen	156	Vocational and Professional Education
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EDB400	3490	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB401	3494	Kenneth CHAN Ka-lok	156	Policy and Support
EDB402	3495	Kenneth CHAN Ka-lok	156	Primary Education Secondary Education
EDB403	3517	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies Policy and Support
EDB404	3533	Kenneth CHAN Ka-lok	156	Policy and Support
EDB405	3553	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB406	3554	Kenneth CHAN Ka-lok	156	Policy and Support
EDB407	3555	Kenneth CHAN Ka-lok	156	Policy and Support
EDB408	3556	Kenneth CHAN Ka-lok	156	Policy and Support
EDB409	3557	Kenneth CHAN Ka-lok	156	Policy and Support
EDB410	3559	Kenneth CHAN Ka-lok	156	Policy and Support
EDB411	3560	Kenneth CHAN Ka-lok	156	Policy and Support
EDB412	3561	Kenneth CHAN Ka-lok	156	Policy and Support
EDB413	3562	Kenneth CHAN Ka-lok	156	Policy and Support
EDB414	3563	Kenneth CHAN Ka-lok	156	Special Education
EDB415	3564	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB416	3565	Kenneth CHAN Ka-lok	156	Policy and Support
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EDB422	3586	Kenneth CHAN Ka-lok	156	Policy and Support
EDB423	3587	Kenneth CHAN Ka-lok	156	Policy and Support
EDB424	3854	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB425	3855	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB426	3856	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB427	3857	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB428	3858	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB429	3859	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB430	3895	Kenneth CHAN Ka-lok	156	Policy and Support
EDB431	3937	Kenneth CHAN Ka-lok	156	Primary Education Secondary Education
EDB432	5856	Kenneth CHAN Ka-lok	156	Director of Bureau's Office
EDB433	5857	Kenneth CHAN Ka-lok	156	Primary Education
EDB434	5858	Kenneth CHAN Ka-lok	156	Primary Education
EDB435	5859	Kenneth CHAN Ka-lok	156	Primary Education Secondary Education
EDB436	5860	Kenneth CHAN Ka-lok	156	Primary Education
EDB437	5861	Kenneth CHAN Ka-lok	156	Primary Education Secondary Education
EDB438	5862	Kenneth CHAN Ka-lok	156	Primary Education
EDB439	6184	Kenneth CHAN Ka-lok	156	Secondary Education
EDB440	6185	Kenneth CHAN Ka-lok	156	Secondary Education
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EDB444	6192	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB445	6193	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB446	6194	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
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EDB454	6206	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB455	6207	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB456	6208	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB457	6209	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB458	6210	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
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EDB461	6213	Kenneth CHAN Ka-lok	156	Special Education
EDB462	6214	Kenneth CHAN Ka-lok	156	Special Education Other Educational Services and Subsidies
EDB463	6215	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
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EDB466	6218	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB467	6219	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
EDB468	6220	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
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EDB470	6222	Kenneth CHAN Ka-lok	156	Other Educational Services and Subsidies
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EDB472	6224	Kenneth CHAN Ka-lok	156	Vocational and Professional Education
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EDB479	3710	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
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EDB482	5979	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
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EDB485	6049	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
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EDB488	6052	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
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EDB490	6055	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
EDB491	6056	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
EDB492	6057	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
EDB493	6058	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education Policy and Support
EDB494	6059	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education Policy and Support
EDB495	6060	Fernando CHEUNG Chiu-hung	156	Policy and Support
EDB496	6061	Fernando CHEUNG Chiu-hung	156	Policy and Support
EDB497	6363	Fernando CHEUNG Chiu-hung	156	Primary Education
EDB498	6364	Fernando CHEUNG Chiu-hung	156	Policy and Support
EDB499	6365	Fernando CHEUNG Chiu-hung	156	Policy and Support
EDB500	6366	Fernando CHEUNG Chiu-hung	156	Policy and Support
EDB501	6368	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education Special Education
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EDB508	6399	Fernando CHEUNG Chiu-hung	156	Other Educational Services and Subsidies
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EDB511	6418	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
EDB512	6419	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education Other Educational Services and Subsidies
EDB513	6420	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education Other Educational Services and Subsidies
EDB514	6421	Fernando CHEUNG Chiu-hung	156	Policy and Support
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EDB516	6423	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
EDB517	6424	Fernando CHEUNG Chiu-hung	156	Special Education
EDB518	6425	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
EDB519	6426	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
EDB520	6739	Fernando CHEUNG Chiu-hung	156	
EDB521	6759	Fernando CHEUNG Chiu-hung	156	Director of Bureau's Office
EDB522	6791	Fernando CHEUNG Chiu-hung	156	Policy and Support
EDB523	6792	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education Other Educational Services and Subsidies
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EDB528	6949	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
EDB529	6953	Fernando CHEUNG Chiu-hung	156	Other Educational Services and Subsidies
EDB530	7070	Fernando CHEUNG Chiu-hung	156	Special Education
EDB531	7071	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education Special Education
EDB532	7118	Fernando CHEUNG Chiu-hung	156	Primary Education Secondary Education
EDB533	7124	Fernando CHEUNG Chiu-hung	156	Vocational and Professional Education
EDB534	7125	Fernando CHEUNG Chiu-hung	156	Policy and Support
EDB535	7127	Fernando CHEUNG Chiu-hung	156	Secondary Education
EDB536	7140	Fernando CHEUNG Chiu-hung	156	
EDB537	5018	Helena WONG Pik-wan	156	Director of Bureau's Office
EDB538	4938	IP Kin-yuen	156	
EDB539	4939	IP Kin-yuen	156	Vocational and Professional Education
EDB540	4940	IP Kin-yuen	156	Vocational and Professional Education
EDB541	4941	IP Kin-yuen	156	
EDB542	4942	IP Kin-yuen	156	Primary Education Secondary Education Special Education
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EDB548	4951	IP Kin-yuen	156	Primary Education Secondary Education
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EDB554	4957	IP Kin-yuen	156	Policy and Support
EDB555	4958	IP Kin-yuen	156	Policy and Support
EDB556	4959	IP Kin-yuen	156	Policy and Support
EDB557	4960	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB558	4961	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
EDB559	4962	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
EDB560	4975	IP Kin-yuen	156	
EDB561	4976	IP Kin-yuen	156	
EDB562	4980	IP Kin-yuen	156	Policy and Support
EDB563	4981	IP Kin-yuen	156	Policy and Support
EDB564	4982	IP Kin-yuen	156	Policy and Support
EDB565	4983	IP Kin-yuen	156	Policy and Support
EDB566	4985	IP Kin-yuen	156	Policy and Support
EDB567	4987	IP Kin-yuen	156	
EDB568	4990	IP Kin-yuen	156	
EDB569	4991	IP Kin-yuen	156	Primary Education Secondary Education
EDB570	4992	IP Kin-yuen	156	Vocational and Professional Education
EDB571	4996	IP Kin-yuen	156	Policy and Support
EDB572	4997	IP Kin-yuen	156	Policy and Support
EDB573	4998	IP Kin-yuen	156	Other Educational Services and Subsidies
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EDB578	5010	IP Kin-yuen	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
EDB579	5013	IP Kin-yuen	156	Primary Education Other Educational Services and Subsidies
EDB580	5014	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
EDB581	5015	IP Kin-yuen	156	Secondary Education
EDB582	5016	IP Kin-yuen	156	Primary Education Secondary Education Special Education
EDB583	5017	IP Kin-yuen	156	Special Education
EDB584	7180	IP Kin-yuen	156	Policy and Support
EDB585	7181	IP Kin-yuen	156	Policy and Support
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EDB587	3302	Albert HO Chun-yan	173	Student Assistance Scheme
EDB588	3303	Albert HO Chun-yan	173	Student Assistance Scheme Low-income Working Family Allowance
EDB589	3304	Albert HO Chun-yan	173	Student Assistance Scheme
EDB590	4134	WONG Kwok-hing	173	Student Assistance Scheme Low-income Working Family Allowance
EDB591	4135	WONG Kwok-hing	173	Student Assistance Scheme Low-income Working Family Allowance
EDB592	4136	WONG Kwok-hing	173	Student Assistance Scheme Low-income Working Family Allowance
EDB593	6535	CHEUNG Kwok-che	173	Student Assistance Scheme

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EDB597	6539	CHEUNG Kwok-che	173	Student Assistance Scheme
EDB598	6540	CHEUNG Kwok-che	173	Student Assistance Scheme
EDB599	6541	CHEUNG Kwok-che	173	Student Assistance Scheme
EDB600	7216	IP Kwok-him	173	Student Assistance Scheme
EDB601	3897	Kenneth CHAN Ka-lok	173	Student Assistance Scheme
EDB602	3928	Kenneth CHAN Ka-lok	173	Student Assistance Scheme
EDB603	6428	Fernando CHEUNG Chiu-hung	173	Student Assistance Scheme
EDB604	6923	Fernando CHEUNG Chiu-hung	173	Student Assistance Scheme
EDB605	6925	Fernando CHEUNG Chiu-hung	173	Student Assistance Scheme
EDB606	6962	Fernando CHEUNG Chiu-hung	173	Student Assistance Scheme
EDB607	6963	Fernando CHEUNG Chiu-hung	173	Student Assistance Scheme
EDB608	6964	Fernando CHEUNG Chiu-hung	173	Student Assistance Scheme
EDB609	6965	Fernando CHEUNG Chiu-hung	173	Student Assistance Scheme
EDB610	6966	Fernando CHEUNG Chiu-hung	173	Student Assistance Scheme
EDB611	6967	Fernando CHEUNG Chiu-hung	173	Student Assistance Scheme
EDB612	4963	IP Kin-yuen	173	Student Assistance Scheme
EDB613	4964	IP Kin-yuen	173	Student Assistance Scheme
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EDB615	3988	Albert HO Chun-yan	190	University Grants Committee
EDB616	4024	James TO Kun-sun	190	University Grants Committee
EDB617	4025	James TO Kun-sun	190	University Grants Committee
EDB618	4061	Abraham SHEK Lai-him	190	University Grants Committee
EDB619	4062	Abraham SHEK Lai-him	190	University Grants Committee
EDB620	4063	Abraham SHEK Lai-him	190	University Grants Committee
EDB621	3852	CHEUNG Kwok-che	190	University Grants Committee
EDB622	4375	CHEUNG Kwok-che	190	University Grants Committee
EDB623	5587	CHEUNG Kwok-che	190	University Grants Committee
EDB624	5588	CHEUNG Kwok-che	190	University Grants Committee
EDB625	5589	CHEUNG Kwok-che	190	University Grants Committee
EDB626	5590	CHEUNG Kwok-che	190	University Grants Committee
EDB627	5611	CHEUNG Kwok-che	190	University Grants Committee
EDB628	5612	CHEUNG Kwok-che	190	University Grants Committee
EDB629	5613	CHEUNG Kwok-che	190	University Grants Committee
EDB630	6875	CHEUNG Kwok-che	190	University Grants Committee
EDB631	4757	MA Fung-kwok	190	University Grants Committee

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EDB633	5335	Charles Peter MOK	190	University Grants Committee
EDB634	5464	CHAN Chi-chuen	190	University Grants Committee
EDB635	3570	Kenneth CHAN Ka-lok	190	University Grants Committee
EDB636	3571	Kenneth CHAN Ka-lok	190	University Grants Committee
EDB637	3572	Kenneth CHAN Ka-lok	190	University Grants Committee
EDB638	3573	Kenneth CHAN Ka-lok	190	University Grants Committee
EDB639	3574	Kenneth CHAN Ka-lok	190	University Grants Committee
EDB640	3575	Kenneth CHAN Ka-lok	190	University Grants Committee
EDB641	3860	Kenneth CHAN Ka-lok	190	University Grants Committee
EDB642	3896	Kenneth CHAN Ka-lok	190	University Grants Committee
EDB643	3921	Kenneth CHAN Ka-lok	190	University Grants Committee
EDB644	3922	Kenneth CHAN Ka-lok	190	University Grants Committee
EDB645	5019	Helena WONG Pik-wan	190	University Grants Committee
EDB646	4966	IP Kin-yuen	190	University Grants Committee
EDB647	4967	IP Kin-yuen	190	University Grants Committee
EDB648	4968	IP Kin-yuen	190	University Grants Committee
EDB649	4969	IP Kin-yuen	190	University Grants Committee
EDB650	4970	IP Kin-yuen	190	University Grants Committee
EDB651	4971	IP Kin-yuen	190	University Grants Committee
EDB652	4972	IP Kin-yuen	190	University Grants Committee
EDB653	4973	IP Kin-yuen	190	University Grants Committee
EDB654	4974	IP Kin-yuen	190	University Grants Committee
EDB655	4977	IP Kin-yuen	190	University Grants Committee
EDB656	4978	IP Kin-yuen	190	University Grants Committee
EDB657	4984	IP Kin-yuen	190	University Grants Committee
EDB658	4986	IP Kin-yuen	190	University Grants Committee
EDB659	4989	IP Kin-yuen	190	University Grants Committee
EDB660	4993	IP Kin-yuen	190	University Grants Committee
EDB661	5001	IP Kin-yuen	190	University Grants Committee
RTHK				
EDB662	6618	KWOK Ka-ki	160	School Education Television Programme

CONTROLLING OFFICER'S REPLY

EDB001

(Question Serial No. 1193)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding Item 896 "Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland" added to Sub-head 700, please inform this Committee:

- (a) The justifications for adding the item and details of the Pilot Scheme;
- (b) Does the Pilot Scheme aim at implementing the advice included in the document of Party Education No.4/2016 under the subject of "Advice from the Party Group of the Education Ministry of the Communist Party of China on the Launching of Intensive Patriotism Education in the Education System"?
- (c) What are the specific purposes of the commitment of \$200 million, the estimated expenditure in 2016-17 and the cash flow projection of each financial year after 2016-17?

Asked by: Hon LEE Cheuk-yan (Member Question No. 4)

Reply:

(a) Since 2004, the Education Bureau (EDB) has coordinated the pairing up of primary and secondary schools in Hong Kong with those in some provinces and cities in the Mainland as sister schools. Feedback collected by EDB reveals that local participating schools are in general positive towards the sister school scheme and they consider it a good platform to facilitate cultural interflows, expand schools' network, enhance teachers' professionalism and broaden students' horizons. The number of Hong Kong-Mainland sister schools has increased from some 20 pairs in 2004 to over 400 pairs at present. Building on the existing strengths, we consider it appropriate to further support the development of Hong Kong-Mainland sister schools with a view to promoting professional interflows.

The Chief Executive announced in the 2015 Policy Address to launch a three-year pilot scheme from the 2015/16 school year through which financial and professional support will be provided to local public sector and Direct Subsidy Scheme primary and secondary schools, including special schools, that have formed sister schools with their counterparts in the Mainland to support the multifaceted development of sister school activities.

EDB has earmarked a total provision of \$200 million for the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and Mainland ("the Pilot Scheme"). Under the Pilot Scheme, upon vetting and approval of the applications, a successful applicant school will be provided with a fixed grant of \$120,000 per annum within the three-year implementation period of the Pilot Scheme starting from the 2015/16 school year. Implementation details will be announced through a circular to be issued to schools in due course.

(b) No, the proposed Pilot Scheme has nothing related to the document in question. Its background and justifications have been set out in part (a).

(c) The proposed three-year Pilot Scheme will involve a non-recurrent commitment of \$200 million for allocation of the designated grant to participating schools and commissioning of professional support services. The estimated cash flow is provided below:

Major Expenditure Items	Estimated Cash Flow (\$ million)		
	2016-17	2017-18	Total
Designated grant for participating schools, commissioned services and contingency provision	56.5	143.5*	200

* The estimated cash flow for 2017-18 covers the expenditures for the 2016/17 and 2017/18 school years. Actual expenditure will vary with the number of participating schools in each school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB002

(Question Serial No. 1210)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (700) General non-recurrent
Programme: (6) Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding item 813 under sub-head 700 Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme, please inform this Committee on the following:

- (a) What are the justifications for doubling the commitments?
- (b) With the approval of the commitment of \$144 million for the Scheme in July 2014, as at 31 March 2016, only approximately \$17 million has been used and there is still a balance of 127 million. What are the reasons for the increase in commitment to be sought in the context of the Appropriation Bill 2016?
- (c) What is the estimated expenditure in 2016-17? What is the estimated cash flow in every subsequent financial year?

Asked by: Hon LEE Cheuk-yan (Member Question No. 21)

Reply:

- (a) The Pilot Training and Support Scheme (Pilot Scheme) aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, the Vocational Training Council (VTC) has implemented the Pilot Scheme starting from the 2014/15 academic year, which targets to benefit 2 000 students with an original commitment of \$144 million.

In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the recommendations of the Task Force on Promotion of Vocational Education and would actively consider how to implement them. Among others, the Task Force recommended extending the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme in general is well received by the participating employers and students. Therefore, the Government plans to extend the Pilot Scheme for two more cohorts of students to be admitted in the 2016/17 and 2017/18 academic years, benefitting 2 000 more students with an additional estimated non-recurrent expenditure of \$144 million. With the extension, the total commitment of the Pilot Scheme will be \$288 million. The implementation details will remain the same as set out in part (b) below.

- (b) Under the Pilot Scheme, apprenticeship training for targeted industries will be provided to students alongside a guaranteed level of salary and incentive allowance. During the apprenticeship training which normally lasts for four years, the specific industries will offer an incentive allowance of \$30,800 in total to each student (on top of their monthly salary). The Government will offer each student an average monthly allowance of \$2,000 during the study-cum-work period from the second to fourth years. In addition, employers will commit to pay a minimum monthly salary of \$8,000 to students

during the study-cum-work period from the second to fourth years, and a minimum of \$10,500 upon their graduation.

The commitment of the Pilot Scheme only covers the allowance provided by the Government to students and VTC will provide administrative support using existing manpower resources. Under the Pilot Scheme, the Government's allowance will be earmarked for each student who decides to join the Pilot Scheme and will only be fully disbursed to the student upon completion of the normally three-year study-cum-work period. As at end February 2016, about 900 students were participating under the Pilot Scheme and it is estimated that some additional 1 200 apprentices will join the Pilot Scheme in the 2016/17 academic year and therefore all the original commitment of \$144 million will then be earmarked.

- (c) The estimated non-recurrent expenditure of the Pilot Scheme for 2016-17 and subsequent years is as follows –

2016-17 (\$ million)	2017-18 (\$ million)	2018-19 (\$ million)	2019-20 (\$ million)	2020-21 (\$ million)	2021-22 (\$ million)
35.5	54.5	67.2	61.1	40	12.5

- End -

CONTROLLING OFFICER'S REPLY

EDB003

(Question Serial No. 0724)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As stated in the Estimates, “(the VTC) will continue the industry attachment programme for students, with funding support from the Bureau, so as to enhance their employability and prepare them for a smooth transition from study to work.”

What was the total amount of Government funding for the programme last year? What was the total number of students participated in the attachment programme?

What is the expenditure earmarked for the programme this year?

Asked by: Hon CHAN Kam-lam (Member Question No. 21)

Reply:

With the Government's one-off funding support of \$43 million in 2012-13, the Vocational Training Council (VTC) had launched a two-year pilot programme to support industrial attachments for student intakes to subvented Higher Diploma programmes in the 2012/13 and 2013/14 academic years. The programme aims at enhancing the employability of students and preparing them for a smooth transition from study to work. About 6 400 and 10 000 students had completed the industrial attachments in the 2012/13 and 2013/14 academic years respectively.

The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employment-readiness. Given the encouraging results, recurrent funding of about \$18 million has been allocated to VTC starting from the 2014/15 academic year to provide industrial attachment opportunities for students mainly studying subvented Higher Diploma programmes and certain Diploma of Vocational Education programmes. About 9 000 students in VTC will benefit every year.

- End -

CONTROLLING OFFICER'S REPLY**EDB004****(Question Serial No. 0744)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the facilities at land-based boundary control points for cross-boundary students:

1. Please use the table below to illustrate the daily usage of various land-based boundary control points by cross-boundary students and school buses in the past two years and the expected situation this year.

Control Point	Year	No. of Cross-boundary Students	No. of Cross-boundary School Buses
	2016/17		
	2015/16		
	2014/15		
	2016/17		
	2015/16		
	2014/15		

2. To address the increasing number of cross-boundary students using control points daily in recent years, what is being done and will be done by the Government to upgrade or improve related facilities? What are the respective provisions involved?

Asked by: Hon CHAN Kam-lam (Member Question No.39)

Reply:

1. The number of cross-boundary students (CBS) and local / cross-boundary school coaches using various land-based boundary control points in the 2014/15 and 2015/16 school years is provided in the following table:

Control Point (CP)	School Year	No. of Cross-boundary Students	No. of Local / Cross-boundary School Coaches Carrying Cross-boundary Students
Shenzhen Bay Control Point (SZB CP)	2015/16	7 800	130
	2014/15	6 737	116

Control Point (CP)	School Year	No. of Cross-boundary Students	No. of Local / Cross-boundary School Coaches Carrying Cross-boundary Students
Lok Ma Chau Control Point (LMC CP)	2015/16	1 573	23
	2014/15	1 062	19
Man Kam To Control Point (MKT CP)	2015/16	1 826	40
	2014/15	1 397	26
Sha Tau Kok Control Point (STK CP)	2015/16	1 374	12
	2014/15	1 288	9
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2015/16	9 752	47
	2014/15	9 021	46
Lo Wu Control Point (LW CP)	2015/16	5 781	34
	2014/15	5 485	34

- Notes: (1) Figures refer to the position as at September of the respective school years.
- (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts.
- (3) Local school coaches at LMCSL and LW CPs are local vehicles which do not cross any CP. They are permitted to operate multiple trips to carry CBS from Hong Kong side of the respective CPs to other parts of Hong Kong. The cross-boundary school coaches at SZB, LMC, MKT and STK CPs are cross-boundary vehicles which cross the respective CPs.

The Education Bureau collects information on the number of CBS attending kindergartens, primary schools and secondary schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts in September each year, after the commencement of a new academic year. Hence, we are not able to provide the figures for the coming 2016/17 school year at this stage. Neither can we reliably project the number of CBS and their geographical distribution in the 2016/17 school year because their number and choice of boundary control point through which they would access Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc.

2. The Government has put in place various facilitating measures to enhance transportation and clearance services for CBS using the above land-based boundary control points. These measures include facilitating local school buses to gain access to the LW and LMCSL CPs to take CBS to and from their schools; granting special quotas for cross-boundary school coaches for carriage of CBS through the LMC, MKT, STK and SZB CPs; implementation of simplified clearance services at the LMCSL, LW and SZB CPs and on-board clearance services at MKT, STK and LMC CPs.

The Government will continue to monitor closely the transportation and clearance needs of CBS, and will provide necessary supporting measures to cater for their needs and ensure their safety.

- End -

CONTROLLING OFFICER'S REPLY**EDB005****(Question Serial No. 0764)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the School-based After-school Learning and Support Programmes, will the Administration inform this Committee the number of students participated in the programme in 2015-16 and the amount of subsidy received by each of the students?

Asked by: Hon LEUNG Yiu-chung (Member Question No. 27)

Reply:

To support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development, the Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFA).

To enhance the opportunity of needy students to participate in after-school activities, EDB has, starting from the 2014/15 school year, among other arrangements, increased the discretionary quota for participating schools under the Programme from 10% to 25% to benefit more students who are not in receipt of CSSA or full grant of SFA but identified by schools as needy. Besides, eligible participating schools (i.e. having a utilisation rate of 80% or above of the provision in the previous year) have been provided with an incentive funding under the School-based Grant (which is calculated at an annual rate of \$600 per eligible student vis-à-vis \$400 in other schools and includes an additional 25% of the provision).

In the 2015/16 school year, for the School-based Grant, 889 schools with 219 860 eligible students qualified for the grant have participated in the Programme. As the 2015/16 school year has not yet completed, the number of participating students in terms of man-times as stated in the school reports under the School-based Grant is not available. As regards the Community-based Project Grant, the 511 projects organised by 175 NGOs are targeted at individual eligible students totaling about 103 000. The total provision for the Programme is about \$240 million, which is shared almost equally by the two Grants.

The provision of the Programme is complementary in nature. Apart from the Programme, the Government has launched various funding schemes to support schools and NGOs to organise after-school activities including after-school tutorial services to cater for the diverse needs of needy students. Flexible

deployment of the grants provided, as encouraged by EDB, has enabled schools to inject more funding into after-school activities for needy students. The amount of cash assistance provided to each student participating in after-school activities is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB006****(Question Serial No. 0765)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding the School-based After-school Learning and Support Programmes, please use the following table to give information on its types of activity, number of participants, as well as the duration and nature of the activities:

	Activities of the School-based After-school Learning and Support Programmes	No. of participants	Whether it is of one-off nature
2011/12			
2012/13			
2013/14			
2014/15			
2015/16			

Asked by: Hon LEUNG Yiu-chung (Member Question No. 28)Reply:

To support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development, the Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFA).

To enhance the opportunity of needy students to participate in after-school activities, EDB has, starting from the 2014/15 school year, among other arrangements, increased the discretionary quota for participating schools under the Programme from 10% to 25% to benefit more students who are not in receipt of CSSA or full grant of SFA but identified by schools as needy. Besides, eligible participating schools (i.e. having a utilisation rate of 80% or above of the provision in the previous year) have been provided with an incentive funding under the School-based Grant (which is calculated at an annual rate of \$600 per eligible student vis-à-vis \$400 in other schools and includes an additional 25% of the provision).

The objectives of various after-school activities organised by participating schools under the Programme are to help increase learning effectiveness (such as homework tutorials and training of learning skills), broaden learning experience outside classroom (such as art and cultural as well as sports activities) and raise understanding of and sense of belonging to the community (such as voluntary services). Seen from this perspective, the activities, some of which may be one-off, are for sustainable development of the students concerned. The types of activities and number of participating students (in terms of man-times) under the School-based Grant and Community-based Project Grant of the Programme from the 2011/12 to 2015/16 school years are at Annex.

**Types of Activities and Number of Participating Students (in terms of man-times) under the
School-based After-school Learning and Support Programmes
from the 2011/12 to 2015/16 school years**

School year Type of activities	No. of participating students (in terms of man-times)									
	2011/12		2012/13		2013/14		2014/15		2015/16 (Estimated)	
	School -based Grant	Community- based Project Grant	School -based Grant	Community- based Project Grant	School -based Grant	Community- based Project Grant	School -based Grant	Community- based Project Grant	School -based Grant Note	Community- based Project Grant
Tutorial service	42 620	32 410	55 540	34 490	65 060	46 630	79 600	49 890		42 030
Learning skills training	22 540	3 810	30 700	5 990	29 100	7 340	32 510	6 320	-	8 360
Language training	24 990	2 000	28 780	4 580	48 180	4 160	31 230	3 510	-	5 440
Art & cultural activities	36 760	27 510	45 730	24 250	38 690	32 380	68 830	34 440	-	28 430
Sports activities	27 030	9 010	29 190	7 380	32 760	1 890	56 160	4 120	-	4 420
Development of self-confidence	7 870	10 290	17 370	8 310	10 040	6 790	12 740	7 380	-	8 540
Social & communication skills training	10 130	5 580	12 570	4 220	13 820	3 160	13 940	3 230	-	4 520
Volunteer service	9 520	5 440	5 100	3 960	5 920	2 620	6 140	2 900	-	2 870
Leadership training	11 350	4 550	7 010	3 290	50 490	3 290	8 840	3 470	-	3 580
Adventure activities	10 650	9 320	10 590	8 940	10 210	12 460	10 210	13 580	-	10 090
Visits & outdoor activities	60 040	44 570	58 620	28 530	7 330	13 470	63 400	18 860	-	23 630
Total	263 500	154 490	301 200	133 940	311 600	134 190	383 600	147 700	-	141 910

Note:

Figures under the School-based Grant are based on the reports from schools. The 2015/16 school year has not yet completed, and hence the data are not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB007****(Question Serial No. 0787)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,
(5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (1) What were the respective numbers of school-age ethnic minority (EM) students including Indonesian, Filipino, Indian, Pakistani, Nepalese, Thai and other Asian in secondary schools, primary schools and kindergartens from the 2013/14 to 2015/16 school years?
- (2) What were the respective numbers of EM students with junior secondary education level and their respective percentages among school-age EM students from the 2013/14 to 2015/16 school years?
- (3) What were the respective numbers of EM students with senior secondary education level and their respective percentages among school-age EM students from the 2013/14 to 2015/16 school years?
- (4) What were the respective numbers of EM students who completed programmes offered by the University Grants Committee-funded institutions and their respective percentages among school-age EM students from the 2013/14 to 2015/16 school years?
- (5) What measures will be implemented by the Administration to help EM students in their studies and increase their chances to pursue studies in tertiary institutions?

Asked by: Hon Emily LAU Wai-hing (Member Question No. 42)

Reply:

- (1) In general, children in the age groups of 3-5, 6-11 and 12-17 are considered to be “school-age” children for kindergartens, primary and secondary schools respectively. Based on the data collected by the Census and Statistics Department in the 2011 Population Census, which is the latest Census information available, the number of ethnic minority children by ethnicity as asked for these three “school-age” groups is tabulated at Annex A. Given that the population census is conducted every 10 years with a by-census in the middle of the intercensal period, relevant data on a school-year basis are not available.
- (2)&(3) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students. The number of NCS students studying at junior secondary and senior secondary levels in public sector and Direct Subsidy Scheme schools from the 2013/14 to 2015/16 school years is tabulated at Annex B. We do not have readily available information about the number of NCS students in private, English Schools Foundation schools and other international schools, and hence the total number of ethnic minority

students studying at secondary levels and respective percentage among school-age ethnic minority students are not available.

- (4) According to the University Grants Committee (UGC), they do not collect statistics on ethnic minority or NCS students who have completed the programmes offered by the UGC-funded institutions. However, UGC has collected the number of local NCS students (i.e. students whose ethnicity and/or spoken language at home is not Chinese) admitted to the UGC-funded undergraduate programmes. The total number of local NCS students was 227, 226 and 249 in the 2013/14, 2014/15 and 2015/16 school years respectively.
- (5) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students to facilitate their effective learning of the Chinese language and the creation of an inclusive learning environment in schools. Specifically, the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) with supporting learning and teaching materials has been implemented in primary and secondary schools since the 2014/15 school year to help NCS students learn Chinese as a second language with a view to bridging over to mainstream Chinese Language classes. Besides, Applied Learning Chinese (for NCS students) courses pegged at the Qualifications Framework Levels 1 to 3 have been provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. To facilitate implementation of the “Learning Framework”, schools admitting 10 or more NCS students are provided with the enhanced funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students to adopt diversified intensive learning and teaching modes as appropriate such as pull-out teaching, split-class / group learning, after-school consolidation, etc. with a view to helping NCS students bridge over to mainstream Chinese Language classes as early as possible. As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school as well as the “Learning Framework”. From the 2014/15 school year, they may apply for an additional funding of \$50,000 on a need basis to offer after-school support programmes in learning Chinese to consolidate what their NCS students have learnt in classes. Other complementary measures including progressively advanced professional development programmes for teachers and enhanced school-based professional support services with diversified modes will continue.

Developed from the perspective of second language learners, the “Learning Framework” provides teachers with a systematic set of learning targets, learning objectives and expected learning outcome arranged in “small” steps at different learning stages according to individual learners’ needs. NCS students are expected to make steady progress with a view to bridging over to mainstream Chinese Language classes. When the enhanced education support for NCS students mentioned above takes root and sustains, it is expected that more NCS students would pursue studies in tertiary institutions.

**Number of ethnic minority children
in the age groups of 3 to 5, 6 to 11 and 12 to 17 in 2011**

Age group	Number of ethnicity minority children							Total
	Indonesian	Filipino	Indian	Pakistani	Nepalese	Thai	Other Asian	
3 – 5	18	458	852	1 165	588	18	760	3 859
6 – 11	24	1 092	2 294	3 060	1 340	144	1 462	9 416
12 – 17	97	1 242	1 532	1 738	924	168	1 224	6 925
3 – 17	139	2 792	4 678	5 963	2 852	330	3 446	20 200

Note:

The above figures cover only ethnic minority children of ethnicity as asked in the age groups of 3 to 17, based on the data collected by the Census and Statistics Department in the 2011 Population Census.

**Number of non-Chinese speaking students
studying at junior secondary and senior secondary levels
from the 2013/14 to 2015/16 school years**

Level	2013/14 school year	2014/15 school year	2015/16 school year
Junior Secondary (Secondary 1 – 3)	4 271	4 530	4 734
Senior Secondary (Secondary 4 – 6)	3 305	3 694	4 048

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB008

(Question Serial No. 0788)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,
(5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please list out the respective expenditure on the various support measures for non-Chinese speaking students to facilitate their learning of the Chinese language from the 2013/14 to 2015/16 school years; as well as the respective estimated expenditure in the 2016/17 school year.

Asked by: Hon Emily LAU Wai-hing (Member Question No. 43)

Reply:

The support measures for non-Chinese speaking students from the 2013/14 to 2016/17 school years and the expenditure are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2013/14 to 2016/17 school years**

Support measures	Actual expenditure in the 2013/14 school year \$ million	Actual expenditure in the 2014/15 school year \$ million	Estimated expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 school year \$ million
<p>Starting from the 2013/14 school year, all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	<p>61.3</p> <p>Note 1</p>	<p>197.8</p> <p>Note 1</p>	<p>223.9</p> <p>Note 1</p>	<p>244.8</p> <p>Note 1</p>
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p> <p>Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year</p>	<p>An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools</p> <p>Note 1</p>	<p>3.0</p> <p>Note 1</p>	<p>3.0</p> <p>Note 1</p>	<p>3.0</p> <p>Note 1</p>

Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	2.6	3.8	3.7	4.0
A total funding of \$77 million has been earmarked for Project of After-school Extended Chinese Learning for NCS Students, that started in the 2010/11 school year under the Language Fund, to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, all schools may apply. Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.	21.0	-	-	-
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.5	2.8	2.6	2.9

Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	2.3	4.9	7.5
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.33	1.87	2.09	2.34
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	2.51	1.09	2.58	1.72
<p>Support for kindergartens admitting NCS students -</p> <p>(a) University-School Support Programmes financed by the Education Development Fund:</p> <p>(i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years</p> <p>(ii) a 2-year project to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years</p> <p>(b) School-based professional support services</p>	<p>3.0</p> <p>-</p> <p>Note 1</p>	<p>3.0</p> <p>-</p> <p>Note 1</p>	<p>0.7</p> <p>Note 2</p> <p>Note 1</p>	<p>-</p> <p>Note 2</p> <p>Note 1</p>

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The estimated expenditure of the USP project is \$6.3 million and \$1.8 million for the 2015/16 and 2016/17 school years respectively. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure for kindergartens and primary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB009****(Question Serial No. 0823)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

From 2014-15 till now, what are the total number of Hong Kong students receiving subsidy for pursuing study on the Mainland under the Mainland University Study Subsidy Scheme (MUSSS) each year? What is the amount of subsidy for students? Is the subsidy adequate to cover the tuition fees? For students admitted to Mainland Universities, what is the distribution by university and discipline? The three-year pilot MUSSS shall end in 2016-17 and the EDB indicated that the review of the MUSSS will be advanced and the scope of the scheme will be expanded. In this connection, what are the details regarding expanding the scope of the scheme?

Asked by: Hon TAM Yiu-chung (Member Question No. 21)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

In the 2014/15 academic year, subsidy was provided to 263 students under MUSSS, with 152 receiving the full-rate subsidy and the remaining 111 receiving the half-rate subsidy. The total amount of subsidy granted was about \$3.1 million. As for the 2015/16 academic year, subsidy was provided to 479 students (including subsidy renewal and newly approved applications), with 304 receiving the full-rate subsidy and the remaining 175 receiving the half-rate subsidy. The total amount of subsidy granted was about \$5.9 million. The levels of the subsidy were determined taking into account the study-related expenses in the Mainland institutions including tuition fee, hostel fee, insurance, communications, travel and other living expenses. They should be adequate to meet the needs of individual students in general. Breakdowns of the MUSSS recipients by different Mainland higher education institutions and disciplines are set out in the Annex.

According to our understanding, over 3 000 Hong Kong students are admitted to the first year of undergraduate study in the Mainland every year. To provide Hong Kong students with more opportunity to articulate into undergraduate study and ensure that they will not be denied access to higher education due to a lack of means, we will advance the review of MUSSS as to how to expand its scope to benefit more students studying in the Mainland, including those who are pursuing undergraduate study in those Mainland institutions participating in the Admission Scheme. The review is expected to be completed by the first quarter of 2016. We will afterwards brief the Legislative Council Panel on Education on the results of review of the MUSSS and enhancements to be introduced to the scheme starting from the 2016/17 academic year.

Mainland University Study Subsidy Scheme**Breakdowns of the Recipients
in the 2014/15 and 2015/16 Academic Years****(A) By Mainland Higher Education Institution**

Institution	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
Beijing Institute of Fashion Technology	1	2
Beijing Language and Culture University	2	4
Beijing Normal University	7	11
Beijing Normal University, Zhuhai	3	8
Beijing University of Chinese Medicine	15	29
Central China Normal University	3	4
Chengdu University of Traditional Chinese Medicine	1	1
China Three Gorges University	-	1
China University of Geosciences(Wuhan)	-	3
China University of Political Science and Law	11	21
Communication University of China	3	5
Donghua University	2	5
East China Normal University	1	2
East China University of Political Science and Law	2	3
East China University of Science And Technology	3	5
Fudan University	1	1
Fuzhou University	2	3
Guangdong Pharmaceutical University	1	-
Guangdong University of Foreign Studies	3	6
Guangdong University of Technology	1	1
Guangzhou University	6	6
Guangzhou University of Chinese Medicine	60	103
Huaqiao University	6	10
Hunan Normal University	3	7
Jimei University	-	2
Jinan University	11	24
Nanjing Normal University	3	7
Nanjing University	2	4
Nanjing University of Chinese Medicine	1	1
Nankai University	1	3
Peking University	-	1
Renmin University of China	4	12
Shandong University	19	18
Shanghai International Studies University	1	5
Shanghai Jiao Tong University	-	3
Shanghai University of Finance and Economics	1	1
Shanghai University of Traditional Chinese Medicine	5	7
Shantou University	1	2

Institution	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
Shaoguan University	-	1
Shenzhen University	7	11
Sichuan University	6	9
Sichuan Normal University	-	1
South China Normal University	3	6
South China University of Technology	1	1
Southern Medical University	4	6
Southwest University	3	11
Southwest University of Political Science and Law	4	4
Sun Yat-sen University	21	34
The Guangzhou Academy of Fine Arts	1	1
Tianjin University	1	2
Tianjin Normal University	-	1
Tongji University	-	4
Tsinghua University	-	1
University of International Business and Economics	2	3
Wuhan University	5	10
Xiamen University	7	19
Xinghai Conservatory of Music	6	6
Yunnan University	1	2
Zhejiang University	2	3
Zhejiang Sci-Tech University	-	4
Zhongnan University of Economics and Law	3	8
Total:	263	479

(B) By Discipline

Discipline	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
Architecture	3	7
Arts	41	78
Business, Economics and Finance	41	83
Chinese Medicine	83	140
Communications and Journalism	9	24
Dentistry, Medicine and Veterinary Medicine	11	27
Design	9	19
Education	6	10
Engineering	5	12
Law	19	33
Performing Arts	7	8
Politics and Public Administration	7	11
Science	12	14
Others	10	13
Total:	263	479

- End -

CONTROLLING OFFICER'S REPLY

EDB010

(Question Serial No. 0824)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

When will the Hong Kong Scholarship for “Belt and Road” Students Scheme be formally launched? What will be the detailed operation arrangement for the Scholarship? Which “Belt and Road” countries and regions shall be first covered by the Scholarship and their students eligible for applying for the Scholarship?

Asked by: Hon TAM Yiu-chung (Member Question No. 23)

Reply:

Starting from the 2012/13 academic year, the Government set up a Targeted Scholarship Scheme (TSS) under the HKSAR Government Scholarship Fund (Scholarship Fund) to offer up to 10 scholarships per year to students from the targeted regions (i.e. ASEAN countries, India and Korea) to encourage them to pursue studies in Hong Kong. In December last year, the Government announced the provision of 10 additional offers for students from Indonesia under the existing TSS starting from the 2016/17 academic year so as to attract outstanding students from Indonesia to pursue undergraduate studies in Hong Kong and facilitate academic exchanges and connection of the two places. Under this new scheme, namely, the Hong Kong Scholarship for “Belt and Road” Students (Indonesia), which forms part of the existing TSS, up to 10 scholarships will be offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. Thus, the expenditure involved for the first academic year will be at most \$1.2 million.

To encourage more outstanding students from countries and regions along the “Belt and Road” to pursue studies in Hong Kong, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income thus generated to further increase the number of additional offers for the Hong Kong Scholarship for “Belt and Road” Students to 100 by phases. We note that there are views in the community that the Government should also provide scholarship to Hong Kong students to encourage them to pursue study in the universities along the Belt and Road region. The Government will take this into account in working out the detailed proposals.

- End -

CONTROLLING OFFICER'S REPLY

EDB011

(Question Serial No. 0825)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau plans to set up a Gifted Education Fund of \$800 million in 2016-17. When will the fund be officially set up? What will be the specific operational arrangements of the fund?

Asked by: Hon TAM Yiu-chung (Member Question No. 24)

Reply:

We plan to set up the Gifted Education Fund (the Fund) to enhance the development of gifted education so as to enrich the talent pool and enhance the competitiveness of Hong Kong, in particular, to support the Hong Kong Academy for Gifted Education (HKAGE) to nurture more gifted students. In order to benefit more students, we hope to set up the Fund as early as possible after consulting the Education Panel and the Finance Committee of the Legislative Council.

Details regarding the operational arrangements of the Fund are being worked out. Other than supporting the HKAGE, the Fund may also be used for implementing other projects related to gifted education when considered appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB012

(Question Serial No. 0826)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The estimated expenditure of the Education Bureau for Policy and Support in 2016-17 is \$2,532.4 million, which is 636.6 million lower than the expenditure of \$3,169.0 million for 2015-16, representing a decrease of 20.1%. What is the reason for this drastic decrease in expenditure?

Asked by: Hon TAM Yiu-chung (Member Question No. 25)

Reply:

The provision for 2016-17 under Programme (7) Policy and Support is \$636.6 million or 20.1% lower than the revised estimate of 2015-16. This is mainly due to the completion of the \$1 billion injection into the Qualifications Framework Fund in 2015-16, partly offset by higher cash flow requirement in 2016-17 for other non-recurrent items including the Study Subsidy Scheme for Designated Professions/Sectors, the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland, and the Scholarship Scheme for Studying Outside Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB013

(Question Serial No. 0470)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The subvention to Direct Subsidy Scheme (DSS) is estimated to be increased by 3.5% in 2016-17. In this connection, please advise the following information :

- (a) Reasons for the increase of subvention;
- (b) Whether each DSS school fully utilized the 10% of school fee incomes for the fee remission and scholarship scheme last year; if no, the reasons for that; the number of students were granted the fee remission and scholarship scheme last year;
- (c) given that the Report No.55 of the Director of Audit found that some DSS schools had underestimated the amounts of their operating reserves when applying for school fee increases, whether it had uncovered similar cases in the last 3 years; please provide the details.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 40)

Reply:

- (a) The government's subsidy for DSS schools is calculated based on the DSS unit subsidy rate (i.e. the average unit cost of an aided school place) and the number of eligible students enrolled. The increase in the estimated recurrent subvention to DSS schools in 2016-17 is mainly due to rise in the projected student enrolment in the schools and DSS unit subsidy rate.
- (b) The actual utilisation of the reserve set aside for fee remission and scholarship scheme depends on various factors, such as the number of applications received and the number of eligible students in individual DSS schools. Relevant information of the 2014/15 school year is not available as the audited accounts for the school year is not yet due.

DSS schools are only required to disclose in their annual audited accounts the amount set aside as reserve for fee remission and scholarship scheme, as well as the total related expenditure. They are not required to disclose the number of students benefitted. Therefore, we have no information on the number of students receiving fee remission and scholarship.

- (c) Among the 27 DSS schools which were approved for an increase of school fees in the 2013/14 school year, the actual accumulated operating reserve of 5 schools were found to have exceeded their projected reserve by 100% or more while 3 schools with an estimated deficit turned out to be surplus. Relevant information of the 2014/15 and 2015/16 school years is not available as the audited accounts of the DSS schools for these two school years are not yet due. One of the factors contributing to the discrepancy between the actual accumulated operating reserve and the projected reserve in some schools was due to

the annual adjustment of DSS subsidy payable to schools. When applying for fee revision in the forthcoming school year in April, schools could only use the existing DSS unit subsidy rate to estimate the DSS subsidy to be received. The estimated income turned out to be lower than the actual amount the schools received after the DSS unit subsidy rate was finalised in October of the next school year.

Despite the above, the Education Bureau (EDB) takes into account a number of factors when processing fee increase applications. They include, but not limited to, the justifications for the proposed rate of increase, the school's overall financial situation and the outcome of consultation with parents. In addition, measures have been put in place to ensure that school's financial projections are properly justified and reasonable. If a school is found to have an overall under-spending in its revised estimate exceeding a certain percentage of the total expenditure against its original budget, EDB would request the school to submit written explanations for further consideration.

- End -

CONTROLLING OFFICER'S REPLY

EDB014

(Question Serial No. 0471)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau shall further enhance the service by progressively improving the ratio of educational psychologist to schools to 1:4 from the same school year for public sector schools with a large number of students with special educational needs (SEN). In this connection, please advise the following information :

- (a) the additional expenditure incurred by the improved ratio of educational psychologist to schools,
- (b) whether it had assessed that the number of registered educational psychologists is able to cope with the improved ratio of educational psychologist to schools;
- (c) whether it will enhance the manpower supply of educational psychologists by working with local universities; if yes, please provide details.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 41)

Reply:

(a)

The School-based Educational Psychology Service (SBEPS) will cover all public sector primary and secondary schools by the 2016/17 school year. The Government will further enhance the SBEPS by progressively improving the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with special educational needs from the 2016/17 school year. The estimated additional expenditure incurred by the enhanced ratio of educational psychologist to school in the 2016/17 school year is \$4 million.

(b) and (c)

To ensure a steady supply of educational psychologists to meet the service needs. The Education Bureau (EDB) has suggested the University Grants Committee to increase the provision of Educational Psychologist (EP) (professional practice) training places through its triennial manpower planning, with effect from the 2009/10 academic year. Currently, the University of Hong Kong and Hong Kong Polytechnic University provide 25 and 15 EP (professional practice) training places respectively in alternate years. The steady EP supply is able to meet the demand arising from the progressive expansion of School-based Educational Psychology Service (SBEPS) over the years. For planning longer-term manpower supply, EDB will, where necessary, discuss with the local universities for increasing the number of training places for EPs.

- End -

CONTROLLING OFFICER'S REPLY**EDB015****(Question Serial No. 3008)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau stated that the number of non-directorate posts will be increased by 131 to 5982 posts as at 31 March 2017. Please inform this Council of the nature of work, ranks and salaries of these new posts.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 51)

Reply:

The increase of 131 posts in 2016-17 is the net result of the planned creation of 258 posts and planned deletion of 127 posts.

The breakdown of the above posts by rank and mid-point salary is as follows -

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Primary School Master/Mistress	26	59,445
Assistant Primary School Master/Mistress	64	39,360
Certificated Master/Mistress	22	32,560
Assistant Education Officer	65	45,130
Senior Education Officer (Administration)	2	109,090
Education Officer (Administration)	11	77,650
Assistant Education Officer (Administration)	13	49,465
Principal Inspector	1	109,090
Senior Inspector	4	88,125
Inspector (Graduate)	5	70,955
Assistant Inspector (Graduate)	3	51,805
Specialist (Education Services) I	7	77,650

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Treasury Accountant	1	74,210
Senior Accounting Officer	1	77,650
Senior Executive Officer	2	77,650
Executive Officer I	1	56,770
Executive Officer II	8	37,590
Analyst/Programmer I	1	56,770
Analyst/Programmer II	2	37,590
Statistician	1	70,955
Senior Clerical Officer	2	43,105
Assistant Clerical Officer	11	20,305
Personal Secretary I	1	32,560
Workman II	4	12,600
Sub-total (A):	258	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary (\$)</u>
Assistant Primary School Master/Mistress	-1	39,360
Assistant Master/Mistress	-22	47,235
Certificated Master/Mistress	-64	32,560
Education Officer	-15	70,955
Assistant Education Officer	-13	45,130
Senior Education Officer (Administration)	-3	109,090
Education Officer (Administration)	-5	77,650
Assistant Education Officer (Administration)	-1	49,465
Treasury Accountant	-1	74,210
Systems Manager	-1	77,650
Assistant Clerical Officer	-1	20,305
Sub-total (B):	-127	
Net Total [(A)+(B)]:	131	

The 131 net additional posts are mainly for enhancing the provision of services in various areas, including implementing the new subsidised kindergarten policy; enhancing the quality of teaching in government schools; strengthening services provided to students with special educational needs; as well as for replacing long-term non-civil service contract positions and for adjusting teaching staff requirements in government schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB016****(Question Serial No. 3009)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In the light of the mounting number of suicidal cases among local students, what kind of measures will the Education Bureau introduce to put a stop to these cases? Will the Government allocate extra manpower and resources to support our students in this regard? If yes, of the details; if no, of the reasons.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 52)

Reply:

Education Bureau (EDB) has a mechanism in place to timely identify and support students with behavioural and/or emotional needs, including students at risk of suicidal behaviour. We encourage schools to adopt the Three-tier Support Model to provide different levels of identification and support by teachers, guidance personnel and professional staff respectively. If further specialized support is required, there is a referral mechanism so that further evaluation and treatment by medical professionals such as clinical psychologist and psychiatrist can be arranged. We continuously develop and update resources and guidelines for use by schools for early identification and intervention of students at risk. We will also step up the professional support and training for school personnel in order to strengthen their professional capability to identify and support students with behavioral and/or emotional needs and/or suicidal risk.

EDB has always attached great importance to enhancing students' competency to cope with adversity, and is committed to nurturing students' positive attitude towards life. Since 2001, moral and civic education aiming to cultivate students' positive values and attitudes has been accorded as one of the Four Key Tasks for the curriculum reform in primary and secondary schools. Among those positive values, "Perseverance" is one of the priority values for promotion to help students courageously face with the challenges and trials in different stages of life. Through a holistic school curriculum comprising "knowledge", "skills" and "values and attitudes" for students' whole person development, we nurture in students a positive attitude towards life, and help them improve their mental quality, and develop healthy lifestyle. Different Key Learning Areas and subjects have covered relevant contents of healthy lifestyle and life education.

In parallel with the curriculum, EDB has actively organized diversified guidance programmes for primary and secondary school students featuring adventure-based, teamwork and problem-solving training, etc. to enhance students' resilience, and cultivate their sense of dignity, self-discipline, responsibility and courage to make changes and take on challenges. In recent years, EDB has also introduced a number of guidance projects based on positive psychology concepts to help students develop a positive self-image and learn how to respect and cherish life. Moreover, we have been promoting a caring and harmonious school culture, strengthening the relationship between teachers and students and enhancing peer support so that students can enjoy their learning and school life.

In response to recent student suicide incidents, EDB will set up a committee to study the problem of the issue and recommend preventive measures. The committee will include school representatives, professionals, parents, and government officials, and submit a report to the Government in six months.

Besides, in the coming months, EDB will develop relevant resources and organize teacher seminars and parent talk in March and April to enhance their identification of the students with emotional difficulties and/or suicidal intent as well as knowledge on help-seeking resources. EDB will also form a special team to work in coordination with the school-based educational psychology and guidance services in order to provide additional support to individual schools on need basis.

- End -

CONTROLLING OFFICER'S REPLY**EDB017****(Question Serial No. 3074)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has put in place the "Chinese Language Curriculum Second Language Learning Framework" (Learning Framework) in primary, secondary and special schools in the 2014/15 school year with a view to facilitating non-Chinese speaking (NCS) students to bridge over to mainstream Chinese Language classes. In this connection, please advise the following information:

- (a) the areas of work that the resources shall be used for in the 2016/17 school year as well as the amounts;
- (b) given the Learning Framework has launched since 2014/15 school year, whether it had already conducted a review on it; if yes, of the details; if no, of that reasons;
- (c) the numbers of NCS students who were admitted to University Grants Committee-funded undergraduate programmes in last 3 years, with a breakdown of the local universities.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 54)

Reply:

- (a) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and the creation of an inclusive learning environment in schools. Estimated expenditure for the related support measures for the 2016/17 school year is tabulated at Annex A.
- (b) EDB has consulted teachers and language experts when formulating the "Learning Framework" and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. We will be reviewing the "Learning Framework" on an on-going basis and refine it in due course after consolidating different views and collecting learning and teaching experience in different school context. At the curriculum level, the "Learning Framework" would be reviewed, as appropriate, at an interval of 3 years, when a cycle of learning at each Key Stage (e.g. Primary 1 - 3, Primary 4 - 6, Secondary 1 - 3) has been completed. Besides, EDB will, based on the research framework drawn up in light of advice from research and language experts, continue to collect and analyse data to evaluate the effectiveness of the support measures for NCS students and refine them as appropriate.
- (c) Admissions to undergraduate programmes, including those offered by University Grants Committee (UGC)-funded institutions and self-financing institutions, are offered to eligible applicants, irrespective of their race and language spoken at home. According to their records, the number of local NCS students admitted to the UGC-funded full-time undergraduate programmes from the 2013/14 to 2015/16 academic years is tabulated at Annex B.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2016/17 school year**

Support measures	Estimated expenditure in the 2016/17 school year (\$ million)
Enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	244.8 Note
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	4.0
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.9
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	7.5
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.	2.34

Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

**Number of local non-Chinese speaking students
admitted to the UGC-funded full-time undergraduate programmes
by institution from the 2013/14 to 2015/16 academic years**

Institution	2013/14 academic year	2014/15 academic year	2015/16 academic year
City University of Hong Kong	46	52	58
Hong Kong Baptist University	1	6	4
Lingnan University	20	8	36
The Chinese University of Hong Kong	24	42	24
The Hong Kong Institute of Education	8	11	7
The Hong Kong Polytechnic University	7	9	10
The Hong Kong University of Science and Technology	98	80	90
The University of Hong Kong	23	18	20
Total	227	226	249

Notes:

1. The above data cover local students whose ethnicity and/or spoken language at home are not Chinese.
2. Figures for the 2015/16 academic year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB018****(Question Serial No. 3165)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (2) Primary Education , (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Government will further enhance the ratio of graduate teacher posts in public sector primary schools and primary section of public sector special schools to 65% in the 2017/18 school year. In this connection, please advise the following information:

(a) the respective numbers of graduate teachers and non-graduate teachers in public sector primary schools and primary section of public sector special schools in 2013/14, 2014/15 and 2015/16 school years; given that the number of graduate teacher posts shall increase to 60% in 2016/17, please advise the additional number of graduate teacher posts that will be created;

(b) the expenditure incurred from this improvement measure in 2015/16 and 2016/17 school years.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 55)

Reply:

(a) & (b)

The number of teachers appointed as graduate teachers and non-graduate teachers in public sector primary schools and special schools (primary section) for the school years from 2013/14 to 2015/16 are as follows:

Primary Schools (Government and Aided)

School Year	No. of Graduate teachers*	No. of Non-graduate teachers*
2013/14	7 330	10 990
2014/15	7 550	11 400
2015/16 (Estimate)	7 950	11 460

Special Schools (Primary Section)

School Year	No. of Graduate teachers*	No. of Non-graduate teachers*
2013/14	270	480
2014/15	270	510
2015/16 (Estimate)	290	520

* Numbers are rounded to the nearest 10.

Pursuant to the increase in the ratio of graduate teacher posts from 50% to 55% in public sector primary schools in the 2015/16 school year, the Education Bureau will further enhance the ratio to 60% and 65% in the 2016/17 and 2017/18 school years respectively. The cumulative total number of additional graduate teacher posts to be created since the implementation of the enhancement measure is estimated to be around 900 and 1 900 respectively in the 2015/16 and 2016/17 school years, to be offset by the corresponding number of non-graduate teacher posts. The annual cost to be incurred is about \$53 million and \$150 million for 2015-16 and 2016-17 respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB019****(Question Serial No. 3166)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau will continue to provide Applied Learning courses for senior secondary students. In the connection, please advise the following information:

- (a) the number of students pursued Applied Learning courses in last 3 years broken down by courses, as well as its percentage to the number of student of respective cohort;
- (b) the estimated expenditure for 2016/17 school year; the amount that will be set aside for Student Grant;
- (c) the numbers and percentages of NCS students who have applied Applied Learning Chinese (for non-Chinese speaking (NCS) students) (ApL(C)) since its introduction; whether it knows the reasons of the NCS students not applying ApL(C); if yes, please provide details;

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 56)

Reply:

(a) Each cohort of Senior Secondary Applied Learning (ApL) courses lasts for 2 years and Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) courses lasts for 3 years. From 2012/13 to 2014/15 school year, 4 cohorts of Applied Learning courses (2011-13, 2012-14, 2013-15 and 2014-16 cohorts) have been offered to students. ApL courses are regularly reviewed and refined in light of student application, development of society and feasibility of implementation. Currently, the number of ApL courses is around 35 to 40 in each cohort. In view of changes in the courses provided across cohorts, the number of student enrolments in ApL by course clusters will give a better overview of the implementation of ApL. The details are as follows:

Number of enrolments:

Area of Studies	Course Cluster	2011-13 Cohort	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort
Creative Studies	Design Studies	700	487	403	392
	Media Arts	292	317	251	271
	Performing Arts	129	103	103	98
Media and Communication	Films, TV and Broadcasting Studies	280	248	279	221
	Media Production and Public	203	203	114	91

	Relations				
Business, Management and Law	Business Studies	379	239	145	99
	Clientele Management	126	134	86	33
	Legal Studies	43	45	35	31
Services	Food Services and Management	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	1 278
	Hospitality Services	2 102	2 071	1 802	637
	Event Management	78	80	59	NA (Cluster not provided)
	Personal and Community Services	573	521	485	418
Applied Science	Medical Science and Health Care	459	511	449	295
	Psychology	215	286	221	219
	Sports	151	169	114	164
Engineering and Production	Civil and Mechanical Engineering	100	68	87	86
	Information Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	90	62
	Services Engineering	363	412	419	488
Total		6 193	5 894	5 142	4 883

Percentage to the number of students of respective cohort:

	2011-13 Cohort	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort
Total number of enrolments	6 193	5 894	5 142	4 883
Number of Secondary 5 students of respective cohort	77 371	73 044	69 159	63 860
Percentage	8%	8%	7%	8%

(b) The estimated expenditure for 2016/17 school year is \$73 million, among which \$8 million is set aside for Student Grant for ApL(C).

(c) For the 2015-17 cohort, 181 NCS students (representing about 10% of NCS students) enrolled in ApL(C). For the 2016-18 cohort, since application from schools for ApL(C) is still in progress, the number of students enrolled in the courses of ApL(C) is not yet finalised. The reasons of NCS students not applying for ApL(C) are still under study.

- End -

CONTROLLING OFFICER'S REPLY

EDB020

(Question Serial No. 3167)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

The Administration will continue to maintain the stability of teaching force through a series of targeted relief measures in secondary schools, in view of the temporary decline of the Secondary 1 student population. In this regard, please advise the following information:

- (a) the actual number of teachers reduced in last 3 years as well as its breakdown by reasons; the resource implication for retaining the surplus teachers in last 3 school years;
- (b) the additional spending arising from the measures stated in Policy Address 2016 that the Government will allow schools to extend the retention period of surplus teachers from one year to three years up to 2017/18 school year;
- (c) given the student to teacher ratio in public sector secondary schools will decrease to 11.9:1, whether it will assess the feasibility of implementing small class teaching; if yes, of the details and schedule; if no, the reasons?

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 58)

Reply:

(a) & (b)

The number of teachers in public sector secondary schools reduced in the school years from 2012/13 to 2013/14, from 2013/14 to 2014/15, and from 2014/15 to 2015/16 is about 600, 200 and 400 respectively. The decrease in the number of teachers is resulted from a number of factors. It is very difficult to trace the complex interwoven effects of reduction of classes at various levels arising from the drop in student population in previous years and various school practices such as filling up teaching posts outside the staff establishment with flexible deployment of various grants and other funding, temporary freezing of posts for hiring of educational services, etc.

Under the package of targeted relief measures introduced in the 2013/14 school year to address the temporary decline of the Secondary One (S1) student population, aided schools and caput schools with reduced number of S1 classes from the 2013/14 to the 2015/16 school years are allowed to retain their surplus teachers for three school years. During the retention period, the surplus teachers can be absorbed by vacancies arising from the natural wastage of teachers in the approved establishment. To further stabilize the teaching force, aided secondary schools in need may apply to extend the retention period for the surplus teachers arising from class reduction in S1 in the 2013/14 and 2014/15 school years up to the 2017/18 school year.

As schools are not required to identify the surplus teachers being retained under the relief measures and will only be required to rectify the surplus situation at the end of the respective retention period, we are unable to provide the expenditure for retaining the surplus teachers under this package of targeted relief measures.

(c)

International studies have suggested that small class teaching (SCT) is more effective when students are of younger age and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account the existing conditions of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications and assess whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board, particularly when the secondary student population is projected to rebound in the 2017/18 school year. Besides, with the adoption of subject grouping at senior secondary levels, the actual number of students in each teaching class / group is rather small. Conceptually speaking, SCT is more a teaching strategy involving teaching setting or grouping driven by pedagogical considerations. The size of grouping should not be fixed across-the-board, but adjusted according to the learning objectives and students' needs. We have no plan to implement SCT in secondary schools having regard to the afore-mentioned considerations.

- End -

CONTROLLING OFFICER'S REPLY**EDB021****(Question Serial No. 0024)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown by 18 districts of the respective numbers of international school places, students enrolled and vacancies at primary and secondary levels. Generally speaking, in 2015/16 school year, as compared with the previous year, what are the additional numbers of school places at primary and secondary levels respectively, as well as the additional numbers of school places of which the medium of instruction is English or other languages and school places for students with special education needs respectively? Also, please provide the additional numbers of international school places at primary and secondary levels expected to be available in each district in the next 3 years.

Asked by: Hon Tommy CHEUNG Yu-yan (Member Question No. 32)

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including the English Schools Foundation schools and other private international schools), students enrolled and vacancies by the districts in which the international schools are located in the 2015/16 school year are set out at the Annex for illustration purpose. Compared to the 2014/15 school year, there is an increase of around 100 primary places and 50 secondary places among the international schools.

We expect that the provision of additional international school places through the past School Allocation Exercises, in particular the two recent ones completed in 2013 and 2015 respectively, and planned expansion projects of individual schools will gradually materialise in the coming few years. Based on the latest projection provided by relevant schools where applicable, it is projected that around 4 210 additional places will be available between 2016/17 and 2018/19 school years. It is however worth noting that future provision of additional places among individual schools especially the new ones will be affected by a number of factors such as applications received each year, teacher recruitment, and renovation and construction works involved in school development.

Most international schools adopt English as the medium of instruction. Places in these schools in the 2015/16 school year have been increased by around 150 at primary level and 110 at secondary level when compared to the 2014/15 school year. On the other hand, a few schools adopt other languages including French, German, Korean and Japanese. Compared with the previous year, places in these schools have slightly decreased by around 40 places at primary level and 60 places at secondary level.

Places provided for students with special education needs (SEN) may vary between years depending on the number of students with such needs. In the 2015/16 school year, there are around 620 primary students and 610 secondary students with SEN studying in international schools. The corresponding numbers for the 2014/15 school year are around 470 and 420 respectively.

**Number of international school places,
number of students enrolled and vacancies in the 2015/16 school year**

	Number of places		Number of students enrolled		Vacancies	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Hong Kong						
Central & Western	1 036	2 094	948	1 775	88	319
Wan Chai	2 214	1 313	2 004	1 149	210	164
Eastern	3 926	2 733	3 444	2 277	482	456
Southern	4 753	5 848	4 459	5 320	294	528
<i>Sub-total</i>	<i>11 929</i>	<i>11 988</i>	<i>10 855</i>	<i>10 521</i>	<i>1 074</i>	<i>1 467</i>
Kowloon						
Yau Tsim Mong	-	-	-	-	-	-
Sham Shui Po	-	280	-	171	-	109
Kowloon City	4 445	3 035	4 080	2 841	365	194
Wong Tai Sin	-	-	-	-	-	-
Kwun Tong	848	639	850	506	- 2	133
<i>Sub-total</i>	<i>5 293</i>	<i>3 954</i>	<i>4 930</i>	<i>3 518</i>	<i>363</i>	<i>436</i>
New Territories						
Sai Kung	984	330	975	279	9	51
Sha Tin	900	1 232	898	1 180	2	52
Tai Po	1 352	-	1 031	-	321	-
North	-	360	-	274	-	86
Yuen Long	150	-	31	-	119	-
Tuen Mun	490	542	491	540	- 1	2
Tsuen Wan	-	-	-	-	-	-
Kwai Tsing	437	-	445	-	- 8	-
Island	895	270	783	218	112	52
<i>Sub-total</i>	<i>5 208</i>	<i>2 734</i>	<i>4 654</i>	<i>2 491</i>	<i>554</i>	<i>243</i>
Total (rounded to the nearest 100)	22 400	18 700	20 400	16 500	2 000	2 100

Notes:

- (1) Figures include English Schools Foundation (ESF) schools and other private international schools but not the special school operated by ESF.
- (2) Figures refer to position as at September 2015.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB022

(Question Serial No. 0025)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Education Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

What were the respective percentages of teachers holding a certificate in early childhood education or above in non-profit-making kindergartens and private independent kindergartens in each of the past 3 school years (i.e. 2013/14, 2014/15 and 2015/16 school years) and their respective wastage rates?

Asked by: Hon Tommy CHEUNG Yu-yan (Member Question No. 33)

Reply:

The percentage of kindergarten teachers holding Certificate in Early Childhood Education (C(ECE)) or above in non-profit-making kindergartens in each of the past three school years (i.e. 2013/14, 2014/15 and 2015/16 (Note 1)) were 89.8%, 92.6% and 93.5% respectively. The wastage rates (Note 2) of kindergarten teachers holding C(ECE) or above in these kindergartens in the same period were 6.2%, 6.9% and 7.0% respectively.

For private independent kindergartens, the percentage of kindergarten teachers holding C(ECE) or above in each of the past three school years (i.e. 2013/14, 2014/15 and 2015/16 (Note 1)) were 72.7%, 75.2% and 73.9% respectively. The wastage rates (Note 2) of kindergarten teachers holding C(ECE) or above in these kindergartens in the same period were 10.2%, 9.7% and 11.0% respectively.

Note 1: The figures of the 2015/16 school year are provisional.

Note 2: "Wastage rate" refers to the number of drop-out teachers as a percentage of the total number of teachers in local kindergartens as at mid-September of the preceding school year. "Drop-out teacher" refers to the teachers who had served in a local kindergarten as at mid-September of the preceding school year but no longer served in any kindergarten as at mid-September of the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY**EDB023****(Question Serial No. 0027)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding Direct Subsidy Scheme (DSS) schools which offered a non-local curriculum on top of the local curriculum in the past 3 years (i.e. 2013/14, 2014/15 and 2015/16 school years), please list out the names and number of such DSS schools and the number of their students taking the non-local curriculum.

Asked by: Hon Tommy CHEUNG Yu-yan (Member Question No. 28)

Reply:

A list of schools under the Direct Subsidy Scheme (DSS) offering a non-local curriculum on top of the local curriculum and the number of students studying the non-local curriculum stream in receipt of DSS subsidies in the 2013/14 to 2015/16 school years are tabulated below:

Number	Name of School	Number of students of the non-local curriculum stream ^{Note}		
		2013/14	2014/15	2015/16
1	St Paul's Co-educational College	54	62	91
2	The Hong Kong Chinese Christian Churches Union Logos Academy	80	100	103
3	Diocesan Boys' School	109	119	115
4	Creative Secondary School	105	116	102
5	St Paul's Convent School	137	123	110
6	YMCA of Hong Kong Christian College	143	135	139
7	ELCHK Lutheran Academy	---	30	49
8	St Stephen's College	---	---	45
9	Po Leung Kuk Ngan Po Ling College	---	---	14

Note: As at September of that school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB024****(Question Serial No. 0028)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide in tabular form the respective numbers of private independent kindergartens not joining the Pre-primary Education Voucher Scheme (PEVS), non-profit-making kindergartens joining the PEVS and non-profit-making kindergartens not joining the PEVS in the 2013/14, 2014/15 and 2015/16 school years and their percentage share in the total number of kindergartens in Hong Kong. What were the respective numbers of students in these kindergartens and their percentage share in the total number of kindergarten students in Hong Kong during those school years?

Asked by: Hon Tommy CHEUNG Yu-yan (Member Question No. 29)

Reply:

In the 2013/14, 2014/15 and 2015/16 school years, the respective number of local private independent (PI) kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS), local non-profit-making (NPM) KGs joining the PEVS and local NPM KGs not joining the PEVS and the number of students in these KGs as well as their percentage share (%) in the total number of KGs/KG students in Hong Kong are as follows:

	2013/14 school year		2014/15 school year		2015/16 school year	
	Number of KGs (%)	Number of students (%)	Number of KGs (%)	Number of students (%)	Number of KGs (%)	Number of students (%)
Local PI KGs*	110 (11.4%)	20 897 (12.3%)	114 (11.7%)	22 021 (12.5%)	106 (10.6%)	20 988 (11.3%)
Local NPM KGs joining PEVS	724 (74.7%)	128 388 (75.6%)	724 (74.0%)	132 829 (75.3%)	732 (73.2%)	139 127 (75.0%)
Local NPM KGs not joining PEVS	35 (3.6%)	11 320 (6.7%)	36 (3.7%)	11 905 (6.7%)	34 (3.4%)	11 820 (6.4%)

* PI KGs are not eligible to join PEVS.

- End -

CONTROLLING OFFICER'S REPLY**EDB025****(Question Serial No. 0029)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Among the non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2013/14, 2014/15 and 2015/16 school years, what were the respective numbers of half-day and whole-day kindergartens? Among the students participating in the PEVS in the same period, what were the respective numbers of students attending half-day and whole-day kindergartens? How many half-day and whole-day kindergartens joining the PEVS in the same period were approved to increase their school fees? What were the highest, lowest and average rates of increase? What were the amounts of school fees before and after the increase?

Asked by: Hon Tommy CHEUNG Yu-yan (Member Question No. 30)

Reply:

The numbers of kindergartens (KGs) with half-day (HD) and whole-day (WD) classes among those non-profit-making (NPM) KGs participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2013/14, 2014/15 and 2015/16 school years are as follows:

	2013/14	2014/15	2015/16
with HD classes only	111	117	135
with both HD and WD classes	385	377	365
with WD classes only	228	230	232

The numbers of students under the PEVS attending HD and WD classes in KGs participating in the PEVS in the 2013/14, 2014/15 and 2015/16 school years are as follows:

	2013/14 (Note 1)	2014/15 (Note 1)	2015/16 (Note 2)
attending HD classes	89 200	90 400	94 551
attending WD classes	42 500	42 900	44 576

Note 1: Position as at end of the respective school years.

Note 2: Provisional figures as at mid-September 2015. These figures refer to the total enrolment in PEVS KGs. The actual number of students under the PEVS would be available at the end of the school year.

The numbers of NPM WD and HD KGs joining the PEVS that have been approved to increase their school fees, the highest, lowest, average rate of increase and the amounts of school fees before and after the increase in the 2013/14, 2014/15 and 2015/16 school years are as follows:

School year		2013/14		2014/15 (Note)		2015/16 (Note)	
Session		WD	HD	WD	HD	WD	HD
Number of NPM KGs under the PEVS with school fees increased		468	383	548	433	551	429
KG with the highest rate of increase							
Rate of increase		27.1%	64.5%	102.8%	82.7%	40.2%	61.6%
School fee	Before increase	\$33,136	\$11,451	\$16,379	\$12,760	28,050	18,379
	After increase	\$42,117	\$18,832	\$33,209	\$23,309	39,336	29,700
KG with the lowest rate of increase							
Rate of increase		0.66%	0.55%	0.01%	0.16%	0.28%	0.30%
School fee	Before increase	\$33,330	\$23,859	\$36,575	\$22,260	35,330	29,570
	After increase	\$33,550	\$23,991	\$36,580	\$22,296	35,430	29,660
The rate of increase of the weighted average fee							
Rate of increase		5.2%	4.9%	9.0%	10.8%	9.3%	11.0%
Weighted average fee	Before increase	\$32,800	\$20,300	\$34,500	\$21,300	37,600	23,600
	After increase	\$34,500	\$21,300	\$37,600	\$23,600	41,100	26,200

Note: As a one-off short-term measure recommended by the Committee on Free KG Education to address the imminent needs of KGs, the voucher subsidy was increased by \$2,500 per year in the 2014/15 and 2015/16 school years. The increase in voucher subsidy provided more room for the KGs to increase their school fees to meet the increasing operating cost. At the same time, the increased amount of voucher subsidy would offset the increase in school fees so that parents' financial burden regarding KG education could be alleviated. Hence, the number of KGs under the PEVS with school fees increased and the rates of increase in the 2014/15 and 2015/16 school years are higher than those in previous years.

- End -

CONTROLLING OFFICER'S REPLY

EDB026

(Question Serial No. 0030)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding international schools, please provide the following information:

1. please set out in table form the respective numbers and percentages of local and non-local students in various international schools;
2. please set out in table form the respective total numbers of students studying in international primary and secondary schools, as well as the respective numbers and percentages of local and non-local students in such schools in each of the past three years (i.e. the 2013/14, 2014/15 and 2015/16 school years);
3. please set out in table form the highest, lowest and median tuition fees charged by international schools in the current school year.

Asked by: Hon Tommy CHEUNG Yu-yan (Member Question No. 31)

Reply:

In the context of international schools (including the English Schools Foundation schools and other private international schools), local students refer to those who are Hong Kong permanent residents (with the right of abode in the Hong Kong Special Administrative Region) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport. Based on the student enrolment survey conducted in September 2015, the proportion of local students in international schools in the 2015/16 school year is 19% and that of non-local students is 81%. The numbers and percentages of local and non-local students of individual schools are set out at Annex 1.

The total number of students in international schools from the 2013/14 to 2015/16 school years with breakdown by levels and by the proportion of local and non-local students as appropriate are set out at Annex 2.

The highest, lowest and median tuition fees charged by international schools in the 2015/16 school year are set out in Annex 3.

**Numbers and percentages of local and non-local students enrolled
in international schools (excluding special school)
(based on the student enrolment survey conducted in September 2015)**

Name of School	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Primary-cum-secondary			
American International School	613	77 (12.6%)	536 (87.4%)
Australian International School Hong Kong	1 049	51 (4.9%)	998 (95.1%)
Canadian International School	1 629	258 (15.8%)	1 371 (84.2%)
Carmel School	220	0 (0.0%)	220 (100.0%)
Chinese International School	1 418	260 (18.3%)	1 158 (81.7%)
Christian Alliance PC Lau Memorial International School	963	459 (47.7%)	504 (52.3%)
Delia School of Canada	1 374	133 (9.7%)	1 241 (90.3%)
Discovery Bay International School	786	26 (3.3%)	760 (96.7%)
German Swiss International School (English)	755	178 (23.6%)	577 (76.4%)
German Swiss International School (German)	337	5 (1.5%)	332 (98.5%)
Harrow International School Hong Kong	1 031	312 (30.3%)	719 (69.7%)
Hong Kong Academy	537	52 (9.7%)	485 (90.3%)
Hong Kong International School	2 677	211 (7.9%)	2 466 (92.1%)
Hong Kong Japanese School	511	0 (0.0%)	511 (100.0%)
Kellett School	1 125	68 (6.0%)	1 057 (94.0%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	868	451 (52.0%)	417 (48.0%)
Korean International School (English)	337	105 (31.2%)	232 (68.8%)
Korean International School (Korean)	151	1 (0.7%)	150 (99.3%)
Lyc'ee Francis International (English)	572	53 (9.3%)	519 (90.7%)
Lyc'ee Francis International (French)	1 894	2 (0.1%)	1 892 (99.9%)
Nord Anglia International School, HK	639	138 (21.6%)	501 (78.4%)
Singapore International School(Hong Kong)	1 118	336 (30.1%)	782 (69.9%)
Primary			
Beacon Hill School^	537	196 (36.5%)	341 (63.5%)
Bradbury School^	713	110 (15.4%)	603 (84.6%)
Clearwater Bay School^	717	113 (15.8%)	604 (84.2%)
Glenealy School^	356	59 (16.6%)	297 (83.4%)
Japanese International School (English)	165	21 (12.7%)	144 (87.3%)
Japanese International School (Japanese)	426	3 (0.7%)	423 (99.3%)

Annex 1 (Cont'd)

Name of School	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Kennedy School^	886	99 (11.2%)	787 (88.8%)
Kingston International School	265	186 (70.2%)	79 (29.8%)
Kowloon Junior School^	897	173 (19.3%)	724 (80.7%)
Lantau International School	215	1 (0.5%)	214 (99.5%)
Norwegian International School	140	36 (25.7%)	104 (74.3%)
Peak School^	342	36 (10.5%)	306 (89.5%)
Quarry Bay School^	720	185 (25.7%)	535 (74.3%)
Shatin Junior School^	898	382 (42.5%)	516 (57.5%)
International College Hong Kong Hong Lok Yuen (Primary Section)	300	212 (70.7%)	88 (29.3%)
The International Montessori School – an IMEF School	426	23 (5.4%)	403 (94.6%)
The Harbour School	139	0 (0.0%)	139 (100.0%)
Think International School	208	115 (55.3%)	93 (44.7%)
Umah International Primary School	31	2 (6.5%)	29 (93.5%)
Yew Chung International School	781	470 (60.2%)	311 (39.8%)
Secondary			
Concordia International School	79	22 (27.8%)	57 (72.2%)
Island School^	1 202	245 (20.4%)	957 (79.6%)
King George V School^	1 782	183 (10.3%)	1 599 (89.7%)
Saint Too Sear Rogers International School	92	45 (48.9%)	47 (51.1%)
Shatin College^	1 180	475 (40.3%)	705 (59.7%)
The South Island School^	1 382	289 (20.9%)	1 093 (79.1%)
West Island School^	1 212	126 (10.4%)	1 086 (89.6%)
International College Hong Kong (New Territories)	274	106 (38.7%)	168 (61.3%)
Total	36 969	7 089 (19.2%)	29 880 (80.8%)

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.
- (2) Schools operated by the English Schools Foundation are indicated by (^).

**Total number of students and the proportion of local and non-local students enrolled
in international schools from 2013/14 to 2015/16 school years**

School year	Total number of students	Total number of local students (Percentage to total number of students)	Total number of non-local students (Percentage to total number of students)
Primary			
2015/16	20 439	4 158 (20.3%)	16 281 (79.7%)
2014/15	20 193	3 695 (18.3%)	16 498 (81.7%)
2013/14	19 492	3 208 (16.5%)	16 284 (83.5%)
Secondary			
2015/16	16 530	2 931 (17.7%)	13 599 (82.3%)
2014/15	16 442	2 718 (16.5%)	13 724 (83.5%)
2013/14	16 088	2 442 (15.2%)	13 646 (84.8%)

Note:

Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.

**The highest, lowest and median annual tuition fees
charged by international schools in the 2015/16 school year**

	Primary	Secondary
Highest	\$183,250	\$204,900
Lowest	\$5,800	\$42,000
Median*	\$111,000	\$141,484

Note:

* In deriving the median, the annual chargeable tuition fee for each of the individual grades in the schools concerned is counted once, irrespective of the number of students enrolled.

- End -

CONTROLLING OFFICER'S REPLY**EDB027****(Question Serial No. 0339)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It was mentioned in the Budget Speech that from this academic year onwards, a \$960 million scheme will be implemented to subsidise students to pursue designated professional self-financing undergraduate programmes, covering health care, architecture and engineering, testing and certification, creative industry, logistics, as well as tourism and hospitality. Please provide the details, including the detailed plan of the scheme, form of financial support, eligibility of the target, and tabulate a breakdown of the number of students in receipt of the subsidy by course types.

Asked by: Hon Tommy CHEUNG Yu-yan (Member Question No. 38)

Reply:

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

Selected programmes for SSSDP should be full-time locally-accredited self-financing undergraduate programmes, and should help nurture the necessary talents in support of specific industries with keen manpower demand in Hong Kong. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments.

The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

The subsidised places are allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure eligible students (i.e. current Secondary 6 graduates who have taken the Hong Kong Diploma for Secondary Education Examination) are selected through a merit-based system. Should there be any unfilled places after all admission rounds of JUPAS, the relevant institutions are allowed to admit

local students via direct admission for no more than 10% of the total subsidised places under each selected programme.

Details of the relevant institutions, selected programmes and the respective number of subsidised places, the annual subsidy amount per student for each programme for the cohorts admitted/to be admitted in the 2015/16 and 2016/17 academic years, and the number of actual intakes in the 2015/16 academic year are set out at **Annex**.

**Relevant Institutions, Selected Programmes, Number of Subsidised Places and Actual Intakes,
and Annual Subsidy Amount for the Cohort Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	20	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	74	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	59	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000
	Total		940	913	

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort to be Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	40,000
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000
Total			1 030	

- End -

CONTROLLING OFFICER'S REPLY**EDB028****(Question Serial No. 0340)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It was mentioned in the Budget Speech that a pilot scheme shall be implemented to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council starting from the next academic year. Programmes in the disciplines of construction, engineering and technology will be covered. The total commitment will be \$200 million, benefiting 5 600 people. Please provide the details, including the detailed plan of the scheme, form of financial support, eligibility of the target, and tabulate a breakdown of the number of students in receipt of the subsidy by course types.

Asked by: Hon Tommy CHEUNG Yu-yan (Member Question No. 39)

Reply:

In order to further encourage continuing education, the Government plans to implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology.

Under the pilot scheme, eligible applicants for the subsidy should meet all the following criteria –

- (a) a resident of Hong Kong who is lawfully employable in Hong Kong; and
- (b) has newly and successfully enrolled for the first time into a self-financing part-time programme offered by VTC. The programmes enrolled should be –
 - (i) accredited at the Qualifications Framework Level 3 to 5 by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, excluding associate degree and bachelor's degree programmes; and
 - (ii) under the area of study/training in "Architecture and Town Planning" or "Engineering and Technology" under the classification of the Hong Kong Qualifications Register.

Successful applicants will be refunded 60% of the tuition fees of eligible programmes, subject to a maximum of \$45,000 per person. Applicants may apply for fee refund for not more than two eligible programmes under the pilot scheme. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

The pilot scheme will benefit around 5 600 students in total for three cohorts with no pre-set quota for individual programmes.

Subject to the approval by the Finance Committee of the Legislative Council within the 2015-16 legislative year, the pilot scheme will be launched starting from the 2016/17 academic year. It will incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme.

- End -

CONTROLLING OFFICER'S REPLY**EDB029****(Question Serial No. 0321)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As at the 2015/16 school year, how many public sector primary and secondary schools in Hong Kong have launched the School-based Educational Psychology Service (SBEPS) respectively? For the 2016/17 and 2017/18 school years, to how many schools does the Administration expect the SBEPS to be extended and what will be the expenditure involved? How is the achievement of service quality standards under the evaluation of the quality assurance mechanism?

Asked by: Hon WONG Kwok-hing (Member Question No. 33)

Reply:

In the 2015/16 school year, 401 public sector primary schools and 333 public sector secondary schools are receiving the School-based Educational Psychology Service (SBEPS).

The SBEPS will cover all public sector primary and secondary schools by the 2016/17 school year. The Government will further enhance the SBEPS by progressively improving the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with special educational needs from the 2016/17 school year. The number of public sector primary and secondary schools which would receive SBEPS in the 2016/17 and 2017/18 school years as well as the estimated expenditure involved are tabulated below.

School Year	Number of Primary Schools to Receive SBEPS (Provisional)	Number of Secondary Schools to Receive SBEPS (Provisional)	Total Expenditure (\$ million) (Estimate)
2016/17	454	391	141
2017/18	454	391	147

Note: In the 2016/17 school year, about 30 primary and secondary schools among the above schools will receive enhanced SBEPS. In the 2017/18 school year, the number of schools that will receive enhanced SBEPS will increase to 80.

A quality assurance mechanism has been put in place to evaluate service effectiveness and to ensure service quality. Under the mechanism, the Education Bureau (EDB) conducts an annual review through a questionnaire survey to participating schools and the educational psychologists (EPs) at the end of the school year to gauge feedback from different stakeholders. EDB also conducts school visits to review deliverables (including work plans and progress reports of EPs) and to hold meetings with EPs and school personnel to advise on issues related to the implementation of SBEPS. In addition, EDB holds regular meetings with the School Sponsoring Bodies providing the service to review service planning and coordination. Evaluation of SBEPS from schools receiving the service in the 2013/14 and 2014/15 school years indicated that EPs' professional services were able to meet the needs of schools and over 90% of schools indicated their high satisfaction of EPs' services.

- End -

CONTROLLING OFFICER'S REPLY**EDB030****(Question Serial No. 0322)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the promotion of the development and usage of e-textbooks in primary and secondary schools, please provide the following information:

1. Please provide a breakdown of the expenditures under the two items, namely E-Textbook Market Development Scheme (EMADS) and Supporting Schools to Adopt E-textbooks, respectively in each of the past 3 years by usage, distribution and percentage share.
2. Please provide the respective number and percentage of primary and secondary schools that have adopted the e-textbooks developed under the EMADS by district council district in the past 1 year.
3. Please provide the respective number and percentage of schools that could arrange one device to each student or required students to share devices to use e-textbooks in the past 1 year.
4. Whether the Administration has reviewed the implication of e-textbooks on teaching and learning, such as class management, students' learning progress and the utilisation of e-textbooks.

Asked by: Hon WONG Kwok-hing (Member Question No. 35)

Reply:

1. We launched two phases of the e-Textbook Market Development Scheme (EMADS) in 2012 and in 2013 respectively, with a commitment of \$50 million to facilitate and encourage the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as to try-out a quality vetting and quality assurance mechanism for e-textbooks through the field-testing of e-textbooks in partner schools with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks. The total amount of seeding grant approved for the 18 applications from six non-profit making (NPM) organisations under Phase One and Phase Two of EMADS is around \$39.5 million. About \$30.6 million seeding grant has been disbursed to the NPM developers for both phases since 2012-13. In the past 3 years, \$5.6 million was disbursed in 2013-14, \$20.2 million in 2014-15 and \$3.8 million in 2015-16. The remaining seeding grant of around \$8.9 million will be disbursed in the next two years.

We launched the "Support Scheme for e-Learning in Schools" in early 2014 with a commitment of \$50 million under which around \$35 million one-off grant was provided to 100 public sector schools in early 2014 for enhancement of their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices. Another one-off grant of \$10 million was disbursed to the Hong Kong Education City Limited, also in early 2014, for development of an online integration platform for linking up schools' Learning Management System and various e-textbooks/e-learning resources platforms. The remaining \$5 million

was used from early 2014 up to 2015-16 on other support measures such as provision of programme management services for schools. The Scheme is now completed.

2. Figures of schools using the e-textbooks developed under EMADS at district level are not available. At the territory level, in the 2015/16 school year, 55 primary schools and 85 secondary schools, accounting for 10.5% of primary schools and 17.7% of secondary schools respectively, have chosen to use the e-textbooks developed under EMADS via different approaches. It is expected that with the increase in teachers' knowledge in e-learning and the use of e-resources and improvement in the IT infrastructure in schools, more schools will adopt e-textbooks in the delivery of their curriculum.
3. Under the principle of school-based management, schools are at discretion to determine the use of their mobile computing devices at class in accordance with their school circumstances. We therefore do not have any statistics on the actual deployment of mobile computing devices by schools.
4. An evaluation is underway to assess the effectiveness of EMADS, including other related areas such as the use of e-textbooks in schools and the impact on classroom learning and teaching in the context of the promotion of e-learning.

- End -

CONTROLLING OFFICER'S REPLY

EDB031

(Question Serial No. 0323)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Chinese Language Curriculum Second Language Learning Framework, please provide the following information:

1. Please list out the numbers of public primary and secondary schools and the numbers of primary and secondary school students receiving the resources provided by the Education Bureau for the “Chinese Language Curriculum Second Language Learning Framework” and its supporting teaching materials in each of the past 3 years;
2. Had the Administration reviewed the effectiveness of the implementation of the framework and the performances of the students? What were the details? If no, what are the reasons?
3. What were the staffing and expenditure involved in the implementation of the “Chinese Language Curriculum Second Language Learning Framework”?

Asked by: Hon WONG Kwok-hing (Member Question No. 34)

Reply:

- (1) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools coupled with full sets of supporting teaching materials including learning modules and Second Language Learning Packages to help teachers adapt the Chinese Language Curriculum according to the learning progress of individual NCS students and the creation of an inclusive learning environment in schools.

Starting from the 2014/15 school year, the “Learning Framework” and supporting teaching materials are applicable to all public sector primary and secondary schools and Direct Subsidy Scheme schools offering the local curriculum which admit NCS students. In the 2014/15 school year, there were about 590 schools (including 320 primary schools and 270 secondary schools) admitting about 16 900 NCS students (8 700 at primary level and 8 200 at secondary level). In the 2015/16 school year, there are about 610 schools (including 330 primary schools and 280 secondary schools) admitting about 17 700 NCS students (8 900 at primary level and 8 800 at secondary level).

- (2) EDB has consulted teachers and language experts when formulating the “Learning Framework” and will continue to collect views from various stakeholders about its effectiveness and that of the

supporting materials. We will be reviewing the “Learning Framework” on an on-going basis and refine it in due course after consolidating different views and collecting learning and teaching experience in different school context. At the curriculum level, the “Learning Framework” would be reviewed, as appropriate, at an interval of 3 years, when a cycle of learning at each Key Stage (e.g. Primary 1 - 3, Primary 4 - 6, Secondary 1 - 3) has been completed. Besides, EDB will, based on the research framework drawn up in light of advice from research and language experts, continue to collect and analyse data to evaluate the effectiveness of the support measures for NCS students and refine them as appropriate.

- (3) Expenditure for the related support measures for the 2014/15 and 2015/16 school years is tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students
in primary and secondary schools in the 2014/15 and 2015/16 school years**

Support measures	Actual expenditure in the 2014/15 school year (\$ million)	Estimated expenditure in the 2015/16 school year (\$ million)
Enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.8 Note	223.9 Note
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note	3.0 Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.8	3.7
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.9

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.87	2.09
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Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB032

(Question Serial No. 0324)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the implementation of the School-based After-school Learning and Support Programmes, please provide the following information:

1. a breakdown of the organisations assigned to provide projects and the number of projects provided under the School-based After-school Learning and Support Programmes in each of the past 3 years, as well as the number of students benefitted in each project;
2. a breakdown of the use, distribution and percentage share of the expenditure involved in the School-based After-school Learning and Support Programmes in each of the past 3 years.

Asked by: Hon WONG Kwok-hing (Member Question No. 36)

Reply:

1. To support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development, the Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Schemes.

In the past three years (i.e. the 2013/14, 2014/15 and 2015/16 school years), the number of NGOs provided with the Community-based Project Grant is 183, 175 and 175 involving a total of 497, 528 and 511 projects respectively. The NGOs and the total number of their projects as well as participating students in terms of man-times from the 2013/14 to 2015/16 school years are tabulated at Annexes A to C respectively.

2. The total provision for the Programme is about \$205 million in the 2013/14 school year and about \$240 million in each of the 2014/15 and 2015/16 school years. The Community-based Project Grant is about \$121 million, \$127 million and \$120 million in the respective school years.

**Non-governmental Organisations (NGOs) and
Total Number of Their Projects as well as Participating Students in terms of Man-times under
Community-based Project Grant of
School-based After-school Learning and Support Programmes
2013/14 school year**

No.	NGOs	No. of projects	No. of participating students in terms of man-times
1	Aberdeen Kai-fong Welfare Association Social Service Centre	1	270
2	Abundant Life Christian Church (Family Links Social Services)	1	20
3	Apostolic Faith Church of Hong Kong Limited (Favour Centre)	1	100
4	Asbury Methodist Social Service (Integrated Children and Youth Service Centre)	6	1 880
5	Asian Outreach Hong Kong Limited (Glorious Light Neighbourhood Centre)	1	200
6	Baptist Bible Fellowship (Hong Kong) Limited	1	60
7	Baptist Oi Kwan Social Service (Hong Kong East Family Development Services Centre)	4	430
8	Caritas - Hong Kong (Caritas Children & Youth Centre - Cheung Hong)	1	170
9	Caritas - Hong Kong (Caritas Community Centre - Aberdeen)	1	200
10	Caritas - Hong Kong (Caritas Eastern District Community Education Centre)	1	400
11	Caritas - Hong Kong (Caritas Institute for Further & Adult Education - Kowloon)	8	4 840
12	Caritas - Hong Kong (Caritas Institute for Further & Adult Education - Tsing Yi)	1	240
13	Caritas - Hong Kong (Caritas Institute of Community Education - Aberdeen)	1	1 280
14	Caritas - Hong Kong (Caritas Institute of Community	1	540

No.	NGOs	No. of projects	No. of participating students in terms of man-times
	Education - Shatin)		
15	Caritas - Hong Kong (Caritas Institute of Community Education - Shek Kip Mei)	2	1 280
16	Caritas - Hong Kong (Caritas Institute of Community Education - Tsui Ping)	8	6 430
17	Caritas - Hong Kong (Caritas Institute of Community Education - Tuen Mun)	1	330
18	Caritas - Hong Kong (Caritas Institute of Community Education - Yuen Long)	3	1 100
19	Caritas - Hong Kong (Caritas Institute of Community Education Centre - Fanling)	1	460
20	Caritas - Hong Kong (Caritas Jockey Club Institute of Community Education - Tsuen Wan)	1	780
21	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Cheung Chau)	1	180
22	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Lei Muk Shue)	1	150
23	Caritas - Hong Kong (Caritas Yau Shing Institute for Further & Adult Education)	1	110
24	Centre for Community Cultural Development Limited	1	170
25	Centre for Restoration of Human Relationships Limited	1	80
26	Childcare Association Limited	30	9 130
27	Chinese Evangelical Zion Church Limited (Tsz Wan Shan Zion Children and Youth Integrated Service Centre)	1	30
28	Chinese YMCA of Hong Kong (Hin Keng Centre)	1	180
29	Chinese YMCA of Hong Kong (Kornhill Centre)	1	220
30	Chinese YMCA of Hong Kong (Kwun Tong Centre)	3	430
31	Chinese YMCA of Hong Kong (Shek Kip Mei Centre)	1	250

No.	NGOs	No. of projects	No. of participating students in terms of man-times
32	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Chak Centre)	1	30
33	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Ching Centre)	1	110
34	Chinese YMCA of Hong Kong (Tuen Mun Centre)	16	7 920
35	Christian & Missionary Alliance Church Union Hong Kong Limited (C.&M.A. Grace Chapel)	1	180
36	Christian & Missionary Alliance Church Union Hong Kong Limited (The C&M Alliance Wah Kee Youth Centre)	1	770
37	Christian Action (Mong Kok Service Centre)	7	1 350
38	Christian Ebenezer Hall Limited	1	120
39	Christian Family Service Centre (Jackie Chan Whole Person Development Centre)	6	1 840
40	Church Body of the Hong Kong Sheng Kung Hui (S.K.H. Holy Carpenter Church Community Centre)	1	80
41	Church of Holy Calling in Fanling Limited (Church of Holy Calling in Fanling Education Centre)	1	80
42	Conservative Baptist Jubilee Church (Conservative Baptist Jubilee Centre)	2	100
43	ELCHK, Sheung Tak Integrated Youth Service Centre	1	80
44	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, North District Integrated Youth Service Centre)	1	130
45	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tai Wo Integrated Youth Service Centre)	1	80
46	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tin Shui Wai Integrated Youth Service Centre)	1	260
47	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Grace Training and Development Centre)	1	100

No.	NGOs	No. of projects	No. of participating students in terms of man-times
48	Free Methodist Church Tuen Mun Children & Youth Integrated Services Centre	1	690
49	Gereja Kristus Yesus Limited	7	1 080
50	H.K.S.K.H. Lady MacLehose Centre	7	6 040
51	HKSKH Blessed Service Management Limited (HKSKH Blessed Service Management Limited Solar Tower · Camp)	1	160
52	Hong Kong Children & Youth Services (Jockey Club Fanling Integrated Children & Youth Services Centre)	1	110
53	Hong Kong Children & Youth Services (Jockey Club Fong Shu Chuen Integrated Children & Youth Services Centre)	1	140
54	Hong Kong Christian Service (Hong Kong Christian Service Kwun Tong Happy Teens Club)	1	410
55	Hong Kong Christian Service (Shamshuipo East Happy Teens Club)	1	220
56	Hong Kong Evangelical Church Social Service Limited (Hong Kong Evangelical Church School Services Team)	4	690
57	Hong Kong Family Welfare Society (Kwai Chung Centre Kwai Chung (South) Integrated Family Service Centre)	1	280
58	Hong Kong Family Welfare Society (Women and Family Enhancement Centre)	1	170
59	Hong Kong Lutheran Social Service (Martha Boss Lutheran Community Centre)	5	730
60	Hong Kong Nepali Pathyakram Vikas Parishad	1	1 420
61	Hong Kong New Immigrant Service Association	2	330
62	Hong Kong New Immigrant Service Association (Tai Po District)	1	70
63	Hong Kong Playground Association (Jockey Club Tsing Yi Integrated Service Centre for Children and	1	110

No.	NGOs	No. of projects	No. of participating students in terms of man-times
	Youth)		
64	Hong Kong Playground Association (Youth Enterprise Square)	6	1 180
65	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (North) Children & Youth Integrated Service Center Jockey Club Youth Express)	1	470
66	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (South) Children & Youth Integrated Service Center Jockey Club Youth Express)	1	220
67	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Shatin Children & Youth Integrated Service Center Jockey Club Youth Express)	1	110
68	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. The Church of Our Saviour Service Centre)	3	180
69	Hong Kong Sheng Kung Hui Welfare Council Limited (HK Sheng Kung Hui Tung Chung Integrated Services)	1	220
70	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Tuen Mun Integrated Services - Jockey Club Youth Express)	1	360
71	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui Kowloon City Children and Youth Integrated Service Centre)	1	160
72	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui St. Matthias' Integrated Services - Jockey Club Youth Express)	1	860
73	Hong Kong Sheng Kung Hui Welfare Council Limited (S.K.H. St. Joseph's Church & Social Centre)	1	570
74	Hong Kong Women Development Association Limited (Rita Liu Tin Ching Multi-services Centre)	1	100
75	Hong Kong Young Women's Christian Association (Butterfly Bay Integrated Social Service Centre)	1	250

No.	NGOs	No. of projects	No. of participating students in terms of man-times
76	Hong Kong Young Women's Christian Association (Lok Wah Integrated Social Service Centre)	1	200
77	Hong Kong Young Women's Christian Association (Tuen Mun Integrated Social Service Centre)	1	190
78	Hong Kong Young Women's Christian Association (Shatin Integrated Social Service Centre)	1	150
79	Hong Kong Young Women's Christian Association (Tin Shui Wai Integrated Social Service Centre)	1	420
80	Hong Kong Young Women's Christian Association (Western District Integrated Social Service Centre)	1	60
81	Hong Kong Youth Counselling Association (Professional Tutor Network Scheme)	2	280
82	Hong Kong-Macao Conference of Seventh-day Adventists (Shan King Integrated Children and Youth Services Centre of Seventh-day Adventists)	1	160
83	Hope Worldwide	1	100
84	Ka Fook Pentecostal Holiness Church Limited	1	120
85	Ka Fook Pentecostal Holiness Church Limited (Ka Fook Pentecostal Holiness Church Limited Promised Land)	1	100
86	Kids Alive International, Inc. (Kids Alive International, Inc., Kids Alive International Tai Wai Project)	2	270
87	Lap Sing Educational Charity Funding Limited	7	2 200
88	Life Giving Fountain Education Centre Limited	13	1 180
89	Life Workshop (Life Workshop Community Work Service (North District Services))	1	440
90	Life Workshop (Life Workshop Community Work Service (Tai Kok Tsui District))	1	390
91	Life Workshop (Life Workshop Progressive Services)	1	310
92	Life Workshop (Life Workshop School Social Work	3	650

No.	NGOs	No. of projects	No. of participating students in terms of man-times
	Services)		
93	Life Workshop (Life Workshop School Supportive Services)	6	1 320
94	Methodist Centre (Methodist Centre Aldrich Bay Integrated Children and Youth Services)	1	210
95	Methodist Centre (Methodist Centre - CIES)	1	50
96	Methodist Epworth Village Community Centre, Social Welfare (Methodist Epworth Village Community Centre, Social Welfare, Epworth Integrated Youth Team)	1	80
97	Mission To New Arrivals Limited (Yuen Long District)	1	190
98	Music for the Growing Mind Limited	1	190
99	Neighbourhood and Worker's Education Centre Limited (Tin Shui Wai Women Mutual Service Centre)	1	80
100	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Kwai Hing))	1	160
101	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Tsing Yi))	1	160
102	OIWA Limited (Jockey Club Social Services Centre)	2	690
103	Olympiad Education Association Limited	11	1 150
104	Po Leung Kuk Chan Yat Education Services Centre	1	200
105	Po Leung Kuk Fong Wong Kam Chuen Education Services Centre	1	170
106	Po Leung Kuk Horizon East Education Services Centre	1	340
107	Pok Oi Hospital Man Chu Shek Family Multiple Intelligences Centre	1	90

No.	NGOs	No. of projects	No. of participating students in terms of man-times
108	Pok Oi Hospital Fung Tak Family Multiple Intelligences Centre	2	240
109	Pok Oi Hospital Lions Club of the New Territories, Hong Kong Families Development Centre	1	40
110	Pok Oi Hospital Mr. Ng Hung Mow Memorial Family Multiple Intelligences Centre	1	40
111	Pok Oi Hospital Mrs Lee Ho Siu Fong Memorial Children And Families Development Centre	1	30
112	Pok Oi Hospital Ng Ma Choi Kiu Memorial Family Multiple Intelligences Centre	1	20
113	Pok Oi Hospital (Rotary Club of Hong Kong Sunrise Family Development Center)	1	40
114	Principal Chan Free Tutor World Limited	4	410
115	Remembrance of Grace Centre Limited	1	90
116	Sai Kung District Community Centre Limited	1	150
117	School Support Association Limited	120	34 880
118	Scout Association of Hong Kong (The Friends of Scouting)	3	170
119	Seedland Educational Charitable Foundation Limited (Seedland Educational Charitable Foundation Limited Education Division)	8	2 100
120	Smile Foundation Limited	2	730
121	Social Service Centre For Personality Development Limited	1	110
122	St. James' Settlement Continued Education Centre	4	550
123	Stewards Limited (Sha Kok Youth and Children's Centre)	1	400
124	Stewards Limited (Youth Online - Stewards Integrated Service Centre for Young People)	1	170
125	Tai Po Baptist Church (TPBCSS Charis Parent	2	210

No.	NGOs	No. of projects	No. of participating students in terms of man-times
	Integrated Service Centre)		
126	The ABM Hong Kong Swatow Baptist Church Community Service Association (Fung Tak Baptist Children & Youth Integrated Services)	1	80
127	The Association of Youth Builders for Christ Limited	1	130
128	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Cheung Sha Wan Children & Youth Integrated Services Centre)	2	150
129	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Ma On Shan Children & Youth Integrated Services Center)	1	100
130	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Yau Tong Children & Youth Integrated Services Centre)	1	90
131	The Boys' and Girls' Clubs Association of Hong Kong (Lok Man Children & Family Integrated Activity Centre)	1	20
132	The Boy's Brigade, Hong Kong (Anchor House)	1	420
133	The Church of Christ in China Mui Wo Church	1	240
134	The Hong Kong Children & Youth Services (Lung Hang Centre)	1	220
135	The Hong Kong Children & Youth Services (Jockey Club Tin Ping Integrated Children & Youth Services Centre)	1	110
136	The Hong Kong Chinese Church of Christ (The Hong Kong Chinese of Christ Grace Neighbourhood Centre)	1	30
137	The Hong Kong Council of the Church of Christ in China	2	250
138	The Hong Kong Council of the Church of Christ in China (The Hong Kong Council of the Church of Christ in China Family Web)	2	1 250
139	The Hong Kong Federation of Youth Groups (HKFYG Jockey Club Wang Tau Hom Youth S.P.O.T)	1	220

No.	NGOs	No. of projects	No. of participating students in terms of man-times
140	The Hong Kong Federation of Youth Groups (Jockey Club Kin Sang Youth S.P.O.T)	1	210
141	The Hong Kong Federation of Youth Groups (Jockey Club Kwai Fong Youth S.P.O.T)	1	140
142	The Hong Kong Federation of Youth Groups (Jockey Club Tseung Kwan O Youth S.P.O.T.)	1	60
143	The Hong Kong Federation of Youth Groups (Lung Hang Youth S.P.O.T.)	1	20
144	The Hong Kong Federation of Youth Groups (Tai Po Lions Youth S.P.O.T.)	1	60
145	The Hong Kong Federation of Youth Groups (Jockey Club Cheung Wah Youth S.P.O.T)	1	320
146	The Hong Kong Federation of Youth Groups (Jockey Club Farm Road Youth S.P.O.T)	1	130
147	The Hong Kong Federation of Youth Groups (Jockey Club Hung Hom Youth S.P.O.T)	1	70
148	The Hong Kong Federation of Youth Groups (Jockey Club Ping Shek Youth S.P.O.T)	1	290
149	The Hong Kong Federation of Youth Groups (Jockey Club Shauiwan Youth S.P.O.T.)	1	170
150	The Hong Kong Federation of Youth Groups (Jockey Club Tin Yuet Youth S.P.O.T.)	1	170
151	The Hong Kong Federation of Youth Groups (Jockey Club Verbena Youth S.P.O.T)	1	40
152	The Hong Kong Federation of Youth Groups (LOHAS Youth S.P.O.T)	1	90
153	The Hong Kong Federation of Youth Groups (Student Guidance Team)	7	680
154	The Hong Kong Federation of Youth Groups (Tsuen King Youth S.P.O.T.)	1	80
155	The Lutheran Church - Hong Kong Synod Limited (Department of Continuing Education)	3	1 130
156	The Neighbourhood Advice - Action Council (Jockey	1	120

No.	NGOs	No. of projects	No. of participating students in terms of man-times
	Club Tai Po North Integrated Children & Youth Service Centre)		
157	The Neighbourhood Advice - Action Council (Tung Chung Integrated Services Centre)	1	470
158	The Pentecostal Holiness Church Hong Kong Conference (Gilead Social Service Centre)	1	350
159	The Salvation Army (Chai Wan Integrated Service For Young People)	1	60
160	The Salvation Army (Chuk Yuen Children & Youth Centre)	1	120
161	The Salvation Army (Lung Hang C&Y Centre)	1	100
162	The Salvation Army (New Territories West Integrated Service Tuen Mun Integrated Service for Young People)	1	80
163	The True Word Lutheran Church Limited (Youth Centre of the True Word Lutheran Church)	3	860
164	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Full Grace Service Centre)	1	50
165	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Sha Tin Integrated Service Centre)	3	490
166	The Yuen Yuen Institute Social Service Department (School Service Support Team)	9	1 230
167	Tin Shui Wai Residents Association Fund Committee Limited (Tin Ching Estate Wong Wai Shun Integrated Children & Youth Service Centre)	2	610
168	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yan Estate Chiang Lai Wan Community Services Centre)	1	210
169	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yiu Estate Tsang Shue Wo Community Services Centre)	1	180
170	Tseung Kwan O Zion Church Limited (Shalom Centre)	1	160

No.	NGOs	No. of projects	No. of participating students in terms of man-times
171	Tsung Tsin Mission of Hong Kong (Tsung Tsin Mission of Hong Kong Whampoa Church)	1	110
172	Tung Wah Group of Hospitals (Jockey Club Shatin Integrated Services Centre)	1	670
173	Tung Wah Group of Hospitals (Jockey Club Tai Kok Tsui Integrated Services Centre)	3	180
174	We Care Social Service Centre (We Care Social Service Centre (Tsui Ping Office))	1	260
175	Yan Kwong Social Service Centre	1	70
176	Yan Oi Tong (Yan Oi Tong Community Centre)	1	310
177	Yang Memorial Methodist Social Service (Shatin Family Education And Support Centre)	1	260
178	Yang Memorial Methodist Social Service (Family Health Education and Counselling Centre)	1	90
179	Yang Memorial Methodist Social Service (Homantin Integrated Centre for Youth Development)	1	220
180	Yang Memorial Methodist Social Service (Yang Memorial Methodist Social Service Tin Shui Wai Family Education And Support Centre)	2	830
181	Yuen Long Town Hall	2	3 660
182	Zion Social Service Limited (Zion Social Service Integrated Children Youth Service Centre School Social Service Department)	1	100
183	Zion Social Service Limited (Zion Social Service Integrated Children Youth Service Centre)	2	190

Note:

An eligible participating student may participate in more than one activity under a project.

**Non-governmental Organisations (NGOs) and
Total Number of Their Projects as well as Participating Students in terms of Man-times under
Community-based Project Grant of
School-based After-school Learning and Support Programmes
2014/15 school year**

No.	NGOs	No. of projects	No. of participating students in terms of man-times
1	Apostolic Faith Church of Hong Kong Limited (Favour Centre)	1	180
2	Asbury Methodist Social Service (Integrated Children and Youth Service Centre)	5	2 130
3	Asian Outreach Hong Kong Limited (Glorious Light Neighbourhood Centre)	1	120
4	Assembly of God Grace Light Church Social Services Department	1	100
5	Baptist Bible Fellowship (Hong Kong) Limited	1	180
6	Baptist Oi Kwan Social Service (Hong Kong East Family Development Services Centre)	4	460
7	Caritas - Hong Kong (Caritas Children & Youth Centre - Cheung Hong)	1	260
8	Caritas - Hong Kong (Caritas Community Centre - Aberdeen)	1	310
9	Caritas - Hong Kong (Caritas Institute of Community Education - Aberdeen)	6	1 480
10	Caritas - Hong Kong (Caritas Institute of Community Education - Hung Hom)	7	3 740
11	Caritas - Hong Kong (Caritas Institute of Community Education - North Point)	3	730
12	Caritas - Hong Kong (Caritas Institute of Community Education - Shatin)	2	890
13	Caritas - Hong Kong (Caritas Institute of Community Education - Shek Kip Mei)	4	2 890
14	Caritas - Hong Kong (Caritas Institute of Community	4	4 100

No.	NGOs	No. of projects	No. of participating students in terms of man-times
	Education - Tsui Ping)		
15	Caritas - Hong Kong (Caritas Institute of Community Education - Tuen Mun)	1	530
16	Caritas - Hong Kong (Caritas Institute of Community Education - Yuen Long)	1	790
17	Caritas - Hong Kong (Caritas Institute of Community Education Centre - Fanling)	1	550
18	Caritas - Hong Kong (Caritas Jockey Club Institute of Community Education - Tsuen Wan)	1	210
19	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Cheung Chau)	1	130
20	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Lei Muk Shue)	1	180
21	Centre for Community Cultural Development Limited (Just Education Services Organisation)	1	180
22	Centre for Restoration of Human Relationships Limited	1	80
23	Childcare Association Limited	34	10 310
24	Chinese Evangelical Zion Church Limited (Tsz Wan Shan Zion Children and Youth Integrated Service Centre)	1	40
25	Chinese YMCA of Hong Kong (Hin Keng Centre)	1	180
26	Chinese YMCA of Hong Kong (Kornhill Centre)	1	90
27	Chinese YMCA of Hong Kong (Kwun Tong Centre)	3	340
28	Chinese YMCA of Hong Kong (Shek Kip Mei Centre)	1	250
29	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Chak Centre)	1	60
30	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Ching Centre)	1	140
31	Chinese YMCA of Hong Kong (Tuen Mun Centre)	13	6 590

No.	NGOs	No. of projects	No. of participating students in terms of man-times
32	Chinese YMCA of Hong Kong (New Territories Centre)	1	120
33	Chinese YMCA of Hong Kong (Wong Chuen King Student Development Centre)	4	380
34	Christian & Missionary Alliance Church Union Hong Kong Limited (C.&M.A. Grace Chapel)	1	250
35	Christian & Missionary Alliance Church Union Hong Kong Limited (The C&M Alliance Wah Kee Youth Centre)	1	650
36	Christian Action (Mong Kok Service Centre)	6	1 350
37	Christian Ebenezer Hall Limited	1	160
38	Christian Family Service Centre (Jackie Chan Whole Person Development Centre)	11	2 100
39	Church of Holy Calling in Fanling Limited (Church of Holy Calling in Fanling Education Centre)	1	140
40	CNEC Kei Shek Social Service Centre Limited	1	100
41	Conservative Baptist Jubilee Church (Conservative Baptist Jubilee Centre)	2	120
42	ELCHK, Sheung Tak Integrated Youth Service Centre	1	120
43	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, North District Integrated Youth Service Centre)	1	160
44	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tai Wo Integrated Youth Service Centre)	1	70
45	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tin Shui Wai Integrated Youth Service Centre)	1	450
46	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Grace Training and Development Centre)	1	80
47	Free Methodist Church Tuen Mun Children & Youth Integrated Services Centre	1	960

No.	NGOs	No. of projects	No. of participating students in terms of man-times
48	Gereja Kristus Yesus Limited	8	1 700
49	H.K.S.K.H Lady MacLehose Centre (Tsing Yi Estate Community Hall, Integrated Family and Community Service)	3	2 940
50	H.K.S.K.H. Lady MacLehose Centre	4	3 650
51	H.K.S.K.H. Lady MacLehose Centre (Neighbourhood Level Community Development Project)	1	1 560
52	HKSKH Blessed Service Management Limited (HKSKH Blessed Service Management Limited Solar Tower · Camp)	1	120
53	Hong Kong Air Cadet Corps (Ha Fa Shan Camp)	1	150
54	Hong Kong Children & Youth Services (Jockey Club Fong Shu Chuen Integrated Children & Youth Services Centre)	1	120
55	Hong Kong Christian Service (Hong Kong Christian Service Kwun Tong Happy Teens Club)	1	400
56	Hong Kong Christian Service (North Point Happy Teens Club)	1	90
57	Hong Kong Christian Service (Shamshuipo East Happy Teens Club)	1	100
58	Hong Kong Evangelical Church Social Service Limited (Hong Kong Evangelical Church School Services Team)	5	830
59	Hong Kong Family Welfare Society (Kwai Chung Centre Kwai Chung (South) Integrated Family Service Centre)	1	440
60	Hong Kong Family Welfare Society (Women and Family Enhancement Centre)	1	220
61	Hong Kong Lutheran Social Service (Martha Boss Lutheran Community Centre)	5	990
62	Hong Kong Nepali Pathyakram Vikas Parishad	1	780
63	Hong Kong New Immigrant Service Association	6	1 050

No.	NGOs	No. of projects	No. of participating students in terms of man-times
64	Hong Kong Playground Association (Jockey Club Chuk Yuen (South) Integrated Service Centre for Children & Youth)	1	40
65	Hong Kong Playground Association (Jockey Club Tsing Yi Integrated Service Centre for Children and Youth)	1	90
66	Hong Kong Playground Association (Youth Enterprise Square)	6	1 280
67	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (North) Children & Youth Integrated Service Center Jockey Club Youth Express)	1	320
68	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (South) Children & Youth Integrated Service Center Jockey Club Youth Express)	1	180
69	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Shatin Children & Youth Integrated Service Center Jockey Club Youth Express)	1	90
70	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. The Church of Our Saviour Service Centre)	3	190
71	Hong Kong Sheng Kung Hui Welfare Council Limited (HK Sheng Kung Hui Tung Chung Integrated Services)	1	240
72	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Tuen Mun Integrated Services - Jockey Club Youth Express)	1	460
73	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui Kowloon City Children and Youth Integrated Service Centre)	1	510
74	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui St. Matthias' Integrated Services - Jockey Club Youth Express)	1	980
75	Hong Kong Sheng Kung Hui Welfare Council Limited (S.K.H. St. Joseph's Church & Social Centre)	1	600

No.	NGOs	No. of projects	No. of participating students in terms of man-times
76	Hong Kong Women Development Association Limited (Choi Wu Services Centre)	1	40
77	Hong Kong Women Development Association Limited (Rita Liu Tin Ching Multi-services Centre)	1	110
78	Hong Kong Young Women's Christian Association (Butterfly Bay Integrated Social Service Centre)	1	130
79	Hong Kong Young Women's Christian Association (Lok Wah Integrated Social Service Centre)	1	250
80	Hong Kong Young Women's Christian Association (Tuen Mun Integrated Social Service Centre)	1	290
81	Hong Kong Young Women's Christian Association (Shatin Integrated Social Service Centre)	1	160
82	Hong Kong Young Women's Christian Association (Western District Integrated Social Service Centre)	1	130
83	Hong Kong Youth Counselling Association (Professional Tutor Network Scheme)	5	750
84	Hong Kong-Macao Conference of Seventh-day Adventists (Shan King Integrated Children and Youth Services Centre of Seventh-day Adventists)	1	130
85	Hope Worldwide	1	100
86	Ka Fook Pentecostal Holiness Church Limited	1	210
87	Ka Fook Pentecostal Holiness Church Limited (Ka Fook Pentecostal Holiness Church Limited Promised Land)	1	90
88	Kids Alive International, Inc. (Kids Alive International, Inc., Kids Alive International Tai Wai Project)	2	300
89	Lap Sing Educational Charity Funding Limited	7	1 990
90	Life Giving Fountain Education Centre Limited	10	1 520
91	Life Workshop (Life Workshop Community Work Service (North District Services))	1	540

No.	NGOs	No. of projects	No. of participating students in terms of man-times
92	Life Workshop (Life Workshop Community Work Service (Tai Kok Tsui District))	1	540
93	Life Workshop (Life Workshop Progressive Services)	1	350
94	Life Workshop (Life Workshop School Social Work Services)	3	900
95	Life Workshop (Life Workshop School Supportive Services)	4	1 370
96	Methodist Centre (Methodist Centre Aldrich Bay Integrated Children and Youth Services)	2	400
97	Methodist Epworth Village Community Centre, Social Welfare (Methodist Epworth Village Community Centre, Social Welfare, Epworth Integrated Youth Team)	1	70
98	Mission To New Arrivals Limited (Yuen Long District)	1	240
99	Neighbourhood and Worker's Education Centre Limited (Tin Shui Wai Women Mutual Service Centre)	1	150
100	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Kwai Hing))	1	150
101	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Tsing Yi))	1	150
102	OIWA Limited (Jockey Club Social Services Centre)	3	670
103	Olympiad Education Association Limited	2	360
104	Pentecostal Holiness Church Shaukiwan Assembly Limited (Gilead Social Service Centre)	1	640
105	Po Leung Kuk Chan Yat Education Services Centre	1	290
106	Po Leung Kuk Fong Wong Kam Chuen Education Services Centre	1	240
107	Po Leung Kuk Horizon East Education Services Centre	1	520

No.	NGOs	No. of projects	No. of participating students in terms of man-times
108	Pok Oi Hospital Man Chu Shek Family Multiple Intelligences Centre	1	90
109	Pok Oi Hospital Fung Tak Family Multiple Intelligences Centre	2	140
110	Pok Oi Hospital Lions Club of the New Territories, Hong Kong Families Development Centre	1	60
111	Pok Oi Hospital Mr. Ng Hung Mow Memorial Family Multiple Intelligences Centre	1	50
112	Pok Oi Hospital Mrs Lee Ho Siu Fong Memorial Children And Families Development Centre	1	30
113	Pok Oi Hospital Ng Ma Choi Kiu Memorial Family Multiple Intelligences Centre	1	40
114	Principal Chan Free Tutor World Limited	2	480
115	Remembrance of Grace Centre Limited	1	260
116	Sai Kung District Community Centre Limited	2	210
117	School Support Association Limited	157	42 440
118	Scout Association of Hong Kong (The Friends of Scouting)	3	320
119	Seedland Educational Charitable Foundation Limited (Seedland Educational Charitable Foundation Limited Education Division)	7	2 560
120	Smile Foundation Limited	2	690
121	Social Service Centre For Personality Development Limited	1	160
122	South Asian Lutheran Evangelical Mission Limited (SALEM Family Net Social Service Centre)	1	60
123	St. James' Settlement Continued Education Centre	2	370
124	Stewards Limited (Sha Kok Youth and Children's Centre)	1	330
125	Stewards Limited (Youth Online - Stewards	1	180

No.	NGOs	No. of projects	No. of participating students in terms of man-times
	Integrated Service Centre for Young People)		
126	The Association of Youth Builders for Christ Limited	1	160
127	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Cheung Sha Wan Children & Youth Integrated Services Centre)	3	410
128	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Ma On Shan Children & Youth Integrated Services Center)	1	60
129	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Yau Tong Children & Youth Integrated Services Centre)	1	110
130	The Boys' and Girls' Clubs Association of Hong Kong (Lok Man Children & Family Integrated Activity Centre)	1	40
131	The Boy's Brigade, Hong Kong	1	610
132	The Boy's Brigade, Hong Kong (Anchor House)	2	310
133	The Christian Grace Chapel Limited (Tuen Mun Christian Grace Chapel)	1	150
134	The Church of Christ in China Mui Wo Church	1	200
135	The Evangelical Lutheran Church of Hong Kong (ELCHK Joy Lutheran Church)	1	60
136	The Hong Kong Children & Youth Services (Lung Hang Centre)	1	240
137	The Hong Kong Children & Youth Services (Jockey Club Tin Ping Integrated Children & Youth Services Centre)	1	160
138	The Hong Kong Council of the Church of Christ in China	1	170
139	The Hong Kong Council of the Church of Christ In China (The Hong Kong Council of the Church of Christ in China Family Web)	3	1 200
140	The Hong Kong Federation of Youth Groups (HKFYG)	1	240

No.	NGOs	No. of projects	No. of participating students in terms of man-times
	Jockey Club Wang Tau Hom Youth S.P.O.T)		
141	The Hong Kong Federation of Youth Groups (Jockey Club Kin Sang Youth S.P.O.T)	1	110
142	The Hong Kong Federation of Youth Groups (Jockey Club Kwai Fong Youth S.P.O.T)	1	170
143	The Hong Kong Federation of Youth Groups (Jockey Club Tseung Kwan O Youth S.P.O.T.)	1	80
144	The Hong Kong Federation of Youth Groups (Lung Hang Youth S.P.O.T.)	1	70
145	The Hong Kong Federation of Youth Groups (Tai Po Lions Youth S.P.O.T.)	1	80
146	The Hong Kong Federation of Youth Groups (Jockey Club Cheung Wah Youth S.P.O.T)	1	40
147	The Hong Kong Federation of Youth Groups (Jockey Club Farm Road Youth S.P.O.T)	1	160
148	The Hong Kong Federation of Youth Groups (Jockey Club Hung Hom Youth S.P.O.T)	1	140
149	The Hong Kong Federation of Youth Groups (Jockey Club Ping Shek Youth S.P.O.T)	1	310
150	The Hong Kong Federation of Youth Groups (Jockey Club Shauiwan Youth S.P.O.T.)	1	140
151	The Hong Kong Federation of Youth Groups (Jockey Club Verbena Youth S.P.O.T)	1	70
152	The Hong Kong Federation of Youth Groups (LOHAS Youth S.P.O.T)	1	130
153	The Hong Kong Federation of Youth Groups (Student Guidance Team)	7	590
154	The Lutheran Church - Hong Kong Synod Limited (Department of Continuing Education)	3	1 090
155	The Neighbourhood Advice - Action Council (Tung Chung Integrated Services Centre)	1	960
156	The Salvation Army (Chai Wan Integrated Service For Young People)	1	50

No.	NGOs	No. of projects	No. of participating students in terms of man-times
157	The Salvation Army (New Territories West Integrated Service Tuen Mun Integrated Service for Young People)	1	80
158	The True Word Lutheran Church Limited (Youth Centre of the True Word Lutheran Church)	3	860
159	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Full Grace Service Centre)	1	70
160	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Sha Tin Integrated Service Centre)	3	480
161	The Yuen Yuen Institute Social Service Department (School Service Support Team)	8	1 890
162	Tin Shui Wai Residents Association Fund Committee Limited (Tin Ching Estate Wong Wai Shun Integrated Children & Youth Service Centre)	2	900
163	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yan Estate Chiang Lai Wan Community Services Centre)	1	190
164	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yiu Estate Tsang Shue Wo Community Services Centre)	1	190
165	Tseung Kwan O Zion Church Limited (Shalom Centre)	1	100
166	Tsung Tsin Mission of Hong Kong (Tsung Tsin Mission of Hong Kong Whampoa Church)	1	100
167	Tung Wah Group of Hospitals (Jockey Club Shatin Integrated Services Centre)	1	1 270
168	Tung Wah Group of Hospitals (Jockey Club Tai Kok Tsui Integrated Services Centre)	3	220
169	We Care Social Service Centre (We Care Social Service Centre (Tsui Ping Office))	1	200
170	Yan Kwong Social Service Centre	1	100
171	Yan Oi Tong (Yan Oi Tong Community Centre)	1	320

No.	NGOs	No. of projects	No. of participating students in terms of man-times
172	Yang Memorial Methodist Social Service (Family Health Education and Counselling Centre)	1	90
173	Yang Memorial Methodist Social Service (Homantin Integrated Centre for Youth Development)	1	150
174	Yang Memorial Methodist Social Service (Yang Memorial Methodist Social Service Tin Shui Wai Family Education And Support Centre)	2	830
175	Yuen Long Town Hall	3	3 550

Note:

An eligible participating student may participate in more than one activity under a project.

**Non-governmental Organisations (NGOs) and
Total Number of Their Projects as well as Participating Students in terms of Man-times under
Community-based Project Grant of
School-based After-school Learning and Support Programmes
2015/16 school year**

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
1	Abundant Life Christian Church (Family Links Social Services)	1	10
2	Apostolic Faith Church of Hong Kong Limited (Favour Centre)	1	190
3	Asbury Methodist Social Service (Integrated Children and Youth Service Centre)	5	1 780
4	Asian Outreach Hong Kong Limited (Glorious Light Neighbourhood Centre)	1	70
5	Baptist Bible Fellowship (Hong Kong) Limited	1	210
6	Baptist Oi Kwan Social Service (Hong Kong East Family Development Services Centre)	5	1 000
7	Bonaventure Integrated Children and Youth Centre	1	180
8	Caritas - Hong Kong (Caritas Children & Youth Centre - Cheung Hong)	1	290
9	Caritas - Hong Kong (Caritas Community Centre - Aberdeen)	1	320
10	Caritas - Hong Kong (Caritas Institute of Community Education - Aberdeen)	7	1 650
11	Caritas - Hong Kong (Caritas Institute of Community Education - Hung Hom)	3	2 840
12	Caritas - Hong Kong (Caritas Institute of Community Education - North Point)	5	1 800
13	Caritas - Hong Kong (Caritas Institute of Community Education - Shatin)	2	660
14	Caritas - Hong Kong (Caritas Institute of Community	2	1 100

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
	Education - Shek Kip Mei)		
15	Caritas - Hong Kong (Caritas Institute of Community Education - Tsui Ping)	5	4 820
16	Caritas - Hong Kong (Caritas Institute of Community Education - Tuen Mun)	1	1 040
17	Caritas - Hong Kong (Caritas Institute of Community Education - Yau Ma Tei)	1	420
18	Caritas - Hong Kong (Caritas Institute of Community Education - Yuen Long)	2	1 300
19	Caritas - Hong Kong (Caritas Institute of Community Education Centre - Fanling)	1	910
20	Caritas - Hong Kong (Caritas Jockey Club Institute of Community Education - Tsuen Wan)	2	1 240
21	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Cheung Chau)	1	120
22	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Lei Muk Shue)	1	180
23	Centre for Restoration of Human Relationships Limited	1	30
24	Childcare Association Limited	52	9 490
25	Chinese Evangelical Zion Church Limited (Tsz Wan Shan Zion Children and Youth Integrated Service Centre)	1	80
26	Chinese YMCA of Hong Kong (Hin Keng Centre)	1	200
27	Chinese YMCA of Hong Kong (Kornhill Centre)	1	90
28	Chinese YMCA of Hong Kong (Kwun Tong Centre)	3	470
29	Chinese YMCA of Hong Kong (Shek Kip Mei Centre)	1	290
30	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Chak Centre)	1	160

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
31	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Ching Centre)	1	130
32	Chinese YMCA of Hong Kong (Tuen Mun Centre)	13	7 120
33	Chinese YMCA of Hong Kong (New Territories Centre)	1	120
34	Christian & Missionary Alliance Church Union Hong Kong Limited (C.&M.A. Grace Chapel)	1	310
35	Christian & Missionary Alliance Church Union Hong Kong Limited (The C&M Alliance Wah Kee Youth Centre)	1	880
36	Christian Action (Mong Kok Service Centre)	7	2 740
37	Christian Family Service Centre (Jackie Chan Whole Person Development Centre)	12	2 300
38	Church of Holy Calling in Fanling Limited (Church of Holy Calling in Fanling Education Centre)	1	450
39	CNEC Kei Shek Social Service Centre Limited	1	140
40	Conservative Baptist Jubilee Church (Conservative Baptist Jubilee Centre)	2	150
41	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, North District Integrated Youth Service Centre)	1	160
42	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tai Wo Integrated Youth Service Centre)	1	170
43	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tin Shui Wai Integrated Youth Service Centre)	1	210
44	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Grace Training and Development Centre)	1	100
45	Free Methodist Church Tuen Mun Children & Youth Integrated Services Centre	1	890

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
46	H.K.S.K.H Lady MacLehose Centre (H.K.S.K.H. Lady MacLehose Centre Comprehensive Development)	5	3 360
47	H.K.S.K.H Lady MacLehose Centre (Tsing Yi Estate Community Hall, Integrated Family and Community Service)	4	3 750
48	HKSKH Blessed Service Management Limited (HKSKH Blessed Service Management Limited Solar Tower · Camp)	3	510
49	Hong Kong Christian Service (Hong Kong Christian Service Kwun Tong Happy Teens Club)	1	460
50	Hong Kong Christian Service (North Point Happy Teens Club)	1	60
51	Hong Kong Christian Service (Shamshuipo East Happy Teens Club)	1	220
52	Hong Kong Evangelical Church Social Service Limited (Hong Kong Evangelical Church School Services Team)	3	910
53	Hong Kong Family Welfare Society (Kwai Chung Centre Kwai Chung (South) Integrated Family Service Centre)	1	510
54	Hong Kong Family Welfare Society (Women and Family Enhancement Centre)	1	140
55	Hong Kong Islamic Youth Association	1	380
56	Hong Kong Lutheran Social Service (Martha Boss Lutheran Community Centre)	6	1 390
57	Hong Kong Nepali Pathyakram Vikas Parishad	1	650
58	Hong Kong New Immigrant Service Association (Sham Shui Po District)	9	1 590
59	Hong Kong Playground Association (Jockey Club Chuk Yuen (South) Integrated Service Centre for Children & Youth)	1	40
60	Hong Kong Playground Association (Jockey Club Tsing Yi Integrated Service Centre for Children and	1	90

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
	Youth)		
61	Hong Kong Playground Association (Youth Enterprise Square)	7	3 030
62	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (North) Children & Youth Integrated Service Center Jockey Club Youth Express)	1	590
63	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (South) Children & Youth Integrated Service Center Jockey Club Youth Express)	1	530
64	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Shatin Children & Youth Integrated Service Center Jockey Club Youth Express)	1	90
65	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. The Church of Our Saviour Service Centre)	3	190
66	Hong Kong Sheng Kung Hui Welfare Council Limited (HK Sheng Kung Hui Tung Chung Integrated Services)	1	420
67	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Tuen Mun Integrated Services - Jockey Club Youth Express)	1	330
68	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui Kowloon City Children and Youth Integrated Service Centre)	1	220
69	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui St. Matthias' Integrated Services - Jockey Club Youth Express)	1	1 110
70	Hong Kong Sheng Kung Hui Welfare Council Limited (S.K.H. St. Joseph's Church & Social Centre)	1	560
71	Hong Kong Women Development Association Limited (Choi Wu Services Centre)	1	120
72	Hong Kong Women Development Association Limited (Rita Liu Tin Ching Multi-services Centre)	1	210

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
73	Hong Kong Young Women's Christian Association (Butterfly Bay Integrated Social Service Centre)	1	220
74	Hong Kong Young Women's Christian Association (Lok Wah Integrated Social Service Centre)	1	230
75	Hong Kong Young Women's Christian Association (Tuen Mun Integrated Social Service Centre)	1	490
76	Hong Kong Young Women's Christian Association (Shatin Integrated Social Service Centre)	1	130
77	Hong Kong Young Women's Christian Association (Western District Integrated Social Service Centre)	1	100
78	Hong Kong Youth Counselling Association (Professional Tutor Network Scheme)	10	2 130
79	Hong Kong-Macao Conference of Seventh-day Adventists (Shan King Integrated Children and Youth Services Centre of Seventh-day Adventists)	1	410
80	Hope Worldwide	1	100
81	Ka Fook Pentecostal Holiness Church Limited	1	390
82	Ka Fook Pentecostal Holiness Church Limited (Ka Fook Pentecostal Holiness Church Limited Promised Land)	1	120
83	Kids Alive International, Inc. (Kids Alive International, Inc., Kids Alive International Tai Wai Project)	2	310
84	Lap Sing Educational Charity Funding Limited	7	1 720
85	Life Giving Fountain Education Centre Limited	13	2 050
86	Life Workshop (Life Workshop Community Work Service (North District Services))	1	680
87	Life Workshop (Life Workshop Community Work Service (Tai Kok Tsui District))	3	1 220
88	Life Workshop (Life Workshop Progressive Services)	2	810

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
89	Life Workshop (Life Workshop School Social Work Services)	1	480
90	Life Workshop (Life Workshop School Supportive Services)	3	1 020
91	Methodist Centre (Methodist Centre Aldrich Bay Integrated Children and Youth Services)	2	590
92	Methodist Epworth Village Community Centre, Social Welfare (Methodist Epworth Village Community Centre, Social Welfare, Epworth Integrated Youth Team)	1	40
93	Mission To New Arrivals Limited (Yuen Long District)	1	350
94	Neighbourhood and Worker's Education Centre Limited (Tin Shui Wai Women Mutual Service Centre)	1	130
95	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Kwai Hing))	1	150
96	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Tsing Yi))	1	190
97	OIWA Limited (Jockey Club Social Services Centre)	3	1 010
98	Pentecostal Holiness Church Shaukiwan Assembly Limited (Gilead Social Service Centre)	1	350
99	Po Leung Kuk Chan Yat Education Services Centre	1	280
100	Po Leung Kuk Fong Wong Kam Chuen Education Services Centre	1	270
101	Po Leung Kuk Horizon East Education Services Centre	1	610
102	Pok Oi Hospital Man Chu Shek Family Multiple Intelligences Centre	1	80
103	Pok Oi Hospital Fung Tak Family Multiple Intelligences Centre	2	140

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
104	Pok Oi Hospital Lions Club of the New Territories, Hong Kong Families Development Centre	1	60
105	Pok Oi Hospital Mr. Ng Hung Mow Memorial Family Multiple Intelligences Centre	1	40
106	Pok Oi Hospital Mrs Lee Ho Siu Fong Memorial Children And Families Development Centre	1	30
107	Pok Oi Hospital Ng Ma Choi Kiu Memorial Family Multiple Intelligences Centre	1	30
108	Pok Oi Hospital Wai Yin Association Youth City	2	80
109	Principal Chan Free Tutor World Limited	2	550
110	Remembrance of Grace Centre Limited	1	200
111	Sai Kung District Community Centre Limited	2	190
112	School Support Association Limited	106	22 300
113	Scout Association of Hong Kong (The Friends of Scouting)	3	330
114	Seedland Educational Charitable Foundation Limited (Seedland Educational Charitable Foundation Limited Education Division)	11	4 320
115	Shatin Baptist Church Social Service	2	250
116	Shatin Baptist Church Social Service (Joyful bounce center)	1	80
117	Smile Foundation Limited	5	2 700
118	Social Service Centre For Personality Development Limited	1	110
119	South Asian Lutheran Evangelical Mission Limited (SALEM Family Net Social Service Centre)	1	350
120	St. James' Settlement Continued Education Centre	2	340
121	Stewards Limited (Sha Kok Youth and Children's	1	570

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
	Centre)		
122	Stewards Limited (Youth Online - Stewards Integrated Service Centre for Young People)	1	200
123	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Cheung Sha Wan Children & Youth Integrated Services Centre)	3	310
124	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Ma On Shan Children & Youth Integrated Services Center)	1	60
125	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Yau Tong Children & Youth Integrated Services Centre)	1	80
126	The Boys' and Girls' Clubs Association of Hong Kong (Lok Man Children & Family Integrated Activity Centre)	1	40
127	The Boy's Brigade, Hong Kong	2	820
128	The Boy's Brigade, Hong Kong (Tai Po Training School)	1	110
129	The Boy's Brigade, Hong Kong (Waste Recovery Centre Recycle Service Centre (Kwai Chung))	1	90
130	The Boy's Brigade, Hong Kong (Waste Recovery Centre Recycle Service Centre (Tsuen Wan))	1	110
131	The Christian Grace Chapel Limited (Tuen Mun Christian Grace Chapel)	1	140
132	The Church of Christ in China Mui Wo Church	1	220
133	The Evangelical Lutheran Church of Hong Kong (ELCHK Church)	1	40
134	The Hong Kong Children & Youth Services (Lung Hang Centre)	1	220
135	The Hong Kong Children & Youth Services (Jockey Club Tin Ping Integrated Children & Youth Services Centre)	1	60

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
136	The Hong Kong Chinese Church of Christ (The Hong Kong Chinese of Christ Grace Neighbourhood Centre)	1	60
137	The Hong Kong Council of the Church of Christ in China	2	290
138	The Hong Kong Council of the Church of Christ in China (The Hong Kong Council of the Church of Christ in China Family Web)	2	920
139	The Hong Kong Federation of Youth Groups (HKFYG Jockey Club Wang Tau Hom Youth S.P.O.T)	1	280
140	The Hong Kong Federation of Youth Groups (Jockey Club Kwai Fong Youth S.P.O.T)	1	250
141	The Hong Kong Federation of Youth Groups (Jockey Club Tseung Kwan O Youth S.P.O.T.)	1	90
142	The Hong Kong Federation of Youth Groups (Lung Hang Youth S.P.O.T.)	1	80
143	The Hong Kong Federation of Youth Groups (Tai Po Lions Youth S.P.O.T.)	1	70
144	The Hong Kong Federation of Youth Groups (Jockey Club Cheung Wah Youth S.P.O.T)	1	60
145	The Hong Kong Federation of Youth Groups (Jockey Club Farm Road Youth S.P.O.T)	1	140
146	The Hong Kong Federation of Youth Groups (Jockey Club Hung Hom Youth S.P.O.T)	1	150
147	The Hong Kong Federation of Youth Groups (Jockey Club Ping Shek Youth S.P.O.T)	1	230
148	The Hong Kong Federation of Youth Groups (Jockey Club Shaukiwan Youth S.P.O.T.)	1	80
149	The Hong Kong Federation of Youth Groups (Jockey Club Tin Yuet Youth S.P.O.T.)	1	110
150	The Hong Kong Federation of Youth Groups (Jockey Club Verbena Youth S.P.O.T)	1	60
151	The Hong Kong Federation of Youth Groups (LOHAS	1	120

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
	Youth S.P.O.T)		
152	The Hong Kong Federation of Youth Groups (Student Guidance Team)	7	850
153	The Lutheran Church - Hong Kong Synod Limited (Department of Continuing Education)	4	1 620
154	The Neighbourhood Advice - Action Council (Tung Chung Integrated Services Centre)	1	630
155	The Salvation Army (Lung Hang C&Y Centre)	1	140
156	The Salvation Army (New Territories West Integrated Service Tuen Mun Integrated Service for Young People)	1	90
157	The Salvation Army (Tuen Mun East Integrated Service for Young People)	1	100
158	The True Word Lutheran Church Limited (Youth Centre of the True Word Lutheran Church)	3	930
159	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Full Grace Service Centre)	1	110
160	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Sha Tin Integrated Service Centre)	3	600
161	The Yuen Yuen Institute Social Service Department (School Service Support Team)	7	1 700
162	Tin Shui Wai Residents Association Fund Committee Limited (Tin Ching Estate Wong Wai Shun Integrated Children & Youth Service Centre)	2	820
163	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yan Estate Chiang Lai Wan Community Services Centre)	1	180
164	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yiu Estate Tsang Shue Wo Community Services Centre)	1	270
165	Tseung Kwan O Zion Church Limited (Shalom	1	160

No.	NGOs	No. of projects	Estimated no. of participating students in terms of man-times
	Centre)		
166	Tsung Tsin Mission of Hong Kong (Tsung Tsin Mission of Hong Kong Whampoa Church)	1	60
167	Tung Wah Group of Hospitals (Jockey Club Shatin Integrated Services Centre)	1	1 570
168	Tung Wah Group of Hospitals (Jockey Club Tai Kok Tsui Integrated Services Centre)	3	220
169	We Care Social Service Centre (We Care Social Service Centre (Tsui Ping Office))	1	370
170	Yan Kwong Social Service Centre	1	120
171	Yan Oi Tong (Yan Oi Tong Community Centre)	1	180
172	Yang Memorial Methodist Social Service (Family Health Education and Counselling Centre)	1	100
173	Yang Memorial Methodist Social Service (Homantin Integrated Centre for Youth Development)	1	200
174	Yang Memorial Methodist Social Service (Yang Memorial Methodist Social Service Tin Shui Wai Family Education And Support Centre)	2	940
175	Yuen Long Town Hall	3	4 860

Note:

An eligible participating student may participate in more than one activity under a project.

- End -

CONTROLLING OFFICER'S REPLY**EDB033****(Question Serial No. 2450)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

There is 1 bi-sessional primary school which has yet to formulate its whole-day conversion plan. What is the number of students involved (by level)? What are the reasons for the concerned primary school not yet operating in the whole-day mode? Has the Administration assisted the primary school to convert to the whole-day mode? If yes, what are the details, expenditure involved and the estimated timetable for implementing the whole-day mode? If no, what are the reasons?

Asked by: Hon WONG Kwok-hing (Member Question No. 32)

Reply:

The school which has yet to formulate its whole-day conversion plan is operating half-day classes at Primary 1 to 4 and whole-day classes at Primary 5 and 6. The Education Bureau has been exploring alternatives with the school sponsoring body to facilitate the school's full implementation of whole-day primary schooling. The number of students studying in half-day classes of this school in the 2015/16 school year is tabulated below:

District	Session	Number of Students					
		P1	P2	P3	P4	P5	P6
Central and Western	PM	157	163	163	160	Note	Note

Note: The school is operating whole-day classes at Primary 5 and 6 in the 2015/16 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB034

(Question Serial No. 3010)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In paragraph 116 of the Budget Speech, the Financial Secretary indicated that “Since this academic year, we have launched a subsidy scheme of \$960 million for students pursuing self-financing undergraduate programmes in selected disciplines, including healthcare, architecture and engineering, testing and certification, creative industries, logistics as well as tourism and hospitality.” In this connection, will the Government inform this Committee of:

- (a) the criteria for determining the professional disciplines to be covered;
- (b) the number of subsidised quotas and amount of subsidy for each selected discipline; and
- (c) how the effectiveness of the scheme will be assessed and when the scheme is expected to be reviewed?

Asked by: Hon WONG Kwok-hing (Member Question No. 124)

Reply:

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

Selected programmes for SSSDP should be full-time locally-accredited self-financing undergraduate programmes, and should help nurture the necessary talents in support of specific industries with keen manpower demand in Hong Kong. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments.

The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

The subsidised places are allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure eligible students (i.e. current Secondary 6 graduates who have taken the Hong Kong Diploma for Secondary Education Examination) are selected through a merit-based system. Should there be any unfilled places after all admission rounds of JUPAS, the relevant institutions are allowed to admit local students via direct admission for no more than 10% of the total subsidised places under each selected programme.

Details of the relevant institutions, selected programmes and the respective number of subsidised places, the annual subsidy amount per student for each programme for the cohorts admitted/to be admitted in the 2015/16 and 2016/17 academic years, and the number of actual intakes in the 2015/16 academic year are set out at **Annex**.

We are reviewing the effectiveness of SSSDP by obtaining feedback from the first cohort of students admitted in the 2015/16 academic year, the participating institutions, other self-financing post-secondary education institutions, the Committee on Self-financing Post-secondary Education as well as the relevant bureaux/departments, in order to further improve the operation of SSSDP and consider whether to extend the Scheme.

**Relevant Institutions, Selected Programmes, Number of Subsidised Places and Actual Intakes,
and Annual Subsidy Amount for the Cohort Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	20	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	74	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	59	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000
	Total		940	913	

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort to be Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	40,000
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000
Total			1 030	

- End -

CONTROLLING OFFICER'S REPLY

EDB035

(Question Serial No. 3011)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (6) Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

In paragraph 117 of the Budget Speech, the Financial Secretary indicated that he would “implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council starting from the next academic year. Programmes in the disciplines of construction, engineering and technology will be covered. The total commitment will be \$200 million, benefiting 5 600 people.” In this connection, will the Government provide the following information:

- (a) a list, classified by discipline, of designated professional programmes to be covered by the pilot scheme;
- (b) the criteria for determining the designated professional disciplines to be covered;
- (c) the number of subsidised quotas and amount of subsidy for each designated professional programme; and
- (d) when the effectiveness of the pilot scheme is expected to be assessed and what are the assessment criteria?

Asked by: Hon WONG Kwok-hing (Member Question No. 125)

Reply:

In order to further encourage continuing education, the Government plans to implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology, of which related industries are highly specialised and facing keen manpower demand.

Under the pilot scheme, eligible applicants for the subsidy should meet all the following criteria –

- (a) a resident of Hong Kong who is lawfully employable in Hong Kong; and
- (b) has newly and successfully enrolled for the first time into a self-financing part-time programme offered by VTC. The programmes enrolled should be –
 - (i) accredited at the Qualifications Framework (QF) Level 3 to 5 by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, excluding associate degree and bachelor's degree programmes; and

- (ii) under the area of study/training in “Architecture and Town Planning” or “Engineering and Technology” under the classification of the Hong Kong Qualifications Register (QR).

A list of eligible programmes offered by VTC by area of study/training under the Hong Kong QR and QF level as at December 2015 is at Annex. It should however be noted that there may be changes to the award titles to some of the programmes later in 2016. Also, some new programmes that meet the criteria are in the pipeline and will be introduced by VTC later.

Successful applicants will be refunded 60% of the tuition fees of eligible programmes, subject to a maximum of \$45,000 per person. Applicants may apply for fee refund for not more than two eligible programmes under the pilot scheme. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

Subject to the approval by the Finance Committee of the Legislative Council within the 2015-16 legislative year, the pilot scheme will be launched starting from the 2016/17 academic year. It will incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme. It is estimated that the pilot scheme will benefit around 5 600 students in total for three cohorts. A review on the effectiveness of the pilot scheme will be conducted in due course by collecting data such as the number of applications and completion rate as well as feedback from relevant parties.

**List of Eligible Programmes under the Vocational Training Council
by Area of Study / Training under the Hong Kong Qualifications Register (QR)
and Qualifications Framework (QF) Level**

(as at 16 December 2015)

Architecture, Construction and Town Planning^{Note}

	Programme	QF Level
1.	Diploma in Building Studies	3
2.	Higher Diploma in Building Studies	4
3.	Professional Certificate in Building Diagnosis and Inspection	4
4.	Professional Certificate in Building Maintenance Management	4
5.	Professional Diploma in Construction Site Supervision (QF Level 4)	4
6.	Professional Diploma in Horticulture and Landscape Management	4

Engineering and Technology

	Programme	QF Level
1.	Diploma in Automotive Engineering	3
2.	Diploma in Building Services Engineering	3
3.	Diploma in Civil Engineering	3
4.	Diploma in Electrical Engineering	3
5.	Diploma in Electronic and Communications Engineering	3
6.	Diploma in Mechanical Engineering	3
7.	Diploma in Surveying	3
8.	Module Certificate in Quartz Watches Technology and Repairing (Level 3)	3
9.	Higher Diploma in Aircraft Maintenance Engineering	4
10.	Higher Diploma in Automotive Engineering	4
11.	Higher Diploma in Building Services Engineering	4
12.	Higher Diploma in Civil Engineering	4
13.	Higher Diploma in Electrical Engineering	4
14.	Higher Diploma in Electronic and Communications Engineering	4
15.	Higher Diploma in Mechanical Engineering	4
16.	Higher Diploma in Surveying	4
17.	Module Certificate in Budgeting and Costing in Watch Services (Level 4)	4
18.	Module Certificate in Customer Services Management in Watch Trades (Level 4)	4
19.	Module Certificate in Data Collection and System Assurance (Level 4)	4
20.	Module Certificate in Drives and Traction & Electromagnetic Compatibility (Level 4)	4
21.	Module Certificate in Intermittent and Hidden Fault Finding in Train (Level 4)	4
22.	Module Certificate in Mechanical Watches Technology and Repairing (Level 4)	4
23.	Module Certificate in Modern Railway Organizations and Infrastructures	4
24.	Module Certificate in Operations Management in Watch Services (Level 4)	4
25.	Module Certificate in Precision Timing Technology and Repairing (Level 4)	4
26.	Module Certificate in Railway Asset Management	4
27.	Module Certificate in Railway System Assurance	4
28.	Module Certificate in Signalling Circuits and Systems (Level 4)	4
29.	Module Certificate in Signalling Design and Applications (Level 4)	4
30.	Module Certificate in Signalling Principles (Level 4)	4
31.	Module Certificate in Supervisory and Quality Management in Watch Services (Level 4)	4
32.	Module Certificate in Watch Exterior Components Technology and	4

	Programme	QF Level
	Reconditioning (Level 4)	
33.	Professional Certificate in Android Phone Applications Development	4
34.	Professional Certificate in Automotive Technology (Level 4)	4
35.	Professional Certificate in Electrical and Mechanical Technology in Buildings (Construction)	4
36.	Professional Certificate in Electrical and Mechanical Technology in Buildings (Maintenance) (Level 4)	4
37.	Professional Certificate in Environmental Management for Construction (Environmental Officer)	4
38.	Professional Certificate in Fashion Jewellery Design and Marketing (Level 4)	4
39.	Professional Certificate in Fine Jewellery Design and Brand Management (Level 4)	4
40.	Professional Certificate in Green Building Technology	4
41.	Professional Certificate in Green Lighting Technology and Application	4
42.	Professional Certificate in Product Testing	4
43.	Professional Certificate in Quantity Surveying Practice	4
44.	Professional Certificate in Railway Signalling System (Level 4)	4
45.	Professional Certificate in Rolling Stock Maintenance (Level 4)	4
46.	Professional Certificate in Watch Services Management (Level 4)	4
47.	Professional Certificate in Watch Technology and Repairing (Level 4)	4
48.	Professional Certificate in iPhone Applications Development	4
49.	Professional Diploma in Electrical and Mechanical Technology in Buildings (Level 4)	4
50.	Professional Diploma in Environmental Technology and Management	4
51.	Professional Diploma in Fine & Fashion Jewellery (Level 4)	4
52.	Professional Diploma in Mobile Applications Development	4
53.	Professional Diploma in Railway Engineering	4
54.	Professional Diploma in Watch Technology and Services Management (Level 4)	4
55.	Professional Diploma in Plumbing Engineering for Building Services	5

Note: The classification under the Hong Kong QR has been revised starting from 1 January 2016. “Architecture, Construction and Town Planning” has been revised as “Architecture and Town Planning”.

- End -

CONTROLLING OFFICER'S REPLY

EDB036

(Question Serial No. 3171)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the management of vacant school premises, please provide the following information:

1. What were the number and locations of vacant school premises as well as the departments currently responsible for their management for the past year, broken down by the reasons for their having been left vacant?
2. What were the uses of the vacant school premises and the organisations that used them in the past year?
3. In the past year, how many vacant school premises were involved in cases where the school sponsoring bodies were not willing to return the premises after the school had ceased operation?

Asked by: Hon WONG Kwok-hing (Member Question No. 127)

Reply:

It has all along been the Education Bureau's (EDB) policy objective to put vacant school premises (VSP) into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will consider factors including the size, location, physical conditions etc. of the relevant premises with a view to assessing the VSP's suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. In addition, EDB will also take into account factors like the demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district, the need for decanting premises for in-situ redevelopment or extension of existing schools, and the need to provide diversity in the school system etc., with a view to meeting various educational needs in the territory and supporting relevant policy initiatives.

While EDB is allowed to retain VSP for school uses, for premises which are proposed to be used for educational uses other than school uses, EDB needs to put forward its proposed use with justification to the Planning Department (PlanD) for assessment and may need to compete with other government departments on use of such VSP. Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism.

As stated in the Report No. 65 of the Director of Audit (Audit Report) on the use and disposal of VSP, as at 30 April 2015, there were records of 234 VSP in EDB's database. Among these 234 VSP, 105 were not being used, of which 29 were under EDB; 102 were being used, of which 77 were under EDB; and 27 have been or were going to be demolished for housing or other developments. In other words, 106 ex-school premises were under EDB with 29 not being used.

Among these 29 premises under EDB's purview, as at end December 2015, four have been referred to PlanD for consideration of suitable alternative uses in accordance with the above-mentioned central clearing house mechanism; 14 have been reused or reallocated/ planned for educational use; nine are earmarked for educational use; and the remaining two premises which are on private land require further discussion between EDB and relevant departments on the way forward. Detailed breakdown of the 29 VSP are set out in the Table below:

Table - 29 VSP under EDB which were not being used as mentioned in the Audit Report (position as at end-December 2015)

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
A. Four premises that have been referred to PlanD under the Central Clearing House Mechanism				
1	Central and Western	2005/06	1 600	Not Applicable
2	Southern	2004/05	2 400	Not Applicable
3	Wan Chai	2008/09	2 700	Not Applicable
4	Yuen Long	2004/05	2 300	Not Applicable
B. 14 premises that have been reused or reallocated/planned for educational use				
1	Southern	2013/14	3 300#	School Use
2	Southern	2011/12	2 000	Other educational use
3	Wan Chai	2006/07	1 600	School Use
4	Kowloon City	2003/04	3 000	School Use
5	Kwun Tong	2007/08	3 100#	School Use
6	Kwun Tong	2008/09	3 200#	School Use
7	Sham Shui Po	2008/09	1 300	School Use
8	Sham Shui Po	2007/08	1 200	Other educational use
9	Yau Tsim Mong	2006/07	1 200	Other educational use
10	North	2004/05	700	School Use
11	Sha Tin	2009/10	5 200#	School Use
12	Sha Tin	2012/13	6 400	Other educational use

13	Tai Po	2012/13	5 800	School Use
14	Yuen Long	2012/13	3 050	School Use
C. Nine premises earmarked for educational use				
1	Central and Western	2008/09	1 600	School Use
2	Eastern	2010/11	4 300#	School Use
3	Kwun Tong	2011/12	3 700#	School Use
4	Kwun Tong	2010/11	2 900	School Use
5	Sham Shui Po	2013/14	3 700	School Use
6	Tai Po	1999/00	2 400	School Use
7	Tsuen Wan	2010/11	3 600#	School Use
8	Tuen Mun	2010/11	5 300#	School Use
9	Islands	2006/07	5 800	School Use
D. Two premises which require further discussion				
1	Southern	2012/13	6 000	Not Applicable
2	Kowloon City	2013/14	3 200	Not Applicable

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises is only a rough estimate based on records available to EDB and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the table above.

In light of the recommendations of the Audit Report and the related report of the Public Accounts Committee tabled at LegCo on 17 February 2016, EDB is undertaking a series of measures to improve the handling and disposal of VSP. Firstly, we are reviewing the mechanism for identifying and allocating VSP for school or other educational uses, including defining and clarifying what constitutes VSP that should be handled with a view to drawing up a genuine database on VSP for better management of the use and disposal of VSP instead of simply keeping a record of ex-school premises. In addition, we are also conducting a stock-taking exercise by comparing the existing VSP records with the school registration records and conducting site visits where necessary to ascertain if there are any possible missed cases of VSP and to enhance the comprehensiveness of the VSP database. This will be followed by revamping the existing database with the objective of facilitating the management of those VSP that requires follow-up action or monitoring. An internal manual will be drawn up to set out the requirements and guidelines on the identification, screening, allocation and management of VSP for all related EDB sections to follow. We strive to complete the above tasks by June 2016.

We will continue to circulate the list of VSP within EDB, on a half-yearly basis, for new/updated proposals on educational uses and/or short-term uses (where appropriate). EDB will also continue to circulate, on a half-yearly basis, a list of VSP earmarked for medium or long-term educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau, Home Affairs Department, Lands Department, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

In 2015-16, there is no new VSP under EDB's purview which is located on private land.

- End -

CONTROLLING OFFICER'S REPLY

EDB037

(Question Serial No. 3172)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the improvement of the teaching and learning environment of public sector schools, please provide the following information:

1. Please list out the number of primary and secondary schools that were operated in school premises considered as sub-standard according to prevailing standards in each of the past 3 years;
2. Please list out the number of schools applied for the School Improvement Programme, reprovisioning programme, redevelopment programme and minor improvement projects in each of the past 3 years. What were the staffing and expenditures involved in each of the above programmes?
3. Please list out, by district council districts, the number of schools that had yet to receive approval for the above programmes in the past 1 year and explain the reasons.

Asked by: Hon WONG Kwok-hing (Member Question No. 128)

Reply:

1. At present, there are about 850 ordinary public sector primary and secondary school premises built in different periods in accordance with the standards at the time of construction, which cover various facilities and have been changing over the years. Nevertheless, existing school premises in operation are required to comply with prevailing statutory requirements. As at November 2015, over 200 of them were built according to prevailing standards.

Among the schools built in different periods, cuboidal shaped school premises were constructed between mid-1960s and 1980 at public housing estates for primary school use. These school premises are often referred to as “matchbox-style school premises” and considered as “sub-standard” school premises as compared with the newly built school premises and prevailing standards. At present, 28 public sector primary schools are operating in such premises.

2. and 3. Over the years, the Education Bureau (EDB) has put in place various measures to enhance the facilities of school premises according to the needs of the schools, so as to improve their teaching and learning environment. These measures mainly include the School Improvement Programme (SIP) implemented between 1994 and 2006, reprovisioning programme, redevelopment programme and minor improvement projects.

SIP, one of the recommendations of the Education Commission in its Report No. 5, was introduced in 1994 to progressively upgrade the teaching and learning environment of schools so as to provide additional space and facilities for teaching, out-of-class activities and supporting services for both teachers and students. Phase One to three of SIP focused on upgrading the schools’ facilities for teaching, learning and administrative needs. Phase Four and the Final Phase aimed to upgrade the schools’ facilities to the

prevailing standards where technically feasible. The scope of improvement works for individual schools under SIP varied according to the schools' vision and mission, characteristics, the facilities in place and site conditions. About 700 ordinary public sector schools built according to the planning standards when the schools were constructed have their school facilities enhanced through one of the five phases of SIP.

For reprovisioning of existing schools to new school premises built on reserved school sites or vacant school premises which are suitable for this purpose, allocation is generally done through open and competitive bidding under the School Allocation Exercises (SAE). All eligible school sponsoring bodies in the territory can apply for reprovisioning of existing schools under their sponsorship when SAE for reprovisioning purpose are launched from time to time. Since 2005, we have allocated 24 new school premises built on reserved school sites and nine vacant school premises for reprovisioning or extension of existing schools. In the past three years, three sites were allocated for reprovisioning purpose and applications from 19 schools were received.

For in-situ redevelopment projects, interested schools would indicate their intention for redevelopment to EDB which would assess whether it is worth supporting based on a set of eligibility criteria including the technical feasibility in light of the site constraint, quality of education provided, sustainability of the school under consideration, availability of suitable decanting premises, readiness of the school, etc. We also need to take into account the available manpower and foreseeable school building commitments within EDB, as well as the likely capacity constraints of the construction sector as gauged from past experience when deciding on the number of projects to be supported. We are now working on seven in-situ redevelopment projects with funding secured for three of them. We will consider taking up additional projects having regard to the progress of the school projects in hand as well as the redevelopment projects committed so far, funding availability under the Public Works Programme in recent years and the demand from schools for redevelopment.

As for minor improvement works, EDB applies for block allocations under the Capital Works Reserve Fund every year to implement such works so as to improve the facilities of schools in need. A total of 38 minor improvement works projects were approved in the past three years, involving a total expenditure of about \$493 million.

The relevant manpower expenses in processing the application of the above improvement measures were absorbed by the recurrent expenditure of EDB. We do not have a separate breakdown on expenditure in this regard.

- End -

CONTROLLING OFFICER'S REPLY

EDB038

(Question Serial No. 0392)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (4) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

The provision for special education for 2016-17 is estimated to be \$2,309.5 million, which is a 5.6% increase over the 2015-16 original estimate. Will the Administration please advise on the allocation of the increased provision and the expenditure items involved?

Asked by: Hon Jeffrey LAM Kin-fung (Member Question No. 44)

Reply:

The provision for 2016-17 under Programme (4) Special Education is \$123.5 million or 5.6% higher than the original estimate for 2015-16. This is mainly due to increased provision for salaries grant arising from the 2015 pay adjustment and increased provision for various existing grants to schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB039****(Question Serial No. 0393)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the Government please provide:

A) Information on existing Direct Subsidy Scheme (DSS) primary and secondary schools:

Name of school	District	Number of places in each level	School fee of each level	Amount of subsidy received	Amount of fee remission and scholarship (number of students granted full or partial remission)

B) List of primary and secondary schools planning to apply to join DSS;

C) Details of the Administration's staffing provision for handling DSS primary and secondary schools, including rank, number and salary point. How does the Administration conduct inspection to ensure that DSS schools comply with the Administration's guidelines? Please provide the number of non-compliance cases which had been inspected and followed up in the past year.

Asked by: Hon Jeffrey LAM Kin-fung (Member Question No. 45)

Reply:

A) Information on existing Direct Subsidy Scheme (DSS) primary and secondary schools:

Number of places in each level

Since DSS schools may admit students on a territory-wide basis, instead of providing the number of places in each level per school, we set out the total number of places in each level of all DSS schools below:

DSS primary schools	P1	P2	P3	P4	P5	P6	Total
Number of places	2 707	2 725	2 725	2 717	2 407	2 581	15 862

DSS secondary schools	S1	S2	S3	S4	S5	S6	Total
Number of places	8 851	9 150	9 286	9 910	10 005	10 138	57 340

School fees of each level

Information on the current school fees charged by DSS primary and secondary schools is tabulated at **Appendix**.

Amount of subsidy received

The recurrent subsidy payable to individual DSS schools is calculated in accordance with the DSS unit subsidy rate (i.e. the average unit cost of an aided school place) and the number of student intakes based on the September and March headcounts. The actual amount of subsidy payable to each of the DSS schools in the 2015/16 school year is subject to the outcome of the March headcount to be completed.

Amount of fee remission and scholarship

DSS schools are only required to disclose in their annual audited accounts the amount set aside as reserve for fee remission and scholarship schemes, as well as the related total expenditures. With reference to the 2013/14 audited accounts, all DSS schools have set aside the required amount of school fee income as reserve for fee remission and scholarship schemes. The total amount of fee remission and scholarship provision of all DSS schools is over \$197 million in that school year. On the other hand, DSS schools are not required to disclose the number of students benefitted. As such, we have no information on the number of students granted full or partial remission in the schools.

- B) Aided schools which plan to join DSS should submit their applications to the Education Bureau (EDB) by the end of February in the year prior to the planned year of admission to DSS the latest. As at 1 March 2016, we have not received any new application for joining the DSS.
- C) While DSS schools are required to submit their annual audited accounts for inspection, EDB would conduct Comprehensive Review, External School Review, audit inspections, etc. to DSS schools as appropriate, as well as investigate complaints to ensure their compliance with the Administration's guidelines. Since the above monitoring work related to the administration and inspection of the DSS schools cuts across various divisions and the amount of resources may also fluctuate from time to time in tandem with policy and other priority considerations, we are unable to provide a breakdown of the staffing provision for handling the DSS schools. Currently, non-compliance cases found are followed up by respective divisions and this Bureau does not have available data or statistics on the overall situation.

School Fee of DSS Schools for the 2015/16 School Year

Table 1: DSS Primary Schools

Name of School	District	Annual School Fee of Each Level <small>Note 1 & Note 2</small>					
		P1	P2	P3	P4	P5	P6
HKUGA Primary School	HKE	24,500	24,500	24,500	24,500	24,500	24,500
Hon Wah College <small>Note 3</small>	HKE	14,960	14,960	14,960	14,960	14,960	14,960
St. Paul's Co-educational College Primary School	SOU	60,000	60,000	60,000	60,000	60,000	60,000
St. Paul's College Primary School	SOU	30,000	30,000	30,000	30,000	30,000	30,000
Diocesan Boys' School <small>Note 3</small>	KC	42,750	42,750	42,750	42,750	42,750	42,750
PLK Lam Man Chan English Primary School	KC	12,800	12,800	12,800	12,800	12,800	12,800
Fukien Secondary School Affiliated School <small>Note 4</small>	KT	30,000	30,000	30,000	30,000	30,000	30,000
Evangel College <small>Note 3</small>	SK	16,300	16,300	16,300	16,300	16,300	16,300
G. T. (Ellen Yeung) College <small>Note 3</small>	SK	34,100	34,100	36,300	36,300	38,280	38,280
HKCCC Union Logos Academy <small>Note 3</small>	SK	25,460	25,460	25,460	25,460	25,460	N/A
PLK Luk Hing Too Primary School	SK	13,000	13,000	13,000	13,000	13,000	13,000
Lingnan University Alumni Association (Hong Kong) Primary School	SSP	15,103	15,103	15,103	15,103	15,103	15,103
St. Margaret's Co-educational English Secondary and Primary School <small>Note 3</small>	SSP	41,300	40,000	37,340	37,340	37,340	37,340
Ying Wa Primary School	SSP	15,000	15,000	15,000	15,000	15,000	15,000
PLK Camoes Tan Siu Lin Primary School	YTM	14,800	14,800	14,800	14,800	14,800	14,800
HKBU Affiliated School Wong Kam Fai Secondary and Primary School <small>Note 3</small>	ST	37,300	37,300	37,300	37,300	37,300	37,300
Pui Kiu College <small>Note 3</small>	ST	23,900	23,900	23,900	23,900	23,900	23,900
Delia (Man Kiu) English Primary School	KwT	7,370	7,370	7,370	7,370	7,370	7,370
PLK HKTA Yuen Yuen Primary School	TM	10,500	10,500	10,500	10,500	10,500	10,500
ELCHK Lutheran Academy <small>Note 3</small>	YL	58,590	52,080	46,300	41,160	36,750	36,750
WF Joseph Lee Primary School	YL	12,840	12,840	12,840	12,840	12,840	12,840

Table 2: DSS Secondary Schools

Name of School	District	Annual School Fee of Each Level <small>Note 1 & Note 2</small>					
		S1	S2	S3	S4	S5	S6
St. Paul's Co-educational College	CW	55,000	55,000	55,000	55,000	55,000	55,000
St. Paul's College	CW	38,000	38,000	38,000	38,000	38,000	38,000
Hon Wah College <small>Note 3</small>	HKE	16,100	16,100	16,100	16,100	16,100	16,100
Kiangsu-Chekiang College	HKE	5,530	5,530	5,530	5,530	5,530	5,530
Pui Kiu Middle School	HKE	7,080	7,080	7,080	10,780	10,780	10,780
The Chinese Foundation Secondary School	HKE	13,000	13,000	13,000	17,300	17,300	17,300
Buddhist Fat Ho Memorial College	I	5,100	5,100	4,800	5,100	5,100	4,800
Caritas Charles Vath College	I	N/A	N/A	N/A	8,400	8,400	8,400
YMCA of Hong Kong Christian College	I	35,000	33,000	31,000	31,000	28,000	24,500
HKUGA College	SOU	35,000	36,000	37,000	38,000	39,000	40,000
St. Stephen's College	SOU	60,400	60,400	60,400	60,400	60,400	60,400
CCC Kung Lee College	WCH	N/A	N/A	N/A	12,840	12,840	12,840
Confucius Hall Secondary School	WCH	3,800	3,800	3,400	2,980	1,700	N/A
St. Paul's Convent School	WCH	25,000	25,000	25,000	27,500	27,500	27,500
Diocesan Boys' School <small>Note 3</small>	KC	43,000	43,000	43,000	43,000	43,000	43,000
Heep Yunn School	KC	32,000	30,000	30,000	33,000	N/A	N/A
HKICC Lee Shau Kee School of Creativity	KC	N/A	N/A	N/A	27,600	26,000	26,000
PLK Ngan Po Ling College	KC	29,500	29,500	29,500	29,500	29,500	29,500
Workers' Children Secondary School	KC	3,060	3,060	3,060	7,540	7,540	7,540
Delia Memorial School (Hip Wo)	KT	0	0	0	3,000	3,000	3,000
Delia Memorial School (Matteo Ricci)	KT	0	0	0	3,000	3,000	3,000
Delia Memorial School (Yuet Wah)	KT	N/A	N/A	0	3,000	3,000	3,000
ECF Saint Too Canaan College	KT	22,100	22,100	19,700	14,900	14,900	14,900
Fukien Secondary School	KT	16,150	16,150	16,150	15,600	15,600	15,600
Mu Kuang English School	KT	2,000	2,000	2,000	N/A	N/A	N/A
United Christian College (Kowloon East)	KT	26,000	26,000	26,000	23,000	23,000	23,000
Creative Secondary School	SK	68,780	68,780	72,980	72,980	78,230	78,290
Evangel College <small>Note 3</small>	SK	19,970	19,970	19,970	19,970	19,970	19,970
G. T. (Ellen Yeung) College <small>Note 3</small>	SK	38,280	40,480	40,480	42,680	42,680	42,680
Heung To Secondary School (Tseung Kwan O)	SK	4,570	4,570	4,570	7,600	7,600	7,600
HKCCC Union Logos Academy <small>Note 3</small>	SK	28,770	28,770	28,770	28,770	28,770	28,770
PLK Laws Foundation College	SK	18,000	18,000	18,000	22,000	22,000	22,000
QualiEd College	SK	8,550	8,550	6,400	8,550	8,550	8,550
Chan Shu Kui Memorial School	SSP	700	700	700	6,000	6,000	6,000

Name of School	District	Annual School Fee of Each Level <small>Note 1 & Note 2</small>					
		S1	S2	S3	S4	S5	S6
China Holiness College	SSP	3,020	3,020	3,020	6,620	6,620	9,800
Delia Memorial School (Broadway)	SSP	0	0	0	3,000	3,000	3,000
Delia Memorial School (Glee Path)	SSP	0	0	0	3,000	3,000	3,000
Heung To Middle School	SSP	4,570	4,570	4,570	8,070	8,070	8,070
St. Margaret's Co-educational English Secondary and Primary School <small>Note 3</small>	SSP	36,600	36,080	35,170	32,460	28,180	25,228
Tsung Tsin Christian Academy	SSP	31,500	31,500	31,500	29,900	29,900	29,900
Wai Kiu College	SSP	3,000	3,000	3,000	3,200	3,200	3,200
Ying Wa College	SSP	17,600	17,600	17,600	17,600	17,600	17,600
Good Hope School	WTS	35,000	35,000	35,000	45,000	45,000	45,000
Diocesan Girls' School	YTM	38,000	38,000	38,000	38,000	38,000	38,000
HKMA David Li Kwok Po College	YTM	29,240	30,700	32,230	34,160	32,080	30,390
Kowloon Sam Yuk Secondary School	YTM	2,200	2,200	2,200	2,080	1,980	1,860
Fanling Lutheran Secondary School	N	5,500	5,500	5,500	6,500	6,500	4,500
HKBU Affiliated School Wong Kam Fai Secondary and Primary School <small>Note 3</small>	ST	37,300	37,300	37,300	37,300	37,300	37,300
Lam Tai Fai College	ST	21,400	21,400	21,400	21,400	21,400	21,400
Li Po Chun United World College of Hong Kong	ST	N/A	N/A	N/A	N/A	98,000	98,000
Pui Kiu College <small>Note 3</small>	ST	26,300	26,300	26,300	33,100	33,100	33,100
St. Margaret's Girls' College, Hong Kong	ST	N/A	N/A	8,000	13,500	13,500	13,500
Stewards Pooi Kei College	ST	18,500	18,500	18,500	19,000	19,000	19,000
Tak Sun Secondary School	ST	22,000	22,000	22,000	22,000	22,000	22,000
Law Ting Pong Secondary School	TP	14,300	14,300	14,300	14,880	17,740	17,740
Tai Po Sam Yuk Secondary School	TP	6,500	6,500	6,050	6,050	5,000	5,000
Chinese Y.M.C.A. Secondary School	YL	11,770	11,770	11,770	11,770	11,770	11,770
ELCHK Lutheran Academy <small>Note 3</small>	YL	59,100	53,490	49,530	61,610	57,050	52,830
Heung To Middle School (Tin Shui Wai)	YL	4,000	4,000	4,000	5,130	5,130	5,130
HKFYG Lee Shau Kee College	YL	21,900	21,900	21,900	32,850	32,850	32,850
Pak Kau College	YL	4,050	4,050	1,900	4,050	4,050	4,050

Note 1: School fees for non-local students or non-local curriculum are excluded.

Note 2: The school fee is indicated with "N/A" if there is no approved class for that level.

Note 3: The schools operate classes at both secondary and primary levels.

Note 4: The school operates a Chinese stream in Primary 6 with school fee of \$18,000.

- End -

CONTROLLING OFFICER'S REPLY**EDB040****(Question Serial No. 2880)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Under Programme (6), the financial provision for 2016-17 amounts to \$2,319.1 million. In this connection, please advise of the following:

1. How will the Administration enhance the promotion of vocational and professional education and training to correct the negative public perception of vocational education?
2. How will the Administration promote the Pilot Training and Support Scheme to ensure the appropriate use of funds?
3. How effective was the industry attachment programme in 2015? Will the Administration review the programme and co-operate with a greater variety of industries and enterprises to increase the employment rate among graduates who are economically active? If yes, what are the details? If no, what are the reasons?

Asked by: Hon Andrew LEUNG Kwan-yuen (Member Question No. 28)

Reply:

1. In June 2014, the Government set up the Task Force on Promotion of Vocational Education (Task Force) with a view to mapping out a strategy to promote vocational education and training (VET) in the community. The Task Force submitted its Report to the Government in July 2015, proposing a three-pronged strategy with a total of 27 recommendations as set out at Annex. Among others, the Task Force recommended to rebrand VET to “vocational and professional education and training” (VPET) covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge.

In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the Task Force's recommendations and would actively consider how to implement them. The Education Bureau (EDB) has been following up on the implementation of the recommendations and the major progress so far is as follows –

- (a) producing and launching three Announcement in Public Interests (APIs) in the first quarter of 2016 to promote the professional image of VPET;
- (b) earmarking a site in the urban district to develop a Vocational Training Council (VTC) campus with adequate capacity and state-of-the-art facilities, and launching a new round of Land Grant Scheme in February 2016 for post-secondary education institutions offering self-financing programmes at sub-degree level or above (which include relevant VPET providers) for reprovisioning purpose with a view to providing conducive learning environment for students;

- (c) encouraging secondary schools to adopt a whole school approach in career and life planning education and enhancing individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (d) fully subsidising Applied Learning (ApL) courses starting from the 2016/17 school year;
- (e) extending the Pilot Training and Support Scheme (Pilot Scheme) for two more cohorts of 2 000 students to be admitted in the 2016/17 and 2017/18 academic years;
- (f) launching a new category under the Quality Enhancement Support Scheme of the Self-financing Post-secondary Education Fund in January 2016 for a pilot period of two years to support industrial attachment projects that aim to increase students' employability;
- (g) reviewing the Study Subsidy Scheme for Designated Professions/Sectors in order to consider whether to extend the Scheme;
- (h) enhancing the promotion of the Qualifications Framework (QF) with the QF Fund;
- (i) conducting a benchmark perception survey with a view to keeping track of any changes in the public's attitude towards VPET later; and
- (j) writing to post-secondary education institutions, VPET providers as well as major chambers of commerce to appeal for their support of the relevant recommendations made by the Task Force.

Some of the recommendations are implemented with existing manpower resources as well as funds already established, i.e. the Self-financing Post-secondary Education Fund and QF Fund. Apart from these, the estimated additional recurrent expenditure required to fully subsidise ApL courses is about \$13 million while the estimated additional non-recurrent expenditure to implement other recommendations so far is some \$160 million.

2. The Pilot Scheme aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, VTC has implemented the Pilot Scheme starting from the 2014/15 academic year, which targets to benefit 2 000 students with an approved commitment of \$144 million. Among others, the Task Force recommended extending the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme in general is well received by the participating employers and students. Therefore, the Government plans to extend the Pilot Scheme for two more cohorts of students to be admitted in the 2016/17 and 2017/18 academic years, benefitting 2 000 more students with an additional estimated non-recurrent expenditure of \$144 million. With the extension, the total commitment for the Pilot Scheme will be \$288 million. The implementation details such as the guaranteed level of salary and allowance offered by the Government and industries covered will remain the same.

VTC has conducted a variety of promotion and publicity activities for the Pilot Scheme since July 2014 including production and broadcasting of a promotional video; advertising via multi-media and webpage; organising school talks, promotion booths in career exhibitions, VTC information days and skills competitions; and promotion to trade associations and industry partners, etc. With the extension of the Pilot Scheme for two more cohorts of 2 000 students in response to the recommendation of the Task Force, VTC will continue to enhance its promotion to attract more students to join the Pilot Scheme.

3. Industrial attachment helps bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhances students' employment-readiness. A recurrent funding of about \$18 million has been allocated to VTC starting from the 2014/15 academic year to provide industrial attachment opportunities for students mainly studying subvented Higher Diploma programmes and certain Diploma of Vocational Education programmes. About 9 000 students in VTC will benefit every year.

In the 2014/15 academic year, VTC conducted surveys to collect feedback from employers and students on the industrial attachment. The results reflected that both employers and students generally valued the authentic workplace experience and recognised improvements in students' communication skills, attitude and behavior, and sense of responsibility, etc. after the industrial attachment. In addition, the same survey showed that over 90% of the employers who offered industrial attachment places would favorably

consider offering permanent positions to the attached students if suitable vacancies arise in their companies/organisations. In the past two years, around 90% of VTC's graduates who opted to join the workforce had secured employment within six months after graduation. VTC will continue to work closely with different industry sectors to solicit more industrial attachment opportunities for students and enhance its overall arrangements.

**List of 27 Recommendations Made by
the Task Force on Promotion of Vocational Education**

Strategy 1: Rebranding Vocational Education and Training (VET)

- (1) the Government to rebrand VET in Hong Kong as “vocational and professional education and training (VPET)” covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge;

Strategy 2: Strengthening Promotion

(a) Promotion of Professional Image of VPET

(i) Publicity Campaign

- (2) the Government to produce Announcement in Public Interest (API) on TV/radio by involving industry role models where appropriate. The API may also be broadcast on Facebook, YouTube, dedicated portal for VPET and other online media;
- (3) the Government to produce TV drama series (including related publicity and production of DVDs), presenting real success stories of persons graduated from VPET programmes and make them continuously accessible to the public through the VPET Portal which facilitates guidance to students;
- (4) the Government to continue to support major VPET provider(s) to organise large-scale skills competitions to showcase VPET students’ achievement and provide interactive activities for secondary school students’ experience, or even consider bidding for the hosting of such competitions in Hong Kong in due course with a view to raising public awareness of the professionalism of VPET and related industries as well as enhancing the skill level of local talent;

(ii) Campus Facilities of VPET Providers

- (5) the Government to facilitate the provision of state-of-the-art facilities to VPET providers in order to provide conducive learning environment to VPET students and enhance the professional image of VPET riding on the existing support schemes or otherwise;

(iii) Quality of Programmes Offered by VPET Providers and Research Capability

- (6) VPET providers to enhance quality of their VPET programmes, and strengthen the support services to students where possible;
- (7) VPET providers to consider whether it is appropriate for them to engage in (more) research activities (which could be action research, applied research, technology-oriented research other than academic research) to inform teaching and learning, etc.;

(b) Provision of More Information about VPET and Related Career

(i) VPET Portal

- (8) the Government to develop and maintain a VPET portal which gathers comprehensive and impartial information on VPET programmes and related industries in Hong Kong, as well as links up other relevant portals;

(ii) VPET Forum

- (9) the Government, VPET providers and industry sectors to attend international VPET forums from time to time to keep abreast of the latest development of VPET worldwide;
- (10) the Government or VPET providers to organise local VPET forums from time to time with the participation of the industry sectors, in order to provide up-to-date industry and career information to secondary school students, parents and teachers;

(c) Promotion of VPET through Career and Life Planning Education

- (11) the Education Bureau (EDB) to encourage secondary schools to adopt a whole school approach in career and life planning education and enhance individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (12) VPET providers and major chambers of commerce to arrange (more) training workshops cum visits for principals, teachers and career masters in secondary schools, with the facilitation of EDB through the Business-School Partnership Programme (BSPP) so as to provide them with the latest developments of VPET in Hong Kong and the related careers. Such training workshops cum visits should also be extended to prospective secondary school teachers pursuing teaching programmes in tertiary institutions as well as non-governmental organisations which play a role in offering articulation and career advice to students;
- (13) VPET providers and major chambers of commerce to arrange (more) taster programmes for secondary school students with the facilitation of EDB through BSPP;
- (14) VPET providers and major chambers of commerce to organise seminars and visits for parents of secondary school students for their better understanding of VPET and the related careers as well as the progression pathways, with the facilitation of EDB;

(d) More Contribution from Industries

(i) Closer Collaboration with VPET Providers

- (15) the major chambers of commerce and VPET providers to have closer collaboration on the design and development of VPET programmes (including the curriculum, industrial attachment, etc.) such that the learning outcome could fulfill employers' needs and expectation;
- (16) the Vocational Training Council to regularly review the list of Training Boards to cover emerging industries so that manpower surveys would be conducted to better inform VPET training providers and prospective students of the areas with growing manpower demand;

(ii) Remuneration, Working Conditions and Progression Pathways

- (17) the major chambers of commerce to encourage their members to devise comprehensive human resource strategy to attract and retain staff, covering the remuneration package, working conditions and progression pathways, etc.;

(e) Promotion of Applied Learning

- (18) EDB to encourage course providers to arrange accreditation of more Applied Learning (ApL) courses under the Qualifications Framework (QF) where appropriate so that apart from the Hong Kong Diploma of Secondary Education (HKDSE), students completing ApL courses may obtain a separate QF-recognised qualification for further studies in the relevant fields or entry into the industries concerned;

- (19) post-secondary education institutions in Hong Kong to give due consideration of the results of ApL courses attained by students in the HKDSE Examination in student admission as an incentive for students to take ApL and benefit from the experiences and also an incentive for their parents to support them to do so;
- (20) the Government to consider providing 100% grant subsidies to schools for the ApL course fees and encourage more schools to offer ApL courses based on their student profiles;

(f) Provision of Financial Support by the Government

(i) Pilot Training and Support Scheme (Pilot Scheme)

- (21) the Government to consider extending the Pilot Scheme to benefit more students pending a review;

(ii) Industrial Attachment (IA)

- (22) the Government to extend the IA initiative to benefit students pursuing full-time locally-accredited self-financing sub-degree and undergraduate programmes where applicable;

(iii) Study Subsidy Scheme for Designated Professions / Sectors (SSSDP)

- (23) the Government to consider extending the SSSDP if it is proven effective;

Strategy 3: Sustaining Efforts

(a) Influence by the Government

- (24) the Government to encourage the senior Government officials to seize every opportunity to promote and support VPET on different occasions so as to demonstrate the Government's support and recognition of VPET as an integral part of the community;

(b) Promotion of Qualifications Framework

- (25) EDB to enhance the publicity efforts on QF targeting at employers and the general public. Articulation pathways for lifelong learning and progression pathways for different industries under QF should also be further promoted;
- (26) the major chambers of commerce to encourage their members to make reference to QF in recruitment and promotion, so as to increase the relevance of QF to learners and practitioners which would in turn help promote VPET; and

(c) Tracking Surveys on Attitude Change

- (27) the Government to conduct tracking surveys by involving relevant stakeholders to keep track of any changes in their attitude towards VPET.

- End -

CONTROLLING OFFICER'S REPLY

EDB041

(Question Serial No. 1274)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the number of non-Chinese speaking students and, by ethnicity, the number of ethnic minority (including Indonesian, Filipino, Indian, Pakistani, Nepalese, Japanese, Korean, other Asian, white, black and other ethnic minority) students studying at different grade levels in primary and secondary schools in the past 3 years (i.e. from the 2013/14 to 2015/16 school years).

Asked by: Hon Cyd HO Sau-lan (Member Question No. 25)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students, and the number of NCS ethnic minority students by ethnicity as asked in the question studying at different grade levels in public sector and Direct Subsidy Scheme primary and secondary schools from the 2013/14 to 2015/16 school years are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking students studying at different grade levels
in primary and secondary schools from the 2013/14 to 2015/16 school years**

Level	Grade	2013/14 school year	2014/15 school year	2015/16 school year
Primary (Primary 1 – 6)	P1	1 445	1 574	1 583
	P2	1 459	1 533	1 609
	P3	1 376	1 467	1 574
	P4	1 322	1 399	1 461
	P5	1 368	1 353	1 414
	P6	1 320	1 371	1 317
	P1-P6	8 290	8 697	8 958
Secondary (Secondary 1 – 6)	S1	1 437	1 613	1 730
	S2	1 468	1 424	1 547
	S3	1 366	1 493	1 457
	S4	1 312	1 376	1 505
	S5	1 101	1 307	1 324
	S6	892	1 011	1 219
	S1-S6	7 576	8 224	8 782

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The above data cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying at different grade levels from the 2013/14 to 2015/16 school years**

Primary Schools

P1	2013/14	2014/15	2015/16
Indonesian	18	21	27
Filipino	194	216	206
Indian	147	143	162
Pakistani	481	521	485
Nepalese	246	299	332
Japanese	16	26	22
Korean	7	11	10
Other Asian	34	65	58
White	118	109	95
Black	6	9	12
Others	88	49	68
Total	1 355	1 469	1 477

P2	2013/14	2014/15	2015/16
Indonesian	12	22	20
Filipino	211	208	222
Indian	163	154	145
Pakistani	515	506	545
Nepalese	220	253	295
Japanese	19	14	21
Korean	5	9	11
Other Asian	23	73	69
White	98	118	102
Black	12	8	11
Others	74	61	54
Total	1 352	1 426	1 495

P3	2013/14	2014/15	2015/16
Indonesian	17	12	21
Filipino	211	224	222
Indian	168	159	156
Pakistani	490	522	513
Nepalese	206	222	269
Japanese	12	18	17
Korean	5	4	6
Other Asian	35	42	85
White	62	90	114
Black	8	9	7
Others	80	53	58
Total	1 294	1 355	1 468

P4	2013/14	2014/15	2015/16
Indonesian	10	18	15
Filipino	194	210	226
Indian	138	171	168
Pakistani	457	505	518
Nepalese	250	204	222
Japanese	9	12	16
Korean	4	5	6
Other Asian	28	61	50
White	55	65	78
Black	4	6	9
Others	79	53	46
Total	1 228	1 310	1 354

P5	2013/14	2014/15	2015/16
Indonesian	13	10	18
Filipino	228	199	214
Indian	155	139	176
Pakistani	498	469	502
Nepalese	212	249	210
Japanese	7	7	13
Korean	2	6	4
Other Asian	32	51	72
White	53	55	56
Black	8	5	9
Others	70	56	49
Total	1 278	1 246	1 323

P6	2013/14	2014/15	2015/16
Indonesian	6	15	14
Filipino	237	228	200
Indian	191	157	137
Pakistani	480	506	458
Nepalese	212	207	244
Japanese	6	6	6
Korean	2	2	7
Other Asian	31	52	54
White	42	55	51
Black	4	8	3
Others	43	46	47
Total	1 254	1 282	1 221

Secondary Schools

S1	2013/14	2014/15	2015/16
Indonesian	11	12	14
Filipino	238	266	273
Indian	185	220	218
Pakistani	506	559	599
Nepalese	194	249	249
Japanese	12	10	6
Korean	8	12	8
Other Asian	32	67	98
White	29	42	52
Black	2	3	6
Others	104	67	85
Total	1 321	1 507	1 608

S2	2013/14	2014/15	2015/16
Indonesian	3	11	12
Filipino	253	248	275
Indian	236	187	221
Pakistani	494	474	528
Nepalese	239	194	242
Japanese	12	12	10
Korean	6	8	11
Other Asian	35	52	49
White	25	33	33
Black	4	1	3
Others	79	77	57
Total	1 386	1 297	1 441

S3	2013/14	2014/15	2015/16
Indonesian	8	6	12
Filipino	247	254	259
Indian	202	232	184
Pakistani	469	505	484
Nepalese	232	229	199
Japanese	10	10	10
Korean	8	8	9
Other Asian	16	59	49
White	24	32	42
Black	2	4	3
Others	72	71	72
Total	1 290	1 410	1 323

S4	2013/14	2014/15	2015/16
Indonesian	5	9	8
Filipino	258	241	254
Indian	206	200	223
Pakistani	416	448	489
Nepalese	208	240	235
Japanese	15	13	12
Korean	10	7	5
Other Asian	20	35	54
White	30	31	48
Black	1	4	6
Others	81	51	76
Total	1 250	1 279	1 410

S5	2013/14	2014/15	2015/16
Indonesian	6	3	9
Filipino	210	242	221
Indian	181	192	196
Pakistani	272	382	401
Nepalese	169	201	209
Japanese	11	11	10
Korean	10	13	5
Other Asian	22	42	28
White	21	27	22
Black	4	3	4
Others	52	37	44
Total	958	1 153	1 149

S6	2013/14	2014/15	2015/16
Indonesian	5	6	2
Filipino	159	197	228
Indian	137	165	181
Pakistani	237	239	347
Nepalese	132	156	191
Japanese	10	10	9
Korean	3	9	12
Other Asian	10	33	42
White	9	15	21
Black	1	6	2
Others	45	30	32
Total	748	866	1 067

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary and secondary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY**EDB042****(Question Serial No. 1283)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the top-up degree programmes registered at the Non-local Courses Registry in the past 3 years (i.e. from 2013/14 to 2015/16), will the Hong Kong Council for Accreditation of Academic and Vocational Qualifications provide this Committee with statistics on the number of registrations, number of people who pursued such programmes, institutions that jointly run such programmes in Hong Kong and professional qualifications awarded for each year.

Asked by: Hon Cyd HO Sau-lan (Member Question No. 24)

Reply:

According to the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) (the Ordinance), courses conducted in Hong Kong leading to the award of non-local higher academic or professional qualifications are required to register or seek exemption from registration. The information of top-up Bachelor degree programmes^{Note 1} registered / exempted from registration under the Ordinance from 2013/14 to 2015/16 academic years is set out below:

	2013/14		2014/15		2015/16 ^{Note 2}	
	Registered programmes	Exempted programmes	Registered programmes	Exempted programmes	Registered programmes	Exempted programmes
Number of top-up Bachelor degree programmes	109	87	93	104	94	104
Institutions jointly running the top-up Bachelor degree programmes						
Number of overseas institutions	34	25	28	25	28	25
Number of operators (for Registered programmes) / Number of local institutions of higher education (for Exempted programmes)	29	8	24	8	24	8
Number of students enrolled	3 739	5 961	N.A. ^{Note 3}	5 985	N.A. ^{Note 3}	N.A. ^{Note 3}

Note 1: For the purpose of this reply, programmes meeting the following criteria are regarded as top-up degree programmes – (a) Bachelor degree programmes (whether bearing “top-up degree” or not in the programme names) with duration not more than 18 months; and (b) sub-degree or equivalent qualification as an entry requirement

Note 2: Information as at 29 February 2016

Note 3: Statistics not available yet

Completion of professional programmes registered / exempted from registration under the Ordinance will not automatically lead to the attainment of professional qualifications. Students will need to, subject to the requirements set out in the relevant legislation or by the respective professional bodies, take examination / assessment for attaining the professional qualifications. Non-local Courses Registry does not collate information on the award of professional qualifications.

- End -

CONTROLLING OFFICER'S REPLY**EDB043****(Question Serial No. 2135)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give details of the visits made to relevant authorities in the Mainland as well as meetings and exchanges conducted with these authorities by the Secretary for Education and his Under Secretary in the past year and provide in chronological order the following information for each visit:

- (a) purpose and place of visit;
- (b) titles of Mainland officials met;
- (c) size of entourage and post titles of accompanying officers;
- (d) duration of visit in days;
- (e) total expenditures involved;
- (f) whether the visit had been made public prior to departure; if no, what is/are the reason(s) for not announcing;
- (g) whether any notes of meeting were put on record; if no, what is/are the reason(s) for not keeping record; and
- (h) whether an agreement was reached; if yes, what is it about and what progress has been made in carrying out the agreement; as well as
- (i) travelling expenses (air tickets and local transport at the destinations);
- (ii) accommodation expenses;
- (iii) meal expenses;
- (iv) expenses on banquets or entertainment; and
- (v) expenses on gifts.

Date	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(ii)	(iii)	(iv)	(v)

Asked by: Hon Cyd HO Sau-lan (Member Question No. 91)

Reply:

Information about duty visits to the Mainland made by Secretary for Education (SED) and Under Secretary for Education (US(Ed)) in 2015-16 are at Annexes A and B respectively.

Through duty visits to and exchanges with the Mainland, the SED and US(Ed) have enhanced education co-operation and strengthened the ties between the places visited and Hong Kong, thereby providing more and wider opportunities for progression and development for Hong Kong students. Generally speaking, meetings during the visits are recorded as appropriate, having regard to the different circumstances and factors such as nature of the meeting and subject matter, consensus reached by both sides, development of

the subject matter, etc. We will decide whether and how the trips and the agreements concluded should be made public in the light of the circumstances and needs.

As a general rule, all politically appointed officials and civil servants should observe the same principles in the provision of official entertainment. They are required to exercise prudent judgement and economy in order to avoid any public perception of extravagance and act in accordance with the relevant regulations and administrative guidelines. According to the existing guidelines, the expenditure limits on entertainment in the form of official meals should not exceed \$450 per person for lunch or \$600 per person for dinner, inclusive of all expenses incurred on food and beverages consumed on the occasion, service charges and tips.

In line with the Government's green policy, public officers should as far as possible refrain from bestowing gifts/souvenirs to others during the conduct of official activities. According to the existing guidelines, where bestowal of gifts/souvenirs is necessary or unavoidable due to operational, protocol or other reasons, the gift/souvenir items should not be lavish or extravagant and the number should be kept to a minimum. Also, the exchange of gifts/souvenirs should only be made from organisation to organisation. As we do not specifically maintain separate accounts for the expenses on the procurement of gifts and souvenirs, relevant statistics are not available.

**Duty visits to the Mainland made by
Secretary for Education in 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by SED and official entourage from SED's Office (\$)(Note)
2015-16 (11)	<ul style="list-style-type: none"> To meet with officials of the Ministry of Education in Beijing, Beijing Municipal Education Commission, Shenzhen Municipal Education Bureau, Department of Education of Guangdong Province and Zhongshan Municipal Government to exchange views on educational issues and co-operation To deliver a speech at the 10th anniversary celebratory event of the United International College, and to hold discussion with officials of the Zhuhai Municipal Education Bureau To lead Hong Kong university students to a career and life planning education programme and visit enterprises in Huizhou and Shunde To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities to exchange views with university leaders and Hong Kong students To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp, and to pay a courtesy visit to the Ministry of Education in Beijing To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression in Beijing To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde To join a delegation of presidents or vice-presidents of the eight University Grants Committee-funded institutions for a visit to Guangdong Province, and to attend a Guangdong and Hong Kong university presidents' forum in Guangzhou To officiate at an opening ceremony of a national competition of extra-curricular academic and technological projects by university students in Guangzhou 	1 – 3	193,211

* The above duty visits lasted for one to four days per trip.

Note: The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

**Duty visits to the Mainland made by
Under Secretary for Education in 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by US(Ed) and official entourage from SED's Office (\$)(Note)
2015-16 (3)	<ul style="list-style-type: none"> To lead a delegation to participate in interflow activities for the "Passing on the Torch" Platform Programme Series in Nanjing To visit Zhongshan National Defense Education Base and exchange views on the organisation of a student camp for Hong Kong students To serve as the guest of honour at the contract signing ceremony for the Guangzhou-Hong Kong Sister Schools 10th Anniversary Sharing cum Guangdong- Hong Kong Sister School Scheme 2015 	-	15,131

* The above duty visits lasted for one to three days per trip.

Note: The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

- End -

CONTROLLING OFFICER'S REPLY**EDB044****(Question Serial No. 2136)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please provide details of expenses on entertainment and gifts of your bureau and the departments under its purview in 2014-15 and 2015-16 using the table below:

Bureau/branch/ department and year	Estimated expenses on entertainment and gifts in the year	Actual expenses on entertainment and gifts in the year	Cap on entertainment expenses (including beverages) per attendee for the year	Cap on gift expenses per guest for the year	Number of receptions held and total number of guests entertained in the year

2. Please provide details of expenses on entertainment and gifts of your bureau and the departments under its purview in 2015-16 using the table below:

Bureau/ branch/ department	Date of reception (day/month/year)	Departments/ organisations served by guests entertained (group by department/ organisation with number of guests) and post titles of guests	Food expenses incurred in the reception	Beverage expenses incurred in the reception	Gift expenses incurred in the reception	Venue of reception (department office/ restaurant in government facilities/ private restaurant/ others (please specify))

3. Please provide the estimated expenses on entertainment and gifts for 2016-17 using the table below:

Bureau/ branch/ department	Estimated provision for expenses on entertainment and gifts	Cap on entertainment expenses per guest	Cap on gift expenses per guest

Asked by: Hon Cyd HO Sau-lan (Member Question No. 93)

Reply:

As a general rule, all politically appointed officials and civil servants should observe the same principles in the provision of meals for official purposes. They are required to exercise prudent judgement and economy in order to avoid any public perception of extravagance and act in accordance with the relevant regulations and administrative guidelines. According to the existing guidelines, the expenditure on official meals should not exceed \$450 per person for lunch or \$600 per person for dinner, inclusive of all expenses incurred on food and beverages consumed on the occasion, service charges and tips. Education Bureau (EDB), University Grants Committee (UGC) Secretariat and the Working Family and Student Financial Assistance Agency (WFSFAA) * follow the same principles and guidelines on official entertainment. In 2014-15 and 2015-16 (as at 29 February 2016), the actual expenses on official entertainment incurred by EDB were \$513,150 and \$393,232 respectively and the estimated expenditure for 2016-17 is \$645,000. The actual expenses on official entertainment incurred by the UGC Secretariat were \$514,845 and \$569,489 in 2014-15 and 2015-16 (as at 29 February 2016) respectively and the estimated expenditure for 2016-17 is \$802,000. The actual expenses on official entertainment incurred by the then Student Financial Assistance Agency (SFAA) in 2014-15 were \$14,540. The actual expenses on official entertainment incurred by WFSFAA in 2015-16 (as at 29 February 2016) were \$5,550 and the estimated expenditure for 2016-17 is \$72,000.

In line with the Government's green policy, public officers should as far as possible refrain from bestowing gifts/souvenirs to others during the conduct of official activities. According to the existing guidelines, where bestowal of gifts or souvenirs is necessary or unavoidable due to operational, protocol or other reasons, the gift/souvenir items should not be lavish or extravagant and the number should be kept to a minimum. Also, the exchange of gifts/souvenirs should only be made from organisation to organisation. As we do not specifically maintain separate accounts for the expenses on the procurement of gifts and souvenirs, relevant statistics are not available.

* WFSFAA was established on 1 March 2015 with two arms, namely the Student Finance Office (renamed from the previous SFAA) and the Working Family Allowance Office. EDB is the housekeeping bureau for the then SFAA and WFSFAA.

- End -

CONTROLLING OFFICER'S REPLY**EDB045****(Question Serial No. 2137)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the studies (if any) conducted by the Education Bureau and the departments under its purview for the purpose of formulating and assessing policies, please provide information in the following format.

- (a) Using the table below, please provide information on studies on public policy and strategic public policy for which funds had been allocated in the past 2 financial years (2014-15 and 2015-16):

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?

- (b) Are there any projects for which funds have been reserved for conducting in-house studies this year (2016-17)? If yes, please provide the following information:

Title, content and objective of project	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For studies that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?

- (c) Are there any projects for which funds have been reserved for conducting consultancy studies this year (2016-17)? If yes, please provide the following information:

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?

Asked by: Hon Cyd HO Sau-lan (Member Question No. 94)

Reply:

(a) The studies for which funds have been allocated from 2014-15 to 2015-16 are as follows –

(i) Studies commissioned by the Education Bureau (under Head 156) –

Name of consultant	Mode of award (open auction/ tender/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Learning Files Ltd.	Others (by quotation)	Impact Study on the Implementation of the 2nd Cycle of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong (Impact Study on the 2nd Cycle of SDA) To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.	749,700	November 2010	Completed (June 2014)	The findings have been used as reference for continuous improvement to the SDA framework.	The final report (English version) and the executive summary (Chinese version) were uploaded to the website of the Education Bureau in August 2014.
Centre for Information Technology in Education of the University of Hong Kong	Others (by quotation)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 1) To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in Schools. To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-learning as the major learning model for our students in future.	1,299,375	September 2011	Completed (February 2015)	The findings have been used as reference to map the way forward for the implementation of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015.	The executive summary of the overall report (including both Part 1 and Part 2 of the research Study) was uploaded to the website of the Education Bureau in June 2015.
Policy 21 Limited	Others (by quotation)	Analytical Study on "Free" Kindergarten Education To review and consolidate stakeholders' views and analyse issues relating to the provision of free kindergarten education.	496,000	March 2013	Completed (March 2015)	The findings have been provided as reference for the Committee on Free Kindergarten Education to study how to practicably implement free and quality kindergarten education.	The findings have been provided to the Committee on Free Kindergarten Education for reference.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Department of Mathematics and Information Technology of the Hong Kong Institute of Education	Others (by quotation)	<p>Research Study on the Pilot Scheme on e-Learning in Schools (Part 2)</p> <p>To conduct in-depth case studies with qualitative analysis.</p> <p>To collect good school practices, sound e-learning solutions, e-pedagogies, etc. of the pilot school projects.</p>	1,428,000	May 2013	Completed (February 2015)	The findings have been used as reference to map the way forward for the implementation of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015.	The executive summary of the overall report (including both Part 1 and Part 2 of the research Study) was uploaded to the website of the Education Bureau in June 2015.
Hong Kong Institute of Vocational Education (Sha Tin)	Others (by quotation)	<p>Survey of Laboratory Technicians in Secondary Schools (2013-14)</p> <p>To collect information concerning the provision, roles, responsibilities, working conditions and training needs of laboratory technicians, and to solicit views from school principals, science teachers and laboratory technicians on the job duties and deployment of laboratory technicians in New Senior Secondary.</p>	391,950	July 2013	Completed (September 2014)	The findings will be used as reference for reviewing the manning scale of laboratory technicians.	The summary of the findings has been uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	Others (by quotation)	Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector To identify major development and models of good practices on governance and quality assurance for the operation of self-financing post-secondary programmes from the local, regional and international perspectives.	520,000	August 2013	Completed (August 2014)	The findings were considered by the Committee on Self-financing Post-secondary Education.	The study report was released and uploaded to the Concourse website (www.cspe.edu.hk) in August 2014.
Hong Kong Shue Yan University	Others (by quotation)	Project on the Development of Policy and Principles for Credit Accumulation and Transfer (CAT) under the Qualifications Framework (QF) To develop the policy and principles for implementing CAT under the QF.	600,000	November 2013	Completed (June 2014)	The policy and principles developed were promulgated in July 2014.	The policy and principles developed were promulgated at a press conference and are available online.
Mike Coles Limited	Others (by quotation)	Feasibility Study on validation of Non-formal and Informal Learning (NFIL) under Hong Kong Qualifications Framework (HKQF) To formulate a set of territory-wide principles and guidelines on the validation of NFIL for adoption by QF stakeholders in Hong Kong.	420,000	January 2014	Completed (June 2014)	The findings have been used as reference in considering how to validate NFIL under HKQF.	Not applicable as findings of the study are for internal reference only.

Name of consultant	Mode of award (open auction/tender/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
The Chinese University of Hong Kong	Others (by quotation)	<p>Consultancy Service on Evaluation Research Framework for the Support Measures to Chinese Language Learning of Non-Chinese Speaking (NCS) Students</p> <p>To formulate an evaluation research framework to evaluate the effectiveness of support measures on the learning of Chinese of NCS students.</p>	184,000	February 2014	Completed (September 2014)	The evaluation framework suggested in the report has been considered in data collection to evaluate the support measures for NCS students in respect of the learning of Chinese.	The research report is used for internal reference to fine tune the evaluation framework.
Consumer Search Hong Kong Ltd.	Others (by quotation)	<p>Focus group interviews for promotion of vocational education and identification of workplace skills for post-secondary education</p> <p>(i) To measure the perception of vocational education of different stakeholders and identify effective means to promote vocational education; and</p> <p>(ii) To identify essential skills required in the workplace that can be incorporated in the curriculum design of post-secondary education programmes.</p>	398,000	June 2014	Completed (November 2014)	Findings on workplace skills for post-secondary education were shared with post-secondary institutions. Findings on promotion of vocational education were incorporated in the Report of the Task Force on Promotion of Vocational Education.	Summary of the findings on workplace skills for post-secondary education has been uploaded to the Concourse website (www.cspe.edu.hk). The Report of the Task Force on Promotion of Vocational Education has been uploaded to the Concourse website and the Education Bureau website.
BARRIE HO Architecture Interiors Limited	Others (by quotation)	<p>Consultancy Study on Accommodation Requirements for Kindergartens</p> <p>To examine and analyze various issues relating to kindergarten accommodation, and to make recommendations on the future accommodation requirements for kindergartens as well as related issues.</p>	300,000	July 2014	Completed (June 2015)	The findings and proposals have been provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	The executive summary was provided to Legislative Council Panel on Education (Subcommittee to Study the Implementation of Free Kindergarten Education) in June 2015.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
CBRE Limited	Others (by quotation)	Consultancy Study on Rental and Related Issues on Kindergarten Premises To examine and analyze various issues relating to kindergarten rentals, and to make proposals on how to tackle the kindergarten rental and related issues.	998,000	July 2014	Completed (June 2015)	The findings and proposals have been provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	The executive summary was provided to Legislative Council Panel on Education (Subcommittee to Study the Implementation of Free Kindergarten Education) in June 2015.
Towers Watson Hong Kong Limited	Others (by quotation)	Consultancy Study on the Human Resources Requirements and Salary Structure in Kindergartens To examine and analyze various issues relating to the human resources requirements and remuneration in kindergartens, and to make recommendations on the future requirements for teaching and non-teaching staff in KG and their remuneration.	839,000	August 2014	Completed (June 2015)	The findings and proposals have been provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	The executive summary was provided to Legislative Council Panel on Education (Subcommittee to Study the Implementation of Free Kindergarten Education) in June 2015.
Policy 21 Limited	Others (by quotation)	Provision of Services for Study on the Provision of International School Places in Hong Kong	1,080,000	October 2014	In progress	The findings will be used as reference in formulating the strategies in meeting the demand for international school places.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Hong Kong Shue Yan University	Others (by quotation)	<p>Project on Technical Alignment of the Hong Kong Qualifications Framework (HKQF) and the European Qualifications Framework (EQF)</p> <p>To advise on the strategy, methodology, criteria and work plan for the project, to conduct a level-to-level comparison between HKQF and EQF and to prepare a report.</p>	1,210,000	November 2014	Completed (December 2015)	The report was submitted to the European Commission in December 2015 and the joint report was published in March 2016.	The joint report was submitted to the European Commission in December 2015 and published in March 2016.
Federation for Self-financing Tertiary Education	Others (by quotation)	<p>Pilot Exercises for Development of a Credit Accumulation and Transfer (CAT) System under the Qualifications Framework</p> <p>To distil the good practices under three pilot exercises in order to develop a set of practical guidelines for CAT implementation.</p>	650,000	November 2014	Completed (January 2016)	The practical guidelines were promulgated and uploaded to the Hong Kong Qualifications Framework website in March 2016.	The practical guidelines were promulgated in March 2016.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University	Others (by quotation)	Evaluation of the Native-speaking English Teacher Scheme in Primary Schools(PNET Scheme) The objectives are to: (i) inform the public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools; (ii) identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and (iii) inform policy making regarding the development and implementation of the PNET Scheme.	1,398,952.21	December 2014	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme.	On completion, the final report will be uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/tender/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	Others (by quotation)	<p>Territory-wide System Survey on the Capabilities and Attributes Expected of Novice Teachers and School Leaders, and the Continuing Professional Development of Teachers and School Leaders</p> <p>To find out the expectations of novice teachers and school leaders on the capabilities and attributes required for performing their duties, and the professional development needs of teachers and school leaders with reference to the Teacher Competencies Framework.</p>	660,400	December 2014	Completed (March 2016)	The findings will be used as reference for further discussion by the Committee on Professional Development of Teachers and Principals (COTAP) to study and make proposals on the professional development of teachers and school leaders.	The summary of findings will be uploaded to the website of the Education Bureau.
Consumer Search Hong Kong Ltd.	Others (by quotation)	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2013</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	1,198,000	February 2015	In progress	The findings will be shared with post-secondary institutions for reference.	An executive summary of the survey report will be uploaded to the Concourse website (www.cspe.edu.hk).
Asia One Communications Group	Others (by quotation)	<p>Consultancy Service for the Brand Building Project for Hong Kong Qualifications Framework (HKQF)</p> <p>To enhance public recognition and awareness of HKQF among its stakeholders.</p>	1,190,000	June 2015	In progress	Based on findings of the project, a detailed brand strategy will be formulated.	Not applicable as the project has not been completed.

Name of consultant	Mode of award (open auction/tender/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	Feasibility Study on Alignment/ Recognition of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF) To explore possible ways of aligning or recognising professional qualifications under the HKQF in the light of overseas experiences.	509,010	August 2015	In progress	The findings of the study will be for internal reference.	Not applicable as the study has not been completed.
Aristo Market Research & Consulting Co., Ltd	Others (by quotation)	Perception Surveys for Vocational and Professional Education and Training (VPET) To compare the change in public perception of VPET with the Government's implementation of a series of promotion strategies.	490,000	September 2015	In progress	The findings will be used to evaluate the effectiveness of the promotion strategies of VPET.	Not applicable as the project has not been completed.
Centre for Learning Enhancement and Research (CLEAR) of the Chinese University of Hong Kong	Others (by quotation)	Research study on the impact of e-learning in schools	1,430,000	December 2015	In progress	The findings will provide reference to fine-tune the support measures of Information Technology in Education (ITE4), as appropriate.	On completion, the gist or summary of the study report will be uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University	Others (by quotation)	Evaluation of the Enhanced Native-speaking English Teacher (ENET) Scheme in Secondary Schools The objectives are to: (i) To inform the public of the effectiveness of the ENET Scheme as a territory-wide initiative in support of English language education in public-sector secondary schools; (ii) To identify areas for improvement and recommend strategies for enhancing the impact and effectiveness of the ENET Scheme including the provision of a support structure; and (iii) To inform policy making regarding the development and implementation of the ENET scheme.	1,392,113.42	January 2016	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme.	On completion, the final report will be uploaded to the website of the Education Bureau.
Institute of Professional Education and Knowledge of Vocational Training Council	Others (by quotation)	Pilot Project on extending the Recognition of Prior Learning (RPL) to cover Non-formal and Informal Learning for the Elderly Care Service industry under the Hong Kong Qualifications Framework (QF) To facilitate the possible acquisition of QF-recognised RPL qualifications of the experienced care-givers, which they may use for job entry, learning progression and/or career advancement purposes.	599,949	January 2016	In progress	The findings of the study will be for internal reference.	Not applicable as the project has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
The Institute of the Motor Industry Hong Kong	Others (by quotation)	<p>Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Automotive Industry under the Hong Kong Qualifications Framework</p> <p>To develop the VQP for the Automotive industry so as to support lifelong learning and to enhance the capability and competitiveness of the automotive workforce.</p>	798,000	January 2016	In progress	The findings of the study will be for internal reference.	Not applicable as the project has not been completed.

(ii) Studies commissioned by the University Grants Committee (UGC) (under Head 190) –

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Mr John Paul Randall	Others (by quotation)	To assist in formulating the detailed procedure/ parameters of 2016-19 Academic Development Proposals (ADP) exercise, and in the scrutiny of institutions' ADPs	419,294	July 2014	Completed (May 2015)	The UGC has formulated the evaluation procedure/ parameters of the 2016-19 ADP exercise, and completed the evaluation of the institutions' ADPs on the basis of Mr Randall's advice.	Results of the 2016-19 ADP exercise have been made known to institutions. The final distribution of indicative student number targets for the 2016-19 triennium has been made known to the public by way of a Legislative Council Brief.
Mr Dugald Mackie	Others (by quotation)	To assist in the analysis and assessment of the application for university title by The Hong Kong Institute of Education (HKIEd).	482,900	October 2014	Completed (September 2015)	The Consultant conducted an analysis on the information submitted by HKIEd. The relevant UGC Review Group has given due consideration to the inputs in the preparation of the report. The review report was submitted to the Government in September 2015. The Education Bureau announced the Government's decision in January 2016.	The report has been published. An electronic version is also available on UGC's website.

Name of consultant	Mode of award (open auction/ tender/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Sir Howard Newby	Others (By quotation)	To conduct a study on the governance in higher education institutions to draw up pointers and advice on good practices on institutional governance with reference to experiences of other higher education institutions.	635,030 (GBP 53,495)	December 2014	Completed (September 2015)	The study report "Governance in UGC-funded Higher Education Institutions in Hong Kong" was submitted to the Government in September 2015. The Education Bureau announced the Government's endorsement of the overall direction and recommendations of the report in March 2016.	The report has been published. An electronic version is available on the UGC's website.
Higher Education Policy Institute	Others (by quotation)	To conduct a study on tuition fee policies and practices in the higher education sector	309,036 (USD39,620)	February 2016	In progress	The practices in respect of tuition fee policy in other jurisdictions with due regard to the situation of Hong Kong would assist the Government's consideration of the future of tuition fee policy as well as other related policy issues.	Not applicable as the study has not been completed.
Queensland University of Technology	Others (by quotation)	To formulate a quality audit manual on sub-degree operations of UGC-funded institutions	410,168 (USD 52,629.50)	February 2016	In progress	The audit manual will set out the methodology to be used in the audit of the sub-degree operations of the UGC-funded institutions.	Not applicable as the study has not been completed.

Separately, the Student Financial Assistance Agency has not earmarked provision between 2014-15 and 2015-16 to conduct any consultancy study on public policy.

(b) The Education Bureau and its departments have not reserved funding for conducting in-house studies in 2016-17.

(c) The consultancy studies for which provisions will be reserved in 2016-17 are as follows –

(i) Studies commissioned/ to be commissioned by the Education Bureau (under Head 156) –

Name of consultant	Mode of award (open auction/ tender/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	Others (by quotation)	Provision of Services for Study on the Provision of	1,080,000	October 2014	In progress	The findings will be used as reference in formulating the	On completion, the study report will be uploaded to the

Name of consultant	Mode of award (open auction/tender/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		International School Places in Hong Kong				strategies in meeting the demand for international school places.	website of the Education Bureau.
1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University	Others (by quotation)	<p>Evaluation of the Native-speaking English Teacher Scheme in Primary Schools(PNET Scheme)</p> <p>The objectives are to:</p> <p>(i) inform the public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools;</p> <p>(ii) identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and</p> <p>(iii) inform policy making regarding the development and implementation of the PNET Scheme.</p>	1,398,952.21	December 2014	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme	On completion, the final report will be uploaded to the website of the Education Bureau.
Consumer Search Hong Kong Ltd.	Others (by quotation)	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2013</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	1,198,000	February 2015	In progress	The findings will be shared with post-secondary institutions for reference.	An executive summary of the survey report will be uploaded to the Concourse website (www.cspe.edu.hk).
Asia One Communications Group	Others (by quotation)	<p>Consultancy Service for the Brand Building Project for Hong Kong Qualifications Framework (HKQF)</p> <p>To enhance public recognition and</p>	1,190,000	June 2015	In progress	Based on findings of the project, a detailed brand strategy will be formulated.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		awareness of HKQF among its stakeholders.					
Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	Feasibility Study on Alignment/ Recognition of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF) To explore possible ways of aligning or recognising professional qualifications under the HKQF in the light of oversea experiences.	509,010	August 2015	In progress	The findings of the study will be for internal reference.	Not applicable as the study has not been completed.
Aristo Market Research & Consulting Co., Ltd	Others (by quotation)	Perception Surveys for Vocational and Professional Education and Training (VPET) To compare the change in public perception of VPET with the Government's implementation of a series of promotion strategies.	490,000	September 2015	In progress	The findings will be used to evaluate the effectiveness of the promotion strategies of VPET.	Not applicable as the project has not been completed.
Centre for Learning Enhancement and Research (CLEAR) of the Chinese University of Hong Kong	Others (by quotation)	Research study on the impact of e-learning in schools	1,430,000	December 2015	In progress	The findings will provide reference to fine-tune the support measures of Information Technology in Education (ITE4), as appropriate.	On completion, the gist or summary of the study report will be uploaded to the website of the Education Bureau.
1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University	Others (by quotation)	Evaluation of the Enhanced Native-speaking English Teacher (ENET) Scheme in Secondary Schools The objectives are to: (i) To inform the public of the effectiveness of the ENET Scheme as a territory-wide initiative in support of English language education in public-sector secondary schools; (ii) To identify areas for improvement	1,392,113.42	January 2016	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme.	On completion, the final report will be uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		and recommend strategies for enhancing the impact and effectiveness of the ENET Scheme including the provision of a support structure; and (iii) To inform policy making regarding the development and implementation of the ENET scheme.					
Institute of Professional Education and Knowledge of Vocational Training Council	Others (by quotation)	Pilot Project on extending the Recognition of Prior Learning (RPL) to cover Non-formal and Informal Learning for the Elderly Care Service industry under the Hong Kong Qualifications Framework (QF) To facilitate the possible acquisition of QF-recognised RPL qualifications of the experienced care-givers, which they may use for job entry, learning progression and/or career advancement purposes.	599,949	January 2016	In Progress	The findings of the study will be for internal reference.	Not applicable as the study has not been completed.
The Institute of the Motor Industry Hong Kong	Others (by quotation)	Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Automotive Industry under the Hong Kong Qualifications Framework To develop the VQP for the Automotive industry so as to support lifelong learning and to enhance the capability and competitiveness of the automotive workforce.	798,000	January 2016	In Progress	The findings of the study will be for internal reference.	Not applicable as the study has not been completed.

(ii) Studies commissioned / to be commissioned by UGC (under Head 190) –

Name of consultant	Mode of award (open auction/ tender/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Higher Education Policy Institute	Others (by quotation)	To conduct a study on tuition fee policies and practices in the higher education sector	309,036 (USD39,620)	February 2016	In progress	The practices in respect of tuition fee policy in other jurisdictions with due regard to the situation of Hong Kong would assist the Government's consideration of the future of tuition fee policy as well as other related policy issues.	Not applicable as the study has not been completed.
Queensland University of Technology	Others (by quotation)	To formulate a quality audit manual on sub-degree operations of the UGC-funded institutions	410,168 (USD52,629.50)	February 2016	In progress	The audit manual will set out the methodology to be used in the audit of the sub-degree operations of the UGC-funded institutions.	Not applicable as the study has not been completed.

Separately, the Student Financial Assistance Agency is not planning to conduct any consultancy studies on public policy in 2016-17.

- End -

CONTROLLING OFFICER'S REPLY**EDB046****(Question Serial No. 2881)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

a) With regard to the utilisation and disposal of vacant school premises, please inform this Committee of the cumulative numbers and statistics of kindergartens, primary and secondary schools in Hong Kong that ceased operation from 1997-98 to 2015-16. Please reply by using the tables below:

i) Vacant Kindergartens

District	Year in which the school ceased operation	School name	School address	Responsible department at present	Duration of vacancy	Year in which the school premises was deployed for further educational use (Please specify: public/private)	Year in which the school premises was returned/planning will be undertaken

ii) Vacant Primary Schools

District	Year in which the school ceased operation	School name	School address	Responsible department at present	Duration of vacancy	Year in which the school premises was deployed for further educational use (Please specify: public/private)	Year in which the school premises was returned/planning will be undertaken

iii) Vacant Secondary Schools

District	Year in which the school ceased operation	School name	School address	Responsible department at present	Duration of vacancy	Year in which the school premises was deployed for further educational use (Please specify: public/ private)	Year in which the school premises was returned/ planning will be undertaken

iv) Vacant Special Schools

District	Year in which the school ceased operation	School name	School address	Responsible department at present	Duration of vacancy	Year in which the school premises was deployed for further educational use (Please specify: public/ private)	Year in which the school premises was returned/ planning will be undertaken

b) Please provide a breakdown of the average duration of vacancy of the vacant school premises (by the above categories) and information on the 5 districts with the highest vacancy rates.

Asked by: Hon Cyd HO Sau-lan (Member Question No. 26)

Reply:

At present, all kindergartens (KG) in Hong Kong are privately run. KG generally operate in premises identified in the private market on their own, premises owned by their school sponsors or in estate KG premises under the Hong Kong Housing Authority (HKHA). The Education Bureau (EDB) does not compile statistics on vacant KG premises. According to HKHA's records, there are currently four vacant estate KG premises in public housing estates under HKHA, including three located at Hong Kong Island and one in New Territories. According to the established arrangement, at the request of HKHA, EDB will assess whether a School Allocation Exercise (SAE) for nominating operators for estate KG premises is necessary having regard to the result of the latest demand and supply analysis of KG places in the vicinities of the estate KG premises concerned as well as other related factors. Should the assessment not justify the SAE, EDB would inform HKHA for their consideration of whether to put the estate KG premises to other alternative use. HKHA may also arrange open rental tender of KG premises at market rent from time to time. HKHA has advised that there is no plan to convert the four vacant KG premises in question into other uses. We will follow up in accordance with the aforesaid mechanism.

It has all along been EDB's policy objective to put vacant school premises (VSP) into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will consider factors including the size, location, physical conditions etc. of the relevant premises with a view to assessing the VSP's suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. In addition, EDB will also take into account factors like the demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district, the need for decanting premises for in-situ redevelopment or extension of existing schools, and the need to provide diversity in the school system etc., with a view to meeting various educational needs in the territory and supporting relevant policy initiatives.

While EDB is allowed to retain VSP for school uses, for premises which are proposed to be used for educational uses other than school uses, EDB needs to put forward its proposed use with justification to the Planning Department (PlanD) for assessment and may need to compete with other government departments on use of such VSP. Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism.

As stated in the Report No. 65 of the Director of Audit (Audit Report) on the use and disposal of VSP, as at 30 April 2015, there were records of 234 VSP in EDB's database. Among these 234 VSP, 105 were not being used, of which 29 were under EDB; 102 were being used, of which 77 were under EDB; and 27 have been or were going to be demolished for housing or other developments. In other words, 106 ex-school premises were under EDB with 29 not being used.

The database covers VSP known to the respective division since July 2005 when it was tasked to handle the subject. It included those VSP which have been or were going to be demolished for other uses, as well as those premises not required by EDB for educational use which EDB has informed PlanD and relevant departments such as the Lands Department (LandsD) and Housing Department under the central clearing house mechanism. The database does not contain comprehensive records showing the actual periods of vacancy of VSP nor the periods, if any, that the premises have been deployed for temporary uses.

Among these 29 premises under EDB's purview, as at end December 2015, four have been referred to PlanD for consideration of suitable alternative uses in accordance with the above-mentioned central clearing house mechanism; 14 have been reused or reallocated/ planned for educational use; nine are earmarked for educational use; and the remaining two premises which are on private land require further discussion between EDB and relevant departments on the way forward. Detailed breakdown of the 29 VSP are set out in the Table below:

Table – 29 VSP under EDB which were not being used as mentioned in the Audit Report (position as at end-December 2015)

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
A. Four premises that have been referred to PlanD under the Central Clearing House Mechanism				
1	Central and Western	2005/06	1 600	Not Applicable
2	Southern	2004/05	2 400	Not Applicable
3	Wan Chai	2008/09	2 700	Not Applicable
4	Yuen Long	2004/05	2 300	Not Applicable

B. 14 premises that have been reused or reallocated/planned for educational use				
1	Southern	2013/14	3 300#	School Use
2	Southern	2011/12	2 000	Other educational use
3	Wan Chai	2006/07	1 600	School Use
4	Kowloon City	2003/04	3 000	School Use
5	Kwun Tong	2007/08	3 100#	School Use
6	Kwun Tong	2008/09	3 200#	School Use
7	Sham Shui Po	2008/09	1 300	School Use
8	Sham Shui Po	2007/08	1 200	Other educational use
9	Yau Tsim Mong	2006/07	1 200	Other educational use
10	North	2004/05	700	School Use
11	Sha Tin	2009/10	5 200#	School Use
12	Sha Tin	2012/13	6 400	Other educational use
13	Tai Po	2012/13	5 800	School Use
14	Yuen Long	2012/13	3 050	School Use
C. Nine premises earmarked for educational use				
1	Central and Western	2008/09	1 600	School Use
2	Eastern	2010/11	4 300#	School Use
3	Kwun Tong	2011/12	3 700#	School Use
4	Kwun Tong	2010/11	2 900	School Use
5	Sham Shui Po	2013/14	3 700	School Use
6	Tai Po	1999/00	2 400	School Use
7	Tsuen Wan	2010/11	3 600#	School Use
8	Tuen Mun	2010/11	5 300#	School Use
9	Islands	2006/07	5 800	School Use
D. Two premises which require further discussion				
1	Southern	2012/13	6 000	Not Applicable
2	Kowloon City	2013/14	3 200	Not Applicable

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises is only a rough estimate based on records available to EDB and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the table above.

In light of the recommendations of the Audit Report and the related report of the Public Accounts Committee tabled at LegCo on 17 February 2016, EDB is undertaking a series of measures to improve the handling and disposal of VSP. Firstly, we are reviewing the mechanism for identifying and allocating VSP for school or other educational uses, including defining and clarifying what constitutes VSP that should be handled with a view to drawing up a genuine database on VSP for better management of the use and disposal of VSP instead of simply keeping a record of ex-school premises. In addition, we are also conducting a stock-taking exercise by comparing the existing VSP records with the school registration records and conducting site visits where necessary to ascertain if there are any possible missed cases of VSP and to enhance the comprehensiveness of the VSP database. This will be followed by revamping the existing database with the objective of facilitating the management of those VSP that requires follow-up action or monitoring. An internal manual will be drawn up to set out the requirements and guidelines on the identification, screening, allocation and management of VSP for all related EDB sections to follow. We strive to complete the above tasks by June 2016.

We will continue to circulate the list of VSP within EDB, on a half-yearly basis, for new/updated proposals on educational uses and/or short-term uses (where appropriate). EDB will also continue to circulate, on a half-yearly basis, a list of VSP earmarked for medium or long-term educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau, Home Affairs Department, LandsD, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

- End -

CONTROLLING OFFICER'S REPLY

EDB047

(Question Serial No. 905)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Starting from the 2015/16 school year, the Administration will increase the ratio of graduate teacher posts in public sector primary schools by phases for 3 years from the current 50% to 65% in the 2017/18 school year to attract more talent to join the teaching force of primary education, costing \$328 million a year. In this connection, how many primary graduate teacher posts will be created for the school years from 2016 to 2018? How will the additional posts effectively enhance the quality of teaching and learning?

Asked by: Hon Starry LEE Wai-king (Member Question No. 1)

Reply:

Pursuant to the enhancement of the ratio of graduate teacher posts in public sector primary schools from 50% to 65%, it is estimated that about 3 300 additional graduate teacher posts, to be offset by the corresponding number of non-graduate teacher posts, will be provided for public sector primary schools at an additional full year cost of about \$328 million. Teachers selected for filling the graduate teacher posts are required to assist in promoting initiatives in their schools for continuous improvement. It is also expected that the enhanced ratio of graduate teacher posts will attract more talents to join the teaching force of primary education and add further impetus to the pursuit of excellence.

- End -

CONTROLLING OFFICER'S REPLY

EDB048

(Question Serial No. 0906)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide a breakdown of the number of students with special educational needs (SEN) studying in public sector mainstream primary schools between 2013/14 and 2015/16 school years by grade levels and major SEN types.

Asked by: Hon Starry LEE Wai-king (Member Question No. 2)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade levels by major SEN types from the 2013/14 to 2015/16 school years is set out at the Appendix.

**Number of students with SEN studying in public sector mainstream primary schools
by grade levels by major SEN types from the 2013/14 to 2015/16 school years**

Specific Learning Difficulties	P1 #	P2	P3	P4	P5	P6
2013/14	18	437	1 770	1 862	1 984	2 115
2014/15	13	318	1 806	2 047	1 892	2 013
2015/16	8	285	1 920	2 101	2 133	1 918

Intellectual Disability	P1 #	P2	P3	P4	P5	P6
2013/14	97	88	98	130	181	157
2014/15	76	120	126	103	134	181
2015/16	87	89	140	122	95	130

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2013/14	547	662	624	533	502	444
2014/15	571	684	746	694	574	532
2015/16	633	803	816	814	750	604

Attention Deficit/Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2013/14	45	200	508	648	700	751
2014/15	77	207	515	807	853	811
2015/16	133	260	605	827	1 023	1 005

Physical Disability	P1	P2	P3	P4	P5	P6
2013/14	12	18	23	25	16	21
2014/15	12	16	21	23	26	16
2015/16	18	15	15	17	25	26

Visual Impairment	P1	P2	P3	P4	P5	P6
2013/14	4	5	3	5	7	4
2014/15	6	5	5	3	5	7
2015/16	7	8	6	5	3	5

Hearing Impairment	P1	P2	P3	P4	P5	P6
2013/14	38	36	43	44	51	52
2014/15	44	46	38	46	44	56
2015/16	36	49	59	46	44	45

Speech & Language Impairment	P1#	P2	P3	P4	P5	P6
2013/14	36	815	447	271	178	130
2014/15	17	916	440	261	146	112
2015/16	31	772	585	361	209	141

The figures denote the position as at September of the respective school years. The number of students identified to have SEN will increase during the year through early identification and intervention measures.

- End -

CONTROLLING OFFICER'S REPLY**EDB049****(Question Serial No. 0907)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide the number of non-Chinese speaking (NCS) students and its percentage share in the total number of students by pre-primary education, primary education and secondary education for the 2015/16 school year.

Asked by: Hon Starry LEE Wai-king (Member Question No. 3)Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and its percentage share among all students by level in the 2015/16 school year are tabulated below:

Level	No. of NCS students (Notes 1 and 2)	Total no. of students (Note 5)	Percentage of NCS students among all students
Pre-primary (K1 to K3) (Note 3)	11 982	185 398	6.5%
Primary (Primary 1 - 6) (Note 4)	8 958	288 126	3.1%
Secondary (Secondary 1 - 6) (Note 4)	8 782	329 757	2.7%

Notes:

- Figures refer to the position as at September of 2015.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
- Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.
- The total number of students includes also those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

- End -

CONTROLLING OFFICER'S REPLY**EDB050****(Question Serial No. 0908)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide by disability type the number of disabled students currently studying in mainstream secondary schools. Regarding the provision of services and support to cater for their special learning needs, what are the specific plans and estimated expenditures for 2016-17?

Asked by: Hon Starry LEE Wai-king (Member Question No. 4)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream secondary schools in the 2015/16 school years is as follows:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
Secondary	11 020	930	2 380	4 350	190	80	390	300

In the 2016/17 school year, the Education Bureau (EDB) will continue to provide additional resources and professional support to schools on top of regular subvention for all mainstream schools to help them cater for the needs of students with SEN through the Whole School Approach. The additional resources will include Learning Support Grant (LSG), Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Professional support will be provided on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists. We will also continue to offer structured teacher training and strengthen school networking for sharing of good practices and develop teaching resources for use of teachers and parents. Furthermore, we will continue to expand the School-based Educational Psychology Service with the target of covering all public sector mainstream schools by the 2016/17 school year and further enhance the service by progressively improving the ratio of educational psychologist to schools to 1:4 from the same school year for public sector schools with a large number of students with special educational needs. Based on the Composite Consumer Price Index (CCPI) movement between June 2014 and June 2015, the grant rates and ceiling of the LSG for each school for the 2015/16 school year have been adjusted upwards by 3.1%, i.e. the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,403 and \$26,806 respectively and the basic provision per school per annum for the first one to six student(s) requiring tier-3 support has also been raised to \$160,836. The ceiling per school per annum has been raised to \$1,546,500. In subsequent school years, the grant rates

and ceiling of the LSG for each school will continue to be adjusted annually according to the change in the CCPI.

In addition, starting from the 2015/16 school year, the Community Care Fund (CCF) has funded a three-year pilot project, under which a cash grant equivalent to the mid-point salary of a Graduate Master/Mistress or an Assistant Primary School Master/Mistress is provided for mainstream schools with relatively more students with SEN and financial needs so that a dedicated teacher can be deployed to co-ordinate matters relating to SEN support. A total of 124 schools (65 secondary schools and 59 primary schools) participated in the pilot project, benefitting about 9 000 students with SEN each year. The total funding provision for the pilot project is around \$220 million.

Over and above the regular spending on students in mainstream primary and secondary schools (which all students including those with SEN benefit alike), the estimated additional expenditure on the above support measures for students with SEN in mainstream schools in the 2016/17 school year (the CCF pilot project not included) is about \$1,369 million. As some of the support services are provided to primary and secondary schools as a whole (e.g. teacher training), we are not able to breakdown the cost separately for primary and secondary schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB051****(Question Serial No. 0909)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Administration implemented the e-Textbook Market Development Scheme in order to promote e-teaching and learning and alleviate the financial burden of parents in purchasing textbooks. In this connection, will the Administration inform this Committee of the amount of resources it allocated to promote e-learning and internet textbooks in primary and secondary schools in the past 2 years? Please list out details of every expenditure item as well as the effectiveness.

Asked by: Hon Starry LEE Wai-king (Member Question No. 5)

Reply:

We provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education. The amounts of CITG for the past two financial years were \$341 million for 2014-15 and \$353 million for 2015-16.

Apart from recurrent grant, in the past two financial years, we launched the Fourth Strategy on Information Technology in Education (ITE4) in August 2015 with a non-recurrent funding of \$105 million, of which around \$40 million was disbursed to 412 schools in 2015-16 as one-off grant for acquisition of mobile computing devices to facilitate the use of e-textbooks or other e-learning resources in class under a WiFi school environment; another one-off grant of \$10 million was disbursed to Hong Kong Education City Limited for acquisition of e-learning resources; and \$5 million has been reserved for other support measures, such as hire of contract staff for project management. The remaining non-recurrent funding would be disbursed to schools by phases in the coming financial years.

One of the six actions under the ITE4 is sustaining the coherent development of ITE. Ongoing researches and evaluation studies will be conducted to gauge the progress and effectiveness of various e-learning measures. These would include school surveys, case study research, and other methodologies that would provide useful information on the implementation of ITE4 and the effectiveness of e-learning.

Besides, two phases of the e-Textbook Market Development Scheme (EMADS) were launched in June 2012 and August 2013 respectively, with a non-recurrent funding of \$50 million to facilitate and encourage the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as to try-out a quality vetting and quality assurance mechanism for e-textbooks through the field-testing of e-textbooks in partner schools with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks. The total amount of seeding grant approved for the 18 applications from six non-profit making (NPM) organisations under Phase One and Phase Two of EMADS is around \$39.5 million. About \$30.6 million seeding grant has been disbursed to

the NPM developers for both phases since 2012-13. In the past two years, \$20.2 million was disbursed in 2014-15 and \$3.8 million in 2015-16. The remaining seeding grant of around \$8.9 million will be disbursed in the next two years. An evaluation is underway to assess the effectiveness of EMADS, including other related areas such as the use of e-textbooks in schools and the impact on classroom learning and teaching in the context of the promotion of e-learning.

- End -

CONTROLLING OFFICER'S REPLY**EDB052****(Question Serial No. 0910)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Non-Chinese speaking (NCS) students have difficulties in adapting to the Chinese language curriculum for local students and their Chinese standard is behind local students, which hinders their participation in education and employment. In this connection, the Administration has implemented the "Chinese Language Curriculum Second Language Learning Framework" with a funding of \$200 million starting from the 2014/15 school year. Will the Administration inform this Committee:

- (a) the detailed allocation arrangements of the \$200 million funding in the 2015/16 school year, including the relevant expenditure on implementing the "Learning Framework", the additional recurrent funding for schools, training of teachers and their details;
- (b) the average amount of resources allocated to each NCS student;
- (c) the respective numbers of NCS students studying in public sector primary schools, public sector secondary schools and Direct Subsidy Scheme schools in the 2015/16 school year.

Asked by: Hon Starry LEE Wai-king (Member Question No. 6)

Reply:

- (a) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools and the creation of an inclusive learning environment in schools. The relevant expenditure with breakdown by support measures for the 2015/16 school year is tabulated at Annex A.
- (b) As regards the expenditure for each NCS student, it is worth noting that as shown in the table on major support measures at Annex A, the relevant manpower resources and expenditure for supporting NCS students are subsumed under the overall expenditure of EDB, overall provision of grants to schools and/or different Funds. A breakdown of the expenditure for each NCS student is therefore not available.
- (c) According to the information collected through the annual Student Enrolment Survey, the number of NCS students studying in the public sector and Direct Subsidy Scheme primary and secondary schools in the 2015/16 school year is tabulated at Annex B.

**Educational support measures for non-Chinese speaking (NCS) students
in primary and secondary schools in the 2015/16 school year**

Support measures	Estimated expenditure in the 2015/16 school year (\$ million)
Enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	223.9 Note
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.9
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.	2.09

Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

**Number of non-Chinese speaking (NCS) students
in public sector and Direct Subsidy Scheme primary and secondary schools
in the 2015/16 school year**

Level	No. of NCS students in public sector schools	No. of NCS students in Direct Subsidy Scheme schools
Primary (Primary 1 – 6)	7 728	1 230
Secondary (Secondary 1 – 6)	4 144	4 638

Notes:

1. Figures refer to the position as at September of 2015.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures do not include special schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB053****(Question Serial No. 0911)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In respect of national education, the Education Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides professional support, where appropriate, to schools. In this regard, please inform this Committee of the following:

1. What were the respective numbers of Mainland exchange programmes arranged by the Administration for students and teachers in the past 3 years? What were the respective numbers of students and teachers participated in the programmes? What was the total amount of resources allocated to the programmes?
2. Will the Administration allocate more resources for additional Mainland exchange programmes next year to enhance local students' and teachers' understanding about our nation?

Asked by: Hon Starry LEE Wai-king (Member Question No. 7)

Reply:

1. The number of Mainland exchange programmes (MEPs) for students, including those commissioned by the Education Bureau (EDB) and those organised by individual schools with government subsidies, varies annually as schools make decision on whether and when to join having regard to their other learning activities planned for the year. In the past three years, MEPs for students were mainly provided through the "Mainland Exchange Programme for Junior Secondary and Upper Primary Students" (「同根同心」—— 香港初中及高小學生內地交流計劃), the "Senior Secondary School Students Mainland Exchange Programme Subvention Scheme" (高中學生內地交流活動資助計劃), the "Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland" (初中及高小學生交流活動資助計劃——「赤子情 中國心」), the "Mainland Exchange Programme for Senior Secondary School Students" (「同行萬里」高中學生內地交流計劃), the "Mainland Exchange Programme for Student Leaders" (領袖生內地交流計劃) and some thematic MEPs. A substantial number of teachers participated in the above MEPs as learning facilitators according to the "1 teacher : 10 students ratio". Apart from this, professional exchange programmes for teachers were also provided through the "National Day Delegation from the Educational Sector of Hong Kong" (香港教育界國慶訪京暨專業交流團), etc.

In the past three years (2013-14, 2014-15 and 2015-16), the number of participants and expenditure involved in MEPs are shown below:

Financial Year	Number of participants		Expenditure (\$million)	
	Students*	Teachers**	Students	Teachers
2013-14	42 900	370	41.2	2.0
2014-15 [#]	44 000	240	45.9	1.0
2015-16 ⁺	58 000	260	62.7	1.5

Actual figures revised from last year's estimates

+ Provisional figures

* Rounded down to the nearest hundred

** Rounded down to the nearest ten

2. In 2016-17, an estimated amount of \$96.4 million will be allocated for providing more Mainland exchange opportunities to students and EDB will continue to organise professional study tours for teachers. With an increase in MEPs for students, proportionally more teachers will participate.

- End -

CONTROLLING OFFICER'S REPLY**EDB054****(Question Serial No. 0912)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the professional upgrading of kindergarten teachers, please make a list of the course titles, course providers, course fees, number of places and applications received, unit cost as well as amount of subsidies of each place for all the fully-subsidised, partly-subsidised, and non-subsidised teacher training courses (including certificate, diploma and degree programmes) offered to serving kindergarten teachers for the 2015/16 school year.

Asked by: Hon Starry LEE Wai-king (Member Question No. 8)

Reply:

The course titles, course providers, course fees and enrolments in different subsidised and non-subsidised teacher training courses (including certificate, degree and post-graduate diploma programmes) offered to serving kindergarten teachers for the 2015/16 school year are as follows:

(A) In-service Certificate in Early Childhood Education Training Programme

	HKIEd	OpenU
No. of intake in 2015/16		
UGC-funded	29	-
Non-subsidised (Self-financed)	-	58
Tuition fees per course		
UGC-funded	Free	-
Non-subsidised (Self-financed)	-	\$69,366 - \$102,000

(B) In-service Bachelor of Education (Early Childhood Education) Training Programme

	HKIEd	HKBU	OpenU
No. of intake in 2015/16			
UGC-funded	391	-	-
Non-subsidised (Self-financed)	-	132	33
Tuition fees per course			
UGC-funded	\$84,300	-	-
Non-subsidised (Self-financed)	-	\$104,370 (ordinary degree) \$115,500 - \$134,400 (honours degree)	\$71,220 (ordinary degree) \$120,400 (honours degree)

(C) In-service Postgraduate Diploma in Education (Early Childhood Education) Training Programme

	HKIEd	HKBU	HKU
No. of intake in 2015/16			
UGC-funded	119	-	25
Non-subsidised (Self-financed)	-	38	-
Tuition fees per course			
UGC-funded	\$42,100	-	\$42,100
Non-subsidised (Self-financed)	-	\$65,000	-

Interested applicants make applications to the course providers direct. The Education Bureau does not have details of the number of applications received. Information on the unit cost and amount of subsidies of each of the subsidised training places for serving kindergarten teachers is not available as recurrent funding is provided to UGC-funded institutions mainly in the form of block grants.

Key:

HKIEd - The Hong Kong Institute of Education

HKBU - Hong Kong Baptist University

HKU - The University of Hong Kong

OpenU - The Open University of Hong Kong

UGC - University Grants Committee

- End -

CONTROLLING OFFICER'S REPLY**EDB055****(Question Serial No. 0913)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 116 of the Budget Speech that “Since this academic year, we have launched a subsidy scheme of \$960 million for students pursuing self-financing undergraduate programmes in selected disciplines, including healthcare, architecture and engineering, testing and certification, creative industries, logistics as well as tourism and hospitality”. Please advise on the names of the institutions that delivered those self-financing undergraduate programmes, the names of the programmes and the numbers of intakes under the scheme in 2015/16 academic year.

Asked by: Hon Starry LEE Wai-king (Member Question No. 9)

Reply:

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

Selected programmes for SSSDP should be full-time locally-accredited self-financing undergraduate programmes, and should help nurture the necessary talents in support of specific industries with keen manpower demand in Hong Kong. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments.

The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

The subsidised places are allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure eligible students (i.e. current Secondary 6 graduates who have taken the Hong Kong Diploma for Secondary Education Examination) are selected through a merit-based system. Should there be any unfilled places after all admission rounds of JUPAS, the relevant institutions are allowed to admit local students via direct admission for no more than 10% of the total subsidised places under each selected programme.

Details of the relevant institutions, selected programmes and the respective number of subsidised places, the annual subsidy amount per student for each programme for the cohorts admitted/to be admitted in the 2015/16 and 2016/17 academic years, and the number of actual intakes in the 2015/16 academic year are set out at **Annex**.

**Relevant Institutions, Selected Programmes, Number of Subsidised Places and Actual Intakes,
and Annual Subsidy Amount for the Cohort Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	20	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	74	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	59	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000
	Total		940	913	

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort to be Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	40,000
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000
	Total		1 030	

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CONTROLLING OFFICER'S REPLY**EDB056****(Question Serial No. 0914)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Starting from the 2015/16 school year, the Administration will increase the ratio of graduate teacher posts in public sector primary schools by phases for 3 years from the current 50% to 65% in the 2017/18 school year to attract more talent to join the teaching force of primary education, costing \$328 million a year. In this connection, will the Administration please advise, for each of the past 2 school years (i.e. 2014/15 and 2015/16 school years):

1. the number of public sector primary school teachers without degree qualifications or equivalent (with a breakdown by district and years of service), and their respective percentage share in the total number of public sector primary school teachers;
2. the number of teachers with degree qualifications or equivalent, their respective percentage share among all teachers in the sector and the number of these teachers appointed to the post of Certificated Master/Mistress in public sector primary schools.

Asked by: Hon Starry LEE Wai-king (Member Question No. 10)

Reply:

- (a) The number of teachers without degree qualifications or equivalent in public sector primary schools for the 2014/15 and 2015/16 school years and their respective percentage share among the total number of teachers in the sector are as follows.

Public Sector Primary School Teachers without Degree Qualifications or Equivalent	School Year	
	2014/15	2015/16 (Estimate)
Number*	800	710
Percentage Share	4.2%	3.6%

*Remark: Numbers are rounded to the nearest 10.

The Education Bureau (EDB) does not have readily available breakdown of teachers by district and by years of teaching service.

- (b) The number of teachers with degree qualifications or equivalent and their respective percentage share among all teachers in the sector and the number of these teachers appointed to the post of Certificated

Master/Mistress (CM post) in public sector primary schools for the 2014/15 and 2015/16 school years are as follows.

Public Sector Primary School Teachers with Degree Qualifications or Equivalent	School Year	
	2014/15	2015/16 (Estimate)
Number*	18 150	18 710
Percentage Share	95.8%	96.4%
Appointed to CM Post*	9 150	9 360

*Remark: Numbers are rounded to the nearest 10.

- End -

CONTROLLING OFFICER'S REPLY

EDB057

(Question Serial No. 0915)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,
(5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide details of special education training programmes in the past 3 years (i.e. from 2013/14 to 2015/16 school years), including course types, hours of instruction, number of places, funding involved, number of participating teachers and unit cost of each training place.

Asked by: Hon Starry LEE Wai-king (Member Question No. 14)

Reply:

The breakdown of training programmes on catering for students with special educational needs (including the type of courses, hours of instruction, number of places, provision involved, number of participants and unit cost of each training place) provided to teachers in the 2013/14, 2014/15 and 2015/16 school years is summarised at the Appendix.

Teacher Training Programmes on Catering for Students with Special Educational Needs from the 2013/14 to 2015/16 School Years

Type of Courses		2013/14 School Year (Actual)				2014/15 School Year (Actual)				2015/16 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
1	Professional development programme for teachers (Catering for diverse learning needs) Basic Level	39	240 (193)	3,600,000	15,000	39	240 (190)	3,600,000	15,000	39	240	3,600,000	15,000
2	Professional development programme for teachers (Catering for diverse learning needs) Advanced Level	117	200 (175)	9,000,000	45,000	117	200 (162)	9,000,000	45,000	117	200	9,000,000	45,000
3	Basic Course on Catering for Diverse Learning Needs (Note 3)	30	600 (644)	7,921,200	12,300	30	600 (590)	7,316,000	12,400	30	650	8,450,000	13,000
4	Advanced Course on Catering for Diverse Learning Needs (Note 3 & 4)	90-102	270 (272)	10,716,800	39,400	102	320 (184)	7,764,800	42,200	102	280	12,348,000	44,100
5	Thematic Course on Supporting Students with SEN - Cognition and Learning Needs (Note 3)	120	230 (166)	6,855,800	41,300	120	240 (177)	8,566,800	48,400	120	190	9,405,000	49,500
6	Thematic Course on Supporting Students with SEN - Behavioural, Emotional and Social Development Needs (Note 3)	120	200 (200)	10,040,000	50,200	120	280 (216)	10,994,400	50,900	120	240	12,720,000	53,000
7	Thematic Course on Supporting Students with SEN - Sensory, Communication and Physical Needs (Note 3)	90	220 (198)	7,603,200	38,400	90	160 (121)	4,803,700	39,700	90	120	4,764,000	39,700

Type of Courses		2013/14 School Year (Actual)				2014/15 School Year (Actual)				2015/16 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
8	Course on “Effective Strategies for Managing Students’ Challenging Behaviour : A Psychological Approach” (Note 3)	120	50 (42)	1,591,800	37,900	120	45 (38)	1,520,000	40,000	120	45	1,921,500	42,700
9	Workshops on “Catering for Diverse Learning Needs for Teaching Assistants / Teacher Assistants”	12	560 (559)	894,400	1,600	12	720 (720)	1,260,000	1,750	12	640	870,400	1,360
10	Theme-based Seminars / Workshops / Learning Circles for ordinary and special schools on Autism, Specific Learning Difficulties, Teaching Strategies for Students with Learning Difficulties, Children with Medical Complexity, etc.	2-42	7 610 (6 008)	722,100	NA (Note 5)	2-42	6 800 (5 451)	1,450,700	NA (Note 5)	2-42	8 890	2,104,000	NA (Note 5)
11	Training Course for Special School Teachers on Education of Students with Severe or Multiple Disabilities (Note 3)	240	40 (40)	4,288,000	107,200	240	40 (38)	4,495,400	118,300	240	40	4,796,000	119,900
TOTAL				63,233,300				60,771,800				69,978,900	

Note 1: Provision for items 1 and 2 is calculated based on the number of places offered by the service providers while that for the other items are calculated according to the number of participants of the respective programmes.

Note 2: Number of participants for the 2015/16 school year is not yet available.

Note 3: These courses are operated in a full-time block release mode with the provision of supply teachers. The respective provisions cover both the cost of the courses and provisions for supply teacher grant.

Note 4: The 12-hour optional attachment has become a compulsory module of the Advanced Course from the 2014/15 school year onwards.

Note 5: These training programmes are partly conducted by Education Bureau staff and partly commissioned to outside professionals, but the respective provisions only cover the latter. Hence, the unit cost cannot be calculated.

- End -

CONTROLLING OFFICER'S REPLY

EDB058

(Question Serial No. 0918)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide information on the tuition fee of self-financing undergraduate programmes in the 2015/16 academic year by education institutions and programmes.

Asked by: Hon Starry LEE Wai-king (Member Question No. 21)

Reply:

According to the information provided by institutions, the average annual tuition fees of full-time locally-accredited self-financing undergraduate programmes in the 2015/16 academic year by institution and by programme are set out at **Annex**.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing
Undergraduate Programmes by Institution and Programme
for the 2015/16 Academic Year**

Institution	Programme	Average Annual Tuition Fee (\$)
Caritas Institute of Higher Education	Bachelor of Arts (Honours) in Language and Liberal Studies	66,250
	Bachelor of Business Administration (Honours)	66,250
	Bachelor of Nursing (Honours)	94,050
	Bachelor of Science (Honours) in Digital Entertainment	71,280
	Bachelor of Social Sciences (Honours)	66,250
Centennial College	Bachelor of Arts (Honours) Programme	94,000
	Bachelor of Professional Accounting (Honours) Programme	94,000
Chu Hai College of Higher Education	Bachelor of Architecture (Honours) Programme	59,429
	Bachelor of Arts (Honours) in Chinese Literature Programme	68,500
	Bachelor of Arts (Honours) in English for Professional Communication Programme	68,500
	Bachelor of Arts (Honours) in Journalism & Communication Programme	68,500
	Bachelor of Arts (Hons) in Advertising and Corporation Communication Programme	68,500
	Bachelor of Arts (Hons) in Communication and Cross Media Programme	68,500
	Bachelor of Arts (Hons) in Creation in Chinese Literary Arts Programme	68,500
	Bachelor of Business Administration (Honours) in Business Information Systems Programme	68,500
	Bachelor of Business Administration (Honours) in Finance Programme	68,500
	Bachelor of Business Administration (Honours) Programme	68,500
	Bachelor of Commerce (Honours) in Accounting and Banking Programme	68,500
	Bachelor of Engineering (Honours) in Civil Engineering Programme	68,500
	Bachelor of Engineering (Honours) in Construction Engineering and Management Programme	68,500
	Bachelor of Science (Honours) in Architecture Programme	68,500
	Bachelor of Science (Honours) in Computer Science Programme	68,500
Gratia Christian College	Bachelor of Business Administration (Honours) in Service Marketing and Management	62,500
	Bachelor of Psychology (Honours)	62,500
	Bachelor of Social Work (Honours)	62,500
Hang Seng Management College	Bachelor of Arts (Honours) in Chinese	77,250
	Bachelor of Arts in English (Honours)	77,250
	Bachelor of Business Administration (Honours)	77,250
	Bachelor of Business Administration (Honours) in Corporate Governance	77,250
	Bachelor of Business Administration (Honours) in Financial Analysis	77,250
	Bachelor of Business Administration (Honours) in Management	77,250
	Bachelor of Business Administration (Honours) in Supply Chain Management	77,250

Institution	Programme	Average Annual Tuition Fee (\$)
	Bachelor of Journalism and Communication (Honours)	77,250
	Bachelor of Management Science and Information Management (Honours)	77,250
	Bachelor of Science (Honours) in Data Science and Business Intelligence	77,250
	Bachelor of Translation with Business (Honours)	77,250
HKCT Institute of Higher Education	Bachelor of Social Sciences (Honours) in Social Development Studies	64,750
Hong Kong Art School	Bachelor of Arts (Fine Art)	84,000
Hong Kong Baptist University - School of Continuing Education	Bachelor of Education (Honours) in Early Childhood Education	58,720
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance	58,800
	BA (Hons) Business Management	58,800
	BA (Hons) Marketing and Advertising	58,800
	BSc (Hons) Computing	58,800
	BSc (Hons) Crime and Investigation	58,800
Hong Kong Nang Yan College of Higher Education	Bachelor of Arts (Honours) in Chinese Programme	63,000
	Bachelor of Arts (Honours) in English for Professional and Intercultural Communication Programme	69,000
	Bachelor of Business Administration (Honours) in Accounting Programme	63,000
	Bachelor of Business Administration (Honours) in Marketing Programme	63,000
Hong Kong Shue Yan University	Bachelor of Arts with Honours in Chinese Language and Literature	60,000
	Bachelor of Arts with Honours in Economics and Finance	60,000
	Bachelor of Arts with Honours in English	60,000
	Bachelor of Arts with Honours in History	60,000
	Bachelor of Arts with Honours in Journalism and Mass Communication	60,000
	Bachelor of Business Administration with Honours	60,000
	Bachelor of Commerce with Honours in Accounting	60,000
	Bachelor of Commerce with Honours in Law and Business	60,000
	Bachelor of Social Sciences with Honours in Counselling and Psychology	60,000
	Bachelor of Social Sciences with Honours in Psychology	60,000
	Bachelor of Social Sciences with Honours in Sociology	60,000
	Bachelor of Social Work with Honours	60,000
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	Bachelor of Fine Arts in Advertising	287,856
	Bachelor of Fine Arts in Animation	287,856
	Bachelor of Fine Arts in Fashion	287,856
	Bachelor of Fine Arts in Fashion Marketing and Management	287,856
	Bachelor of Fine Arts in Graphic Design	287,856
	Bachelor of Fine Arts in Illustration	287,856
	Bachelor of Fine Arts in Interactive Design and Game Development	287,856
	Bachelor of Fine Arts in Interior Design	287,856
	Bachelor of Fine Arts in Motion Media Design	287,856
	Bachelor of Fine Arts in Painting	287,856

Institution	Programme	Average Annual Tuition Fee (\$)
	Bachelor of Fine Arts in Photography	287,856
	Bachelor of Fine Arts in Sequential Art	287,856
	Bachelor of Fine Arts in Visual Effects	287,856
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Education for Sustainability	80,000
	Bachelor of Arts (Honours) in Human and Organizational Development	84,000
	Bachelor of Arts (Honours) in Liberal Studies Education	78,000
	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy)	75,000
	Bachelor of Science Education (Honours) (Science and Web Technology)	75,000
	Bachelor of Science Education (Honours) (Sports Science)	76,500
	Bachelor of Social Science Education (Honours) (Greater China Studies)	75,000
The Hong Kong University of Science and Technology	Bachelor of Business Administration in World Business	251,649
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance	68,000
	Bachelor of Arts with Honours in Business Management	68,000
	Bachelor of Science with Honours in Psychology	70,000
	Bachelor of Arts with Honours in Chinese (Full-time)	60,060
	Bachelor of Arts with Honours in Creative Advertising and Media Design (Full-time)	60,060
	Bachelor of Arts with Honours in Creative Writing and Film Arts (Full-time)	60,060
	Bachelor of Arts with Honours in English and Comparative Literature (Full-time)	60,060
	Bachelor of Arts with Honours in Language Studies and Translation (Full-time)	60,060
	Bachelor of Business Administration with Honours in Business Intelligence and Analytics (Full-time)	60,060
	Bachelor of Business Administration with Honours in Business Management (Full-time)	60,060
	Bachelor of Business Administration with Honours in Corporate Governance (Full-time)	60,060
	Bachelor of Business Administration with Honours in Finance (Full-time)	60,060
	Bachelor of Business Administration with Honours in Global Business and Marketing (Full-time)	60,060
	Bachelor of Business Administration with Honours in Professional Accounting (Full-time)	60,060
	Bachelor of Computing with Honours in Internet Technology (Full-time)	60,060
	Bachelor of Education with Honours in English Language Teaching and Bachelor of English Language Studies with Honours (Full-time)	75,090
	Bachelor of Engineering with Honours in Electronic and Computer Engineering (Full-time)	63,825
	Bachelor of English Language Studies with Honours (Full-time)	60,060
	Bachelor of Fine Arts with Honours in Animation and Visual Effects (Full-time)	90,000
	Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art (Full-time)	60,060
	Bachelor of Language Studies with Honours (Applied Chinese Language Studies) (Full-time)	60,060
	Bachelor of Nursing with Honours in General Health Care (Full-time)	111,800
	Bachelor of Nursing with Honours in Mental Health Care (Full-time)	111,800
	Bachelor of Science with Honours in Testing and Certification (Full-time)	90,000

Institution	Programme	Average Annual Tuition Fee (\$)
	Bachelor of Social Sciences with Honours in Applied Economics (Full-time)	60,060
	Bachelor of Social Sciences with Honours in Applied Social Studies (Full-time)	60,060
	Bachelor of Social Sciences with Honours in Politics and Public Administration (Full-time)	60,060
	Bachelor of Social Sciences with Honours in Psychology (Full-time)	60,060
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	BSc Accounting and Finance	50,000
	BSc Banking and Finance	50,000
	BSc Business and Management	50,000
	BSc Economics and Management	50,000
Tung Wah College	Bachelor of Business Administration (Honours)	68,100
	Bachelor of Health Science (Honours) (Applied Gerontology Major)	105,000
	Bachelor of Health Science (Honours) (Nursing Major)	105,700
	Bachelor of Medical Science (Honours)	105,400
	Bachelor of Science (Honours) in Occupational Therapy	115,600
	Bachelor of Social Science (Honours)	75,000
Vocational Training Council	Bachelor of Arts (Honours) in Advertising	82,500
	Bachelor of Arts (Honours) in Culinary Arts and Management	82,500
	Bachelor of Arts (Honours) in Fashion Design	82,500
	Bachelor of Arts (Honours) in Horticulture and Landscape Management	82,500
	Bachelor of Arts (Honours) in Hotel Operations Management	75,570
	Bachelor of Arts (Honours) in Landscape Architecture	82,500
	Bachelor of Arts (Honours) in Product Design	82,500
	Bachelor of Arts (Honours) in Professional Accounting	68,640
	Bachelor of Arts (Honours) in Public Relations and Management	68,640
	Bachelor of Engineering (Honours) in Building Services Engineering	82,500
	Bachelor of Engineering (Honours) in Civil Engineering	82,500
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	82,500
	Bachelor of Science (Honours) in Food Science and Safety	82,500
	Bachelor of Science (Honours) in Health Care	82,500
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	82,500
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	78,750

- End -

CONTROLLING OFFICER'S REPLY

EDB059

(Question Serial No. 0923)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,
(5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the support provided for non-Chinese speaking (NCS) students in the 2014/15 and 2015/16 school years, will the Government please provide the following information:

- (a) The amount of special grant received by each school with school-based support programmes specifically arranged for NCS students, the number of NCS students admitted (with a breakdown by grade), and the percentage of such students among all students of the school; and
- (b) The number of schools which have admitted NCS students, broken down respectively by the intake of such students (less than 10, 10-19, 20-29 and 30 or above) and the percentage of such students among all students of the school.

Asked by: Hon Starry LEE Wai-king (Member Question No. 26)

Reply:

- (a) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and the creation of an inclusive learning environment in schools. In this connection, all schools admitting 10 or more NCS students are provided with an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. A total of 173 and 197 schools are provided with the enhanced funding to support their NCS students in the 2014/15 and 2015/16 school years respectively. The percentage of NCS students among all students in these schools ranges from 1.1% to 98.7% and 1.0% to 98.9% in the 2014/15 and 2015/16 school years respectively. Similar to the provision of additional resources to support students with different needs such as students with special educational needs, academically low achievers, etc., it is the established practice that we do not disclose the name and situation of individual schools particularly when the additional funding support is applicable to all public sector schools meeting the threshold so as to avoid unnecessary misconception and possible labelling on individual schools.
- (b) The number of schools with NCS students ranging from "less than 10", "10 to 19", "20 to 29" and "30 or above", and the percentage of NCS students among all students of these schools are at Annex.

**The number of schools with non-Chinese speaking (NCS) students ranging from
less than 10, 10 to 19, 20 to 29 and 30 or above,
and the percentage of NCS students among all students of these schools
in the 2014/15 and 2015/16 school years**

School year	Number of schools / Percentage of NCS students among all students of the schools	Number of NCS students			
		Less than 10	10 to 19	20 to 29	30 or above
Primary schools					
2014/15	Number of schools	221	39	17	44
	Percentage of NCS students among all students of the schools	0.1%-3.6%	1.3%-22.4%	2.5%-24.1%	4.2%-98.5%
2015/16	Number of schools	217	48	15	49
	Percentage of NCS students among all students of the schools	0.1%-6.1%	1.1%-10.0%	2.5%-29.2%	3.6%-98.8%
Secondary schools					
2014/15	Number of schools	193	32	8	34
	Percentage of NCS students among all students of the schools	0.1%-3.6%	1.1%-3.8%	2.1%-6.6%	3.9%-98.7%
2015/16	Number of schools	193	33	16	37
	Percentage of NCS students among all students of the schools	0.1%-1.9%	1.0%-4.0%	2.3%-7.1%	4.4%-98.9%

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The data include NCS students in public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum. Figures do not include students in special schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB060****(Question Serial No. 0924)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the vocational training provided by the Vocational Training Council (VTC), will the Government inform this Committee of the following:

1. in the 2015/16 and 2016/17 academic years, the numbers of programmes and planned places dedicated to non-Chinese speaking (NCS) students at the VTC (by programme types); and
2. in the 2013/14 and 2014/15 academic years, the numbers of applications and graduates/students completed training of the programmes dedicated to NCS students at the VTC (by programme types)?

Asked by: Hon Starry LEE Wai-king (Member Question No. 27)

Reply:

1. The number of the programmes and planned places dedicated to non-Chinese speaking (NCS) students in the Vocational Training Council (VTC) in the 2015/16 and 2016/17 academic years are as follows –

	2015/16 Academic Year		2016/17 Academic Year (Provisional)	
	Number of programmes	Number of places	Number of programmes	Number of places
Programmes at diploma level	4	140	4	150
Applied Learning courses and Other Learning Experience (OLE) courses	3	190	3	180
Vocational Development Programmes	1	20	1	20
Basic vocational Chinese short courses	8	340	8	340
Other vocational and professional education and training (VPET) programmes	5	60	5	60

2. The number of applications and graduates / students who completed training of the programmes dedicated to NCS students in VTC in the 2013/14 and 2014/15 academic years are as follows –

	2013/14 Academic Year		2014/15 Academic Year	
	Number of applications	Number of graduates / students completed training	Number of applications	Number of graduates / students completed training
Programmes at certificate / diploma level	218	112	257	93
Applied Learning courses and OLE courses	275	173	161	152
Vocational Development Programmes	27	13	27	11
Basic vocational Chinese short courses	550	213	707	318
Other VPET programmes	93	85	51	41

- End -

CONTROLLING OFFICER'S REPLY

EDB061

(Question Serial No. 0925)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The EDB plans to provide an annual grant of \$120,000 through a three-year pilot scheme from the 2015/16 to the 2017/18 school years to each public sector or DSS school having formed sister schools with their counterparts in the Mainland to support the multi-faceted development of sister school activities. Since the implementation of the scheme, how many schools have succeeded in forming sister schools with their counterparts in the Mainland and how much funding has been used?

Asked by: Hon Starry LEE Wai-king (Member Question No. 28)

Reply:

EDB has earmarked a total provision of \$200 million for the implementation of the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and Mainland ("the Pilot Scheme"). Under the Pilot Scheme, upon vetting and approval of the applications, a successful applicant school will be provided with a fixed grant of \$120,000 per annum within the three-year implementation period of the Pilot Scheme starting from the 2015/16 school year. EDB will announce the implementation details to schools through a circular in due course. Since the Pilot Scheme has yet to be launched, we do not have the information as requested.

- End -

CONTROLLING OFFICER'S REPLY**EDB062****(Question Serial No. 0938)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the respective average annual wastage rates of teachers in government, subsidised, private and Direct Subsidy Scheme schools (both primary and secondary schools if applicable) in the past 3 years? What were the wastage rates of teachers by subject?

Asked by: Hon Starry LEE Wai-king (Member Question No. 41)

Reply:

The wastage rates* of teachers in government, aided, private and Direct Subsidy Scheme schools for the school years from 2013/14 to 2015/16 are as follows:

Primary Schools

Financial Type	2013/14	2014/15	2015/16 (Estimate)
Government	4.5%	4.4%	4.9%
Aided	4.7%	4.3%	4.5%
Private	6.4%	8.1%	6.8%
Direct Subsidy Scheme	6.6%	6.4%	8.7%

Secondary Schools

Financial Type	2013/14	2014/15	2015/16 (Estimate)
Government	6.9%	5.4%	7.8%
Aided	4.8%	4.8%	4.8%
Private	17.0%	14.8%	12.4%
Direct Subsidy Scheme	7.0%	6.1%	6.8%

* Wastage rate refers to the percentage of teachers of the previous school year who did not serve in schools in the 12-month period prior to mid-September of the respective school years.

The wastage rates of teachers[#] by their major subject taught (grouped by Key Learning Areas) for the school years from 2013/14 to 2015/16 are as follows:

Primary Schools

Key Learning Areas	2013/14	2014/15	2015/16 (Estimate)
Chinese Language Education	3.5%	3.1%	4.0%
English Language Education	5.3%	4.9%	5.2%
Mathematics Education	3.4%	3.1%	3.2%
Science Education	6.6%	5.9%	5.8%
Technology Education	2.2%	0.0%	3.3%
Personal, Social and Humanities Education	12.9%	9.6%	6.4%
Arts Education	3.6%	4.5%	5.0%
Physical Education	3.3%	4.5%	3.2%

Secondary Schools

Key Learning Areas	2013/14	2014/15	2015/16 (Estimate)
Chinese Language Education	4.0%	4.2%	4.1%
English Language Education	7.6%	7.4%	6.9%
Mathematics Education	4.2%	4.2%	4.5%
Science Education	3.6%	3.9%	5.0%
Technology Education	3.9%	3.2%	3.4%
Personal, Social and Humanities Education	4.8%	4.7%	5.0%
Arts Education	5.3%	4.4%	4.3%
Physical Education	3.4%	3.2%	3.0%

Since many private school teachers did not provide to the Education Bureau the information about their subjects taught, private school teachers' information was not included when the wastage rates by Key Learning Areas was computed .

- End -

CONTROLLING OFFICER'S REPLY**EDB063****(Question Serial No. 0939)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the details of eligible non-profit-making kindergartens granted with assistance to pay rent, rates and government rent in the past 3 school years. (Please give a breakdown by District Council district and list out the kindergartens granted with assistance and the number of their students)

Asked by: Hon Starry LEE Wai-king (Member Question No. 42)

Reply:

The number of non-profit-making kindergartens in receipt of reimbursement of rent under the Rent Reimbursement Scheme, government rent and rates and the total number of students in these kindergartens by District Council district in the 2013/14, 2014/15 and 2015/16 school years are tabulated as follows:

2013/14 School Year

District	No. of Kindergartens (No. of Students)	
	Rent	Government rent and rates
Central & Western	2 (451)	20 (3 842)
Wan Chai	1 (597)	17 (4 458)
Eastern	21 (1 846)	57 (8 832)
Southern	11 (1 646)	21 (2 974)
Sham Shui Po	20 (3 998)	32 (5 754)
Yau Tsim Mong	3 (523)	18 (2 279)
Kowloon City	9 (1 309)	32 (6 891)
Wong Tai Sin	35 (5 056)	43 (6 752)
Kwun Tong	42 (6 443)	60 (10 249)
Tsuen Wan	11 (1 849)	22 (4 042)
Tuen Mun	38 (7 615)	52 (10 165)
Yuen Long	36 (7 080)	54 (10 913)
North	24 (5 599)	35 (8 387)
Tai Po	18 (3 808)	26 (4 540)
Sha Tin	45 (7 092)	55 (9 730)
Sai Kung	31 (4 615)	37 (5 480)
Islands	11 (1 602)	19 (2 501)
Kwai Tsing	36 (5 500)	49 (7 215)

2014/15 School Year

District	No. of Kindergartens (No. of Students)	
	Rent	Government rent and rates
Central & Western	2 (496)	20 (3 904)
Wan Chai	1 (592)	16 (4 587)
Eastern	21 (1 888)	58 (9 131)
Southern	11 (1 694)	22 (3 136)
Sham Shui Po	20 (4 154)	32 (6 083)
Yau Tsim Mong	3 (529)	18 (2 360)
Kowloon City	9 (1 311)	32 (7 077)
Wong Tai Sin	35 (5 198)	43 (6 919)
Kwun Tong	42 (6 534)	61 (10 490)
Tsuen Wan	11 (1 847)	22 (4 071)
Tuen Mun	38 (8 044)	51 (10 923)
Yuen Long	36 (7 462)	56 (11 969)
North	26 (6 752)	35 (9 018)
Tai Po	18 (4 001)	26 (4 735)
Sha Tin	45 (7 388)	55 (10 177)
Sai Kung	31 (4 805)	37 (5 687)
Islands	11 (1 614)	19 (2 517)
Kwai Tsing	36 (5 764)	49 (7 594)

2015/16 School Year

District	No. of Kindergartens (No. of Students)	
	Rent	Government rent and rates
Central & Western	2 (512)	21 (4 143)
Wan Chai	1 (552)	16 (4 654)
Eastern	21 (1 973)	59 (9 391)
Southern	11 (1 704)	22 (3 220)
Sham Shui Po	20 (4 339)	32 (6 336)
Yau Tsim Mong	3 (526)	18 (2 434)
Kowloon City	11 (1 547)	34 (7 471)
Wong Tai Sin	35 (5 449)	43 (7 244)
Kwun Tong	42 (6 761)	61 (10 743)
Tsuen Wan	11 (1 859)	24 (4 359)
Tuen Mun	38 (8 353)	51 (11 351)
Yuen Long	37 (7 771)	58 (12 608)
North	27 (7 415)	35 (9 250)
Tai Po	18 (4 291)	26 (5 049)
Sha Tin	45 (8 201)	55 (11 112)
Sai Kung	31 (5 171)	37 (6 115)
Islands	11 (1 671)	19 (2 623)
Kwai Tsing	36 (6 147)	49 (8 071)

- End -

CONTROLLING OFFICER'S REPLY**EDB064****(Question Serial No. 0940)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

How many sites are reserved for school use (including primary, secondary and special school uses) in each of the District Council district? What are the location, size, planned use, student capacity, present situation (e.g. whether there is a concrete school building programme or technical feasibility study is being carried out) and development timeframe of each site?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 43)

Reply:

As at March 2016, there are a total of 22 reserved school sites (including primary, secondary and special school use) in the territory with concrete School Building Programmes and the timeframe of the development would be subject to, among others, views of the District Councils, progress of technical works and funding approval. Project planning and preparation work for these school building projects, such as technical feasibility study and school design, are being carried out in accordance with the prevailing procedure. A breakdown of the 22 reserved school sites by districts with their location, site area and planned use is set out in the Table below. Among them, funding approval for two was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2012-13 LegCo Session with the school building works already underway; six were approved in the 2014-15 LegCo Session with the school building works commenced in 2015 or to be commenced soon; while projects on another three sites would be submitted for funding approval from FC in the current LegCo Session. For the remaining 11 sites, four fall within or site availability is affected by a private development project while the rest are either being deployed for temporary use or with detailed design being undertaken for school building.

Reserved School Sites by District

No.	District	Location	Site Area (rounded to the nearest hundred m ²)	Planned use	Number of classrooms	Remark
1	Kowloon City	Kai Tak Development	6 600	Primary School	30	(i)
2	Kowloon City	Kai Tak Development	6 600	Primary School	30	(i)
3	Kowloon City	Kai Tak Development	8 000	Two Special Schools	12 each	(i)

No.	District	Location	Site Area (rounded to the nearest hundred m ²)	Planned use	Number of classrooms	Remark
4	Kowloon City	Kai Tak Development	7 500	Secondary School	30	(ii)
5	Kowloon City	Kai Tak Development	7 700	Secondary School	30	(iii)
6	Kowloon City	Ho Man Tin	7 700	Primary School	24	(iv)
7	Kwun Tong	Jordan Valley	6 900	Special School	18	(i)
8	Kwun Tong	Anderson Road	7 200	Secondary School	30	(iii)
9	Kwun Tong	Anderson Road	6 400	Primary School	30	(ii)
10	Kwun Tong	Anderson Road	6 200	Primary School	30	(iii)
11	Eastern	North Point	12 300	Primary School	24	(i)
12	Eastern	North Point	(Total)	Primary School	24	(i)
13	North	Fanling	7 100	Primary School	36	(i)
14	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	(iii)
15	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	(i)
16	Sai Kung	Tseung Kwan O	6 200	Primary School	30	(iv)
17	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	(iv)
18	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	(iii)
19	Tuen Mun	Tuen Mun West	7 100	Special School	16	(ii)
20	Islands	Tung Chung	5 800	Special School	18	(iii)
21	Sha Tin	Shui Chuen O	8 700	Primary School	30	(iii)
22	Tsuen Wan	Tsuen Wan West	5 800	Primary School	30	(iv)

Remarks:

- (i) Funding approval has been obtained from the Finance Committee of the Legislative Council for the school building project.
- (ii) Funding approval would be sought from the Finance Committee of the Legislative Council in the 2015-16 Legislative Council Session for the school building project.
- (iii) The site is either being deployed for temporary use or with detailed design being undertaken for the school building project thereon.
- (iv) The site falls within a private development project and is not regarded as Government land or the site availability is affected by a private development project.

When planning the School Building Programme for reserved school sites, EDB will consider the school-age population projections, the prevailing educational initiatives, other factors that may affect the demand for school places in certain districts and different options to increase the supply of places (e.g. utilising vacant classrooms in existing schools) in particular districts.

- End -

CONTROLLING OFFICER'S REPLY**EDB065****(Question Serial No. 0947)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Hong Kong senior secondary school leavers can pursue studies in the Mainland through three channels, namely the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme), Joint Entrance Examination for Undergraduates in the People's Republic of China and admission of Hong Kong students by individual education institutions in the Mainland. The Government recommends that the Mainland University Study Subsidy Scheme (the Scheme) be rolled out from the 2014/15 academic year so that needy Hong Kong students pursuing studies under the Admission Scheme may receive a mean-tested bursary of up to \$15,000 per year during their study period. The scheme is not subject to any quota. Will the Government inform this Committee of the following:

Since the implementation of the Scheme, what is the respective number of Hong Kong students pursuing studies in the Mainland through different channels? What are their major subjects of studies? What is the amount of funding for each year? Will the Government study the possibility of expanding the Scheme to cover students pursuing studies in the Mainland through other channels? If yes, what are the details? If not, what are the reasons?

Asked by: Hon Starry LEE Wai-king (Member Question No. 50)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

In the 2014/15 academic year, subsidy was provided to 263 students under MUSSS, with 152 receiving the full-rate subsidy and the remaining 111 receiving the half-rate subsidy. The total amount of subsidy granted was about \$3.1 million. As for the 2015/16 academic year, subsidy was provided to 479 students (including subsidy renewal and newly approved applications), with 304 receiving the full-rate subsidy and the remaining 175 receiving the half-rate subsidy. The total amount of subsidy granted was about \$5.9 million. Breakdown of the MUSSS recipients by different disciplines is set out in the Annex.

According to our understanding, over 3 000 Hong Kong students are admitted to the first year of undergraduate study in the Mainland every year. To provide Hong Kong students with more opportunity to articulate into undergraduate study and ensure that they will not be denied access to higher education due to a lack of means, we will advance the review of MUSSS as to how to expand its scope to benefit more

students studying in the Mainland, including those who are admitted to undergraduate study in those Mainland institutions participating in the Admission Scheme through different admission channels. The review is expected to be completed by the first quarter of 2016. We will afterwards brief the Legislative Council Panel on Education on the results of review of the MUSSS and enhancements to be introduced to the scheme starting from the 2016/17 academic year.

The Admission Scheme was introduced in 2012 as a government-to-government initiative whereby Hong Kong students may seek admission to designated Mainland higher education institutions on the basis of their Hong Kong Diploma of Secondary Education examination results, and are thus exempted from taking the Joint Entrance Examination for Universities in the Mainland. The total number of students admitted by Mainland institutions under the Admission Scheme from the 2012/13 to 2015/16 academic years was over 5 100. As regards the number of Hong Kong students pursuing studies in the Mainland through other admission channels, including the Joint Entrance Examination for Universities in the Mainland and the recruitment exercises of individual Mainland Higher Education Institutions, we do not maintain such records. Nevertheless, according to the information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying in Mainland higher education institutions and research institutes was 15 483 as at October 2015.

Mainland University Study Subsidy Scheme**Breakdowns of the Recipients by Disciplines
in the 2014/15 and 2015/16 Academic Years**

Discipline	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
Architecture	3	7
Arts	41	78
Business, Economics and Finance	41	83
Chinese Medicine	83	140
Communications and Journalism	9	24
Dentistry, Medicine and Veterinary Medicine	11	27
Design	9	19
Education	6	10
Engineering	5	12
Law	19	33
Performing Arts	7	8
Politics and Public Administration	7	11
Science	12	14
Others	10	13
Total:	263	479

- End -

CONTROLLING OFFICER'S REPLY

EDB066

(Question Serial No. 0950)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The EDB will continue to implement the Fourth Strategy on Information Technology in Education. Please inform this Committee:

1. What are the funding and initiatives for promoting the use of information technology in teaching in primary and secondary schools in 2016-17?
2. What is the progress of providing wireless network services to all primary and secondary schools in the territory?

Asked by: Hon Starry LEE Wai-king (Member Question No. 54)

Reply:

1. The estimated expenditure for the implementation of the Fourth Strategy on Information Technology in Education for 2016-17 includes \$30 million one-off grant for some 300 schools for acquisition of mobile computing devices to facilitate the use of e-textbooks or other e-learning resources in class under a WiFi school environment, and an extra recurrent grant of \$70,000 on average per school for these 300 schools for subscription of WiFi services.
2. The enhancement of WiFi infrastructure in all public sector primary and secondary schools is progressing well. Some 460 schools have completed the enhancement process.

- End -

CONTROLLING OFFICER'S REPLY**EDB067****(Question Serial No. 3018)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the key learning areas of science, technology and mathematics education under the secondary curriculum, please advise this Committee of the 2016-17 expenditures on measures to enhance the information technology training of secondary students to nurture information technology talents for Hong Kong in the long run. To achieve the purpose of nurturing talents, how much resources will the Administration inject into efforts to enhance teacher training?

Asked by: Hon Starry LEE Wai-king (Member Question No. 56)

Reply:

To promote STEM education which includes information technology (IT), we are renewing the curriculum guides of the Science Education, Technology Education and Mathematics Education Key Learning Areas (KLAs) which are scheduled to be released in the 2016/17 school year. There would be on-going professional development programmes for curriculum leaders and teachers. We will also enrich the learning and teaching resources for relevant curricula of the above KLAs.

Computer lessons are offered in most primary and secondary schools. Schools are encouraged to adopt whole-school approach in the curriculum planning of integrating programming in relevant subjects. Modules of Computer Awareness Programme for primary schools, including basic programming, have been developed by Education Bureau (EDB) to enable primary students to grasp the basic programming skills and computer knowledge. The modules have been updated in 2015 and could be used flexibly in relevant curricula or according to the contexts of schools. EDB will continue organising practical workshops and setting up school networks as support measures. EDB would also partner with community organisations to train up teachers and explore resources on this regard.

Schools teach IT related content at the secondary level through implementing the Technology Education Key Learning Area (TEKLA) Curriculum Guide (the 'Guide') as well as incorporating IT skills in the learning and teaching of the different Key Learning Areas and/or subjects. The Guide provides an open and flexible framework for schools to develop their school-based TEKLA curriculum which builds on the strengths of their schools and the needs of their students. The learning elements at the junior secondary level in the Guide were enriched in August 2013 to give students a broad and balanced foundation on technology education. For students with talents or are interested in pursuing the study of IT further, Information and Communication Technology is offered as an elective subject at the senior secondary level. Teachers are supported by the EDB to organise pull-out programmes in IT through the provision of resource materials and professional development programmes, as well as off-site programmes in IT provided by the Hong Kong Academy for Gifted Education to maximise students' potential.

We will continue to arrange professional development programmes for teachers in the forthcoming years so as to enhance their professional capacity and to build learning communities within and across schools to benefit student learning. In addition, we have set up “Centre of Excellence” (CoE) schools for the sharing of good practices on IT in education with other schools. The expenditure on and manpower for curriculum development, resource materials development, professional development programmes and CoE are absorbed by the recurrent expenditures of EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB068****(Question Serial No. 3093)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the provision of Applied Learning courses, please inform this Committee:

- (1) why does the number of Applied Learning courses decrease by 4 in 2016-17 as compared with that of 2015-16; and
- (2) a breakdown of the number of schools offering Applied Learning courses and the number of student applications from 2013/14 to 2015/16 by areas of studies and course clusters.

Asked by: Hon Starry LEE Wai-king (Member Question No. 57)

Reply:

(1) Applied Learning (ApL) courses are regularly reviewed and refined in light of student needs, development of society and feasibility of implementation. Therefore, there are minor fluctuations in the number of courses offered across cohorts. Currently, the number of ApL courses is around 35 to 40 in each cohort, offering diverse course choices for students.

(2) Each cohort of ApL courses lasts for 2 years and Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) courses lasts for 3 years. From 2013/14 to 2015/16 school year, 4 cohorts of ApL courses (2012-14, 2013-15, 2014-16 and 2015-17 cohorts) have been offered to students. The number of schools offering ApL courses and the number of student applications for each of the course clusters under the areas of studies are as follows:

Number of schools offering ApL courses:

Area of studies	Course Clusters	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort	2015-17 Cohort
Creative Studies	Design Studies	167	145	162	153
	Media Arts	107	105	118	122
	Performing Arts	71	75	68	72
Services	Food Services and Management	NA (Cluster not yet provided)	NA (Cluster not yet provided)	158	220
	Hospitality Services	248	241	155	136
	Event Management	42	23	NA (Cluster not provided)	NA (Cluster not provided)

	Personal and Community Services	162	167	147	162
Business, Management and Law	Accounting and Finance	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	31
	Business Studies	88	57	58	42
	Clientele Management	41	30	11	NA (Cluster not provided)
	Legal Studies	34	28	27	29
Media and Communication	Films, TV and Broadcasting Studies	65	67	59	90
	Media Production and Public Relations	112	79	68	15
Applied Science	Medical Science and Health Care	155	147	136	133
	Psychology	113	105	97	107
	Sports	72	70	83	76
Engineering and Production	Civil and Mechanical Engineering	44	48	42	NA (Cluster not provided)
	Civil, Electrical and Mechanical Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	53
	Services Engineering	131	132	139	143
	Information Engineering	NA (Cluster not yet provided)	58	43	47
Applied Learning Chinese (for non-Chinese speaking students)		NA (ApL(C) not yet provided)	NA (ApL(C) not yet provided)	NA (ApL(C) not yet provided)	14
Total		318	315	316	327

Number of student applications

Area of studies	Course Clusters	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort	2015-17 Cohort
Creative Studies	Design Studies	839	678	631	580
	Media Arts	426	369	440	413
	Performing Arts	351	324	308	302
Services	Food Services and Management	NA (Cluster not yet provided)	NA (Cluster not yet provided)	2 177	1 702
	Hospitality Services	3 466	2 724	913	816
	Event Management	152	77	NA (Cluster not provided)	NA (Cluster not provided)

	Personal and Community Services	906	1 029	661	615
Business, Management and Law	Accounting and Finance	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	90
	Business Studies	435	255	213	136
	Clientele Management	190	172	64	NA (Cluster not provided)
	Legal Studies	88	70	70	89
Media and Communication	Films, TV and Broadcasting Studies	425	395	316	301
	Media Production and Public Relations	339	218	156	31
Applied Science	Medical Science and Health Care	850	667	463	396
	Psychology	672	477	400	443
	Sports	342	242	287	315
Engineering and Production	Civil and Mechanical Engineering	153	160	143	NA (Cluster not provided)
	Civil, Electrical and Mechanical Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	205
	Services Engineering	620	626	735	572
	Information Engineering	NA (Cluster not yet provided)	166	109	125
Applied Learning Chinese (for non-Chinese speaking students)		NA (ApL(C) not yet provided)	NA (ApL(C) not yet provided)	NA (ApL(C) not yet provided)	189
Total		10 254	8 649	8 086	7 320

- End -

CONTROLLING OFFICER'S REPLY

EDB069

(Question Serial No. 3094)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Administration will plan to set up a Gifted Education Fund of \$800 million to nurture more gifted students in an effort to enrich the talent pool and enhance the competitiveness of Hong Kong. In this connection, will the Administration inform us of the operation of the fund in detail?

Asked by: Hon Starry LEE Wai-king (Member Question No. 58)

Reply:

We plan to set up the Gifted Education Fund (the Fund) to enhance the development of gifted education so as to enrich the talent pool and enhance the competitiveness of Hong Kong, in particular, to support the Hong Kong Academy for Gifted Education (HKAGE) to nurture more gifted students. In order to benefit more students, we hope to set up the Fund as early as possible after consulting the Education Panel and the Finance Committee of the Legislative Council.

Details regarding the operational arrangements of the Fund are being worked out. Other than supporting the HKAGE, the Fund may also be used for implementing other projects related to gifted education when considered appropriate.

- End -

CONTROLLING OFFICER'S REPLY**EDB070****(Question Serial No. 3184)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 196 of the Policy Address this year that “The Government has accepted all the recommendations of the Task Force on Promotion of Vocational Education and will actively consider how to implement them.” In this regard, will the Government inform this Committee of the expenditure involved for implementing all the recommendations and the timetable?

Asked by: Hon Starry LEE Wai-king (Member Question No. 59)

Reply:

In June 2014, the Government set up the Task Force on Promotion of Vocational Education (Task Force) with a view to mapping out a strategy to promote vocational education and training (VET) in the community. The Task Force submitted its Report to the Government in July 2015, proposing a three-pronged strategy with a total of 27 recommendations as set out at **Annex**. Among others, the Task Force recommended to rebrand VET to “vocational and professional education and training” (VPET) covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge.

In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the Task Force's recommendations and would actively consider how to implement them. The Education Bureau (EDB) has been following up on the implementation of the recommendations and the major progress so far is as follows –

- (a) producing and launching three Announcement in Public Interests (APIs) in the first quarter of 2016 to promote the professional image of VPET;
- (b) earmarking a site in the urban district to develop a Vocational Training Council campus with adequate capacity and state-of-the-art facilities, and launching a new round of Land Grant Scheme in February 2016 for post-secondary education institutions offering self-financing programmes at sub-degree level or above (which include relevant VPET providers) for reprovisioning purpose with a view to providing conducive learning environment for students;
- (c) encouraging secondary schools to adopt a whole school approach in career and life planning education and enhancing individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (d) fully subsidising Applied Learning (ApL) courses starting from the 2016/17 school year;
- (e) extending the Pilot Training and Support Scheme for two more cohorts of students to be admitted in the 2016/17 and 2017/18 academic years;

- (f) launching a new category under the Quality Enhancement Support Scheme of the Self-financing Post-secondary Education Fund in January 2016 for a pilot period of two years to support industrial attachment projects that aim to increase students' employability;
- (g) reviewing the Study Subsidy Scheme for Designated Professions/Sectors in order to consider whether to extend the Scheme;
- (h) enhancing the promotion of Qualifications Framework (QF) with the QF Fund;
- (i) conducting a benchmark perception survey with a view to keeping track of any changes in the public's attitude towards VPET later; and
- (j) writing to post-secondary education institutions, VPET providers as well as major chambers of commerce to appeal for their support of the relevant recommendations made by the Task Force.

Some of the recommendations are implemented with existing manpower resources as well as funds already established, i.e. the Self-financing Post-secondary Education Fund and QF Fund. Apart from these, the estimated additional annual recurrent expenditure required to fully subsidise ApL courses is about \$13 million while the estimated additional non-recurrent expenditure to implement other recommendations so far is some \$160 million.

EDB will provide administrative support to implement the recommendations. One time-limited civil service post at the rank of Senior Executive Officer will be created to help cope with the implementation workload. One civil service post at the rank of Executive Officer II will also be created to support the promotion of VPET in long run.

**List of 27 Recommendations Made by
the Task Force on Promotion of Vocational Education**

Strategy 1: Rebranding Vocational Education and Training (VET)

- (1) the Government to rebrand VET in Hong Kong as “vocational and professional education and training (VPET)” covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge;

Strategy 2: Strengthening Promotion

(a) Promotion of Professional Image of VPET

(i) Publicity Campaign

- (2) the Government to produce Announcement in Public Interest (API) on TV/radio by involving industry role models where appropriate. The API may also be broadcast on Facebook, YouTube, dedicated portal for VPET and other online media;
- (3) the Government to produce TV drama series (including related publicity and production of DVDs), presenting real success stories of persons graduated from VPET programmes and make them continuously accessible to the public through the VPET Portal which facilitates guidance to students;
- (4) the Government to continue to support major VPET provider(s) to organise large-scale skills competitions to showcase VPET students’ achievement and provide interactive activities for secondary school students’ experience, or even consider bidding for the hosting of such competitions in Hong Kong in due course with a view to raising public awareness of the professionalism of VPET and related industries as well as enhancing the skill level of local talent;

(ii) Campus Facilities of VPET Providers

- (5) the Government to facilitate the provision of state-of-the-art facilities to VPET providers in order to provide conducive learning environment to VPET students and enhance the professional image of VPET riding on the existing support schemes or otherwise;

(iii) Quality of Programmes Offered by VPET Providers and Research Capability

- (6) VPET providers to enhance quality of their VPET programmes, and strengthen the support services to students where possible;
- (7) VPET providers to consider whether it is appropriate for them to engage in (more) research activities (which could be action research, applied research, technology-oriented research other than academic research) to inform teaching and learning, etc.;

(b) Provision of More Information about VPET and Related Career

(i) VPET Portal

- (8) the Government to develop and maintain a VPET portal which gathers comprehensive and impartial information on VPET programmes and related industries in Hong Kong, as well as links up other relevant portals;

(ii) VPET Forum

- (9) the Government, VPET providers and industry sectors to attend international VPET forums from time to time to keep abreast of the latest development of VPET worldwide;
- (10) the Government or VPET providers to organise local VPET forums from time to time with the participation of the industry sectors, in order to provide up-to-date industry and career information to secondary school students, parents and teachers;

(c) Promotion of VPET through Career and Life Planning Education

- (11) the Education Bureau (EDB) to encourage secondary schools to adopt a whole school approach in career and life planning education and enhance individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (12) VPET providers and major chambers of commerce to arrange (more) training workshops cum visits for principals, teachers and career masters in secondary schools, with the facilitation of EDB through the Business-School Partnership Programme (BSPP) so as to provide them with the latest developments of VPET in Hong Kong and the related careers. Such training workshops cum visits should also be extended to prospective secondary school teachers pursuing teaching programmes in tertiary institutions as well as non-governmental organisations which play a role in offering articulation and career advice to students;
- (13) VPET providers and major chambers of commerce to arrange (more) taster programmes for secondary school students with the facilitation of EDB through BSPP;
- (14) VPET providers and major chambers of commerce to organise seminars and visits for parents of secondary school students for their better understanding of VPET and the related careers as well as the progression pathways, with the facilitation of EDB;

(d) More Contribution from Industries

(i) Closer Collaboration with VPET Providers

- (15) the major chambers of commerce and VPET providers to have closer collaboration on the design and development of VPET programmes (including the curriculum, industrial attachment, etc.) such that the learning outcome could fulfill employers' needs and expectation;
- (16) the Vocational Training Council to regularly review the list of Training Boards to cover emerging industries so that manpower surveys would be conducted to better inform VPET training providers and prospective students of the areas with growing manpower demand;

(ii) Remuneration, Working Conditions and Progression Pathways

- (17) the major chambers of commerce to encourage their members to devise comprehensive human resource strategy to attract and retain staff, covering the remuneration package, working conditions and progression pathways, etc.;

(e) Promotion of Applied Learning

- (18) EDB to encourage course providers to arrange accreditation of more Applied Learning (ApL) courses under the Qualifications Framework (QF) where appropriate so that apart from the Hong Kong Diploma of Secondary Education (HKDSE), students completing ApL courses may obtain a separate QF-recognised qualification for further studies in the relevant fields or entry into the industries concerned;

- (19) post-secondary education institutions in Hong Kong to give due consideration of the results of ApL courses attained by students in the HKDSE Examination in student admission as an incentive for students to take ApL and benefit from the experiences and also an incentive for their parents to support them to do so;
- (20) the Government to consider providing 100% grant subsidies to schools for the ApL course fees and encourage more schools to offer ApL courses based on their student profiles;

(f) Provision of Financial Support by the Government

(i) Pilot Training and Support Scheme (Pilot Scheme)

- (21) the Government to consider extending the Pilot Scheme to benefit more students pending a review;

(ii) Industrial Attachment (IA)

- (22) the Government to extend the IA initiative to benefit students pursuing full-time locally-accredited self-financing sub-degree and undergraduate programmes where applicable;

(iii) Study Subsidy Scheme for Designated Professions / Sectors (SSSDP)

- (23) the Government to consider extending the SSSDP if it is proven effective;

Strategy 3: Sustaining Efforts

(a) Influence by the Government

- (24) the Government to encourage the senior Government officials to seize every opportunity to promote and support VPET on different occasions so as to demonstrate the Government's support and recognition of VPET as an integral part of the community;

(b) Promotion of Qualifications Framework

- (25) EDB to enhance the publicity efforts on QF targeting at employers and the general public. Articulation pathways for lifelong learning and progression pathways for different industries under QF should also be further promoted;
- (26) the major chambers of commerce to encourage their members to make reference to QF in recruitment and promotion, so as to increase the relevance of QF to learners and practitioners which would in turn help promote VPET; and

(c) Tracking Surveys on Attitude Change

- (27) the Government to conduct tracking surveys by involving relevant stakeholders to keep track of any changes in their attitude towards VPET.

- End -

CONTROLLING OFFICER'S REPLY**EDB071****(Question Serial No. 0966)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What was the expenditure on duty visits outside Hong Kong incurred by the Secretary for Education after he took office and what is the estimated expenditure in this regard for the coming year? In tabular form, please give a list of the locations, participants, expenses, effectiveness and follow-up actions. What overseas practices and examples have been identified as suitable for application to the education system of Hong Kong and what will be the estimated expenditure as well as the implementation schedule?

Asked by: Dr Hon LAM Tai-fai (Member Question No.18)

Reply:

Information about duty visits outside Hong Kong made by Secretary for Education (SED) after his assumption of office is at the Annex.

Duty visits outside Hong Kong by SED and his entourage are conducted in strict compliance with the relevant Government requirements and have delivered results. Through in-depth exchanges with the education officers, academics and education sector of the places visited, we had gained more thorough understanding of their good practices and valuable experiences, which served as a useful source of reference for us to formulate major education policies, such as the 15-year free education, vocational education and e-learning, in recent years. Furthermore, SED had also showcased internationally Hong Kong's achievements in education, broadened and strengthened ties and cooperation with these places, and consolidated Hong Kong's role as a regional education hub to facilitate exchange of talents. SED had been invited from time to time to attend international education forums and seminars held in various countries/places to exchange views on education policy, discuss the future developments in education policy/teaching profession, and explore bilateral co-operation opportunities with education officials as well as educators from around the world. In almost all his duty visits outside Hong Kong, SED had exchanges with and listened to the views of students from Hong Kong. In addition, the rapid development of our country in various areas such as its economy and technology in recent years together with the implementation of the "Belt and Road" initiative have presented new and unprecedented opportunities for Hong Kong. Through duty visits to and exchanges with the Mainland, SED had enhanced education co-operation and strengthened the ties between the two places, thereby providing more and wider opportunities for progression and development for Hong Kong students.

In 2016-17, duty visits will be conducted based on operational needs and prior approval is needed before related expenses are incurred. In making an application for duty visit, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. The duty visit expenditure will be governed by relevant regulations and guidelines and charged to the relevant votes to ensure effective control and use of public money.

**Duty visits outside Hong Kong made by
Secretary for Education from 2012-13 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by SED & official entourage from SED's Office (\$)(Note)
2012-13 (4)	<ul style="list-style-type: none"> To pay a courtesy visit to the Ministry of Education in Beijing To attend a ceremonial function in the Mainland To attend an education forum in the United Kingdom To promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Canada and the USA 	1 - 2	565,090
2013-14 (10)	<ul style="list-style-type: none"> To learn about kindergarten education and information technology in education in Korea, Singapore and Australia To officiate and/or address in international forum/seminars in Singapore and United Kingdom and exchange views on education policies, co-operation and development, etc. with Minister of Education of other countries, local educational officials and institutions as well as students To pay goodwill visits to education authorities and officials in Shenzhen, Guangzhou and Nansha to exchange views on the latest development on the educational front and visit local schools To lead a delegation of education professionals and sector representatives to Shanghai and Beijing for professional exchange To visit Indonesia for boosting educational co-operation and exchange with member states of the Association of Southeast Asian Nations and promoting Hong Kong's role as a regional education hub To lead a delegation from the education sector to attend an international convention in Shanghai To attend an international summit in New Zealand and to have bilateral meetings with Minister of Education of other countries 	1 - 2	688,414
2014-15 (10)	<ul style="list-style-type: none"> To visit Belgium and Finland to observe the education systems and good practices of European countries and visit Malaysia to enhance the education link with the ASEAN country and promote Hong Kong's role as an education hub 	1 - 2	729,038

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by SED & official entourage from SED's Office (\$)(Note)
	<ul style="list-style-type: none"> • To lead the “Passing on the Torch” Mainland Exchange Programme to Beijing and Shanghai to participate in visits and exchange activities • To lead a delegation of the education sector to Ningbo for exchanges, and give opening remarks/witness the signing of higher education cooperation documents and sister school agreements • To meet with Shenzhen Municipal Education Bureau officials to exchange views and deepen cooperation on education issues • To officiate at a ceremony and address in an education forum in Hangzhou and witness the signing of sister school agreements • To lead an education delegation to study the vocational education systems and good practices in promoting young persons’ career development in Germany and Switzerland • To lead a delegation of secondary school students to participate in “Passing on the Torch” Mainland Exchange Programme in Nanjing • To meet with Guangdong Party Secretary and Shenzhen Party Secretary • To attend an international summit in Canada 		
2015-16 (13)	<ul style="list-style-type: none"> • To meet with officials of the Ministry of Education in Beijing, Beijing Municipal Education Commission, Shenzhen Municipal Education Bureau, Department of Education of Guangdong Province and Zhongshan Municipal Government to exchange views on educational issues and co-operation • To deliver a speech at the 10th anniversary celebratory event of the United International College, and to hold discussion with officials of the Zhuhai Municipal Education Bureau • To lead Hong Kong university students to a career and life planning education programme and visit enterprises in Huizhou and Shunde • To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities to exchange views with university leaders and Hong Kong students • To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp, and courtesy call on the Ministry of Education in Beijing 	1 – 3	482,820

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by SED & official entourage from SED's Office (\$)(Note)
	<ul style="list-style-type: none"> • To visit the United States and Belgium to exchange views with overseas funding and research agencies in the higher education sector on education and research policies and funding strategies • To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression in Beijing • To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde • To attend an international education conference, and to hold discussion with officials of the Ministry of Education of Singapore • To join a delegation of presidents or vice-presidents of the eight University Grants Committee-funded institutions for a visit to Guangdong Province, and to attend a Guangdong and Hong Kong university presidents' forum in Guangzhou • To officiate at an opening ceremony of a national competition of extra-curricular academic and technological projects by university students in Guangzhou 		

* The above duty visits lasted for one to eight days per trip.

Note: The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

– End –

CONTROLLING OFFICER'S REPLY

EDB072

(Question Serial No. 0967)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

During 2016-17, the Bureau will further enhance the ratio of graduate teacher posts in public sector primary schools to 60 per cent and 65 per cent in the 2016/17 and 2017/18 school years respectively upon increasing such ratio from 50 per cent to 55 per cent in the 2015/16 school year to attract more talent to join the teaching force of primary education so as to enhance the quality of teaching. Will the Administration please advise the expenditure and manpower expected to be involved each year?

Asked by: Dr Hon LAM Tai-fai (Member Question No. 19)

Reply:

Pursuant to the increase in the ratio of graduate teacher posts from 50% to 55% in public sector primary schools in the 2015/16 school year, the Education Bureau will further enhance the ratio to 60% and 65% in the 2016/17 and 2017/18 school years respectively. The cumulative total number of additional graduate teacher posts to be created since the implementation of the enhancement measure is estimated to be around 1 900 and 3 100 respectively in the above two school years, to be offset by the corresponding number of non-graduate teacher posts. The annual cost to be incurred is about \$150 million and \$260 million for 2016-17 and 2017-18 respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB073****(Question Serial No. 0968)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In respect of national education, the Education Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides professional support, where appropriate, to schools. What were the details of work, expenditure involved and manpower involved over the past 5 years; and what will they be for the coming year? How many primary and secondary schools have benefited? What was the effectiveness?

Asked by: Dr Hon LAM Tai-fai (Member Question No. 20)

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources, provision of Mainland exchange opportunities to complement student's learning in relevant Key Learning Areas/subjects as well as, where appropriate, provision of professional support to schools etc. The professional support includes providing expert advice and collaborating with schools in related curriculum planning and implementation of values education. With staffing and expenditure for most of these items being absorbed by the recurrent expenditure of the Education Bureau (EDB), we are not able to provide a separate breakdown of the expenditure involved and manpower involved.

In respect of national education, school sponsoring bodies and schools make use of different arrangements and professional support as well as exchange programmes through various aspects, under the notion of values education, to cater for the needs of students having regard to their own circumstances. Therefore, we do not possess data on schools specifically benefited in this regard.

Expenditure in respect of subsidising Mainland exchange programmes (MEPs) for primary and secondary school teachers and students can be separately identified. Expenditure on MEPs in the past five financial years (from 2011-12 to 2015-16) and 2016-17 is as follows:

Financial Year	Expenditure (\$million) [@]	
	Programmes for students	Programmes for teachers
2011-12	46.7	1.0
2012-13	32.3	2.2
2013-14	41.2	2.0
2014-15 [#]	45.9	1.0
2015-16 [*]	62.7	1.5

Financial Year	Expenditure (\$million) [@]	
	Programmes for students	Programmes for teachers
2016-17 ⁺⁺	96.4	1.2

[@] Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the EDB

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

⁺⁺ Estimated figures

After the completion of each Mainland exchange programme, feedback of participants was collected through questionnaires and focus group meetings. Based on the information collected, a majority of the participants reflected that the learning objectives of programmes were met.

- End -

CONTROLLING OFFICER'S REPLY**EDB074****(Question Serial No. 0969)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

During 2016-17, the Bureau will advance the review of the Mainland University Study Subsidy Scheme (MUSSS) with a view to expanding the scope of the scheme to support more needy Hong Kong students who are pursuing undergraduate studies in those Mainland higher education institutions participating in the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions, starting from the 2016/17 academic year. When will the Administration complete the review? To what extent will the scope of the MUSSS be expanded and what will be the expenditure involved? Please provide details of the relevant work in the past 5 years and list out, for each year, the number of students who received subsidy, names of the Mainland institutions they attended and the expenditure involved.

Asked by: Dr Hon LAM Tai-fai (Member Question No. 21)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

In the 2014/15 academic year, subsidy was provided to 263 students under MUSSS, with 152 receiving the full-rate subsidy and the remaining 111 receiving the half-rate subsidy. The total amount of subsidy granted was about \$3.1 million. As for the 2015/16 academic year, subsidy was provided to 479 students (including subsidy renewal and newly approved applications), with 304 receiving the full-rate subsidy and the remaining 175 receiving the half-rate subsidy. The total amount of subsidy granted was about \$5.9 million. Breakdown of the MUSSS recipients by different Mainland higher education institutions is set out in the Annex.

According to our understanding, over 3 000 Hong Kong students are admitted to the first year of undergraduate study in the Mainland every year. To provide Hong Kong students with more opportunity to articulate into undergraduate study and ensure that they will not be denied access to higher education due to a lack of means, we will advance the review of MUSSS as to how to expand its scope to benefit more students studying in the Mainland, including those who are pursuing undergraduate study in those Mainland institutions participating in the Admission Scheme. The review is expected to be completed by the first quarter of 2016. We will afterwards brief the Legislative Council Panel on Education on the results of review of the MUSSS and enhancements to be introduced to the scheme starting from the 2016/17 academic year. Expenditure to be involved in implementing the enhanced MUSSS will be contingent on the outcome of the review and subject to the number of approved applications. Sufficient fund has been reserved for the purpose.

Mainland University Study Subsidy Scheme

Breakdowns of the Recipients by Mainland Higher Education Institutions
in the 2014/15 and 2015/16 Academic Years

Institution	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
Beijing Institute of Fashion Technology	1	2
Beijing Language and Culture University	2	4
Beijing Normal University	7	11
Beijing Normal University, Zhuhai	3	8
Beijing University of Chinese Medicine	15	29
Central China Normal University	3	4
Chengdu University of Traditional Chinese Medicine	1	1
China Three Gorges University	-	1
China University of Geosciences(Wuhan)	-	3
China University of Political Science and Law	11	21
Communication University of China	3	5
Donghua University	2	5
East China Normal University	1	2
East China University of Political Science and Law	2	3
East China University of Science And Technology	3	5
Fudan University	1	1
Fuzhou University	2	3
Guangdong Pharmaceutical University	1	-
Guangdong University of Foreign Studies	3	6
Guangdong University of Technology	1	1
Guangzhou University	6	6
Guangzhou University of Chinese Medicine	60	103
Huaqiao University	6	10
Hunan Normal University	3	7
Jimei University	-	2
Jinan University	11	24
Nanjing Normal University	3	7
Nanjing University	2	4
Nanjing University of Chinese Medicine	1	1
Nankai University	1	3
Peking University	-	1
Renmin University of China	4	12
Shandong University	19	18
Shanghai International Studies University	1	5
Shanghai Jiao Tong University	-	3
Shanghai University of Finance and Economics	1	1
Shanghai University of Traditional Chinese Medicine	5	7
Shantou University	1	2
Shaoguan University	-	1
Shenzhen University	7	11
Sichuan University	6	9
Sichuan Normal University	-	1

Institution	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
South China Normal University	3	6
South China University of Technology	1	1
Southern Medical University	4	6
Southwest University	3	11
Southwest University of Political Science and Law	4	4
Sun Yat-sen University	21	34
The Guangzhou Academy of Fine Arts	1	1
Tianjin University	1	2
Tianjin Normal University	-	1
Tongji University	-	4
Tsinghua University	-	1
University of International Business and Economics	2	3
Wuhan University	5	10
Xiamen University	7	19
Xinghai Conservatory of Music	6	6
Yunnan University	1	2
Zhejiang University	2	3
Zhejiang Sci-Tech University	-	4
Zhongnan University of Economics and Law	3	8
Total:	263	479

- End -

CONTROLLING OFFICER'S REPLY**EDB075****(Question Serial No. 0970)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

During 2016–17, the Education Bureau will continue to monitor and facilitate the provision of school places for meeting the needs of the international community in Hong Kong, particularly through allocation of vacant school premises and greenfield sites for international school development. Please list out the locations of the existing vacant school premises in Hong Kong and the number of vacant school premises expected to be released in the coming year or in the future for other purposes, including the facilitation of the provision of kindergarten, primary and secondary school places, as well as for meeting the needs of the international community in Hong Kong. What are the specific plans and the expenditure and manpower involved?

Asked by: Dr Hon LAM Tai-fai (Member Question No. 22)

Reply:

It has all along been EDB's policy objective to put vacant school premises (VSP) into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will consider factors including the size, location, physical conditions etc. of the relevant premises with a view to assessing the VSP's suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. In addition, EDB will also take into account factors like the demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district, the need for decanting premises for in-situ redevelopment or extension of existing schools, and the need to provide diversity in the school system etc., with a view to meeting various educational needs in the territory and supporting relevant policy initiatives.

While EDB is allowed to retain VSP for school uses, for premises which are proposed to be used for educational uses other than school uses, EDB needs to put forward its proposed use with justification to the Planning Department (PlanD) for assessment and may need to compete with other government departments on use of such VSP. Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism.

As stated in the Report No. 65 of the Director of Audit (Audit Report) on the use and disposal of VSP, at 30 April 2015, there were records of 234 VSP in EDB's database. Among these 234 VSP, 105 were not being used, of which 29 were under EDB; 102 were being used, of which 77 were under EDB; and 27 have been or were going to be demolished for housing or other developments. In other words, 106 ex-school premises were under EDB with 29 not being used.

Among these 29 premises under EDB's purview, as at end December 2015, four have been referred to PlanD for consideration of suitable alternative uses in accordance with the above-mentioned central clearing house

mechanism; 14 have been reused or reallocated/ planned for educational use, nine are earmarked for educational use; and the remaining two premises which are on private land require further discussion between EDB and relevant departments on the way forward. Detailed breakdown of the 29 VSP are set out in the Table below:

Table – 29 VSP under EDB which were not being used as mentioned in the Audit Report (position as at end-December 2015)

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
A. Four premises that have been referred to PlanD under the Central Clearing House Mechanism				
1	Central and Western	2005/06	1 600	Not Applicable
2	Southern	2004/05	2 400	Not Applicable
3	Wan Chai	2008/09	2 700	Not Applicable
4	Yuen Long	2004/05	2 300	Not Applicable
B. 14 premises that have been reused or reallocated/planned for educational use				
1	Southern	2013/14	3 300#	School Use
2	Southern	2011/12	2 000	Other educational use
3	Wan Chai	2006/07	1 600	School Use
4	Kowloon City	2003/04	3 000	School Use
5	Kwun Tong	2007/08	3 100#	School Use
6	Kwun Tong	2008/09	3 200#	School Use
7	Sham Shui Po	2008/09	1 300	School Use
8	Sham Shui Po	2007/08	1 200	Other educational use
9	Yau Tsim Mong	2006/07	1 200	Other educational use
10	North	2004/05	700	School Use

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
11	Sha Tin	2009/10	5 200#	School Use
12	Sha Tin	2012/13	6 400	Other educational use
13	Tai Po	2012/13	5 800	School Use
14	Yuen Long	2012/13	3 050	School Use
C. Nine premises earmarked for educational use				
1	Central and Western	2008/09	1 600	School Use
2	Eastern	2010/11	4 300#	School Use
3	Kwun Tong	2011/12	3 700#	School Use
4	Kwun Tong	2010/11	2 900	School Use
5.	Sham Shui Po	2013/14	3 700	School Use
6	Tai Po	1999/00	2 400	School Use
7	Tsuen Wan	2010/11	3 600#	School Use
8	Tuen Mun	2010/11	5 300#	School Use
9	Islands	2006/07	5 800	School Use
D. Two premises which require further discussion				
1	Southern	2012/13	6 000	Not Applicable
2	Kowloon City	2013/14	3 200	Not Applicable

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises is only a rough estimate based on records available to EDB and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the table above.

The Government is committed to developing a vibrant international school sector mainly to meet the demand for international school places from overseas families living in Hong Kong and families coming to Hong

Kong for work or investment. To address the shortfall in international school places as projected by a consultancy study completed in end 2012, we have completed two school allocation exercises (SAEs) in April 2013 and May 2015 respectively to allocate a total of five VSP and three greenfield sites for international school development.

Further to the consultancy study completed in end 2012, we commissioned a new round of the study in October 2014 to update the latest provision of international school places at primary and secondary levels in the territory and to project the supply and demand in the next few years. The study will collect views through surveys from international schools and the business sector as well as the international community in order to have a broader understanding of the concerns of different stakeholders. Such information, coupled with the past trends of demand for international school places and the forecast changes in economic growth, would be useful reference for projecting the demand from overseas families coming to Hong Kong for work or investment. The study is expected to complete by mid-2016. Subject to the results of the study and availability of suitable sites or vacant school premises for international school development, we will consider whether and when to launch a new round of SAE for international school development.

Recurrent administrative expenditure and manpower involved in handling VSP under EDB, the monitoring of supply and demand of international school places and the management of SAEs will be absorbed by the recurrent expenditure of this Bureau. We do not have a separate breakdown on expenditure in this regard.

- End -

CONTROLLING OFFICER'S REPLY**EDB076****(Question Serial No. 0971)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

During 2016-17, the Bureau will continue to provide evaluation tools for School Self-evaluation and conduct External School Reviews for continuous school improvement. What were the specific work, expenditures and manpower involved, and the effectiveness of such work in the past 5 years? The EDB has earlier on accepted the recommendations of the report of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy, namely to implement trial runs for Primary 3 TSA and invite schools to participate. What are the progress, estimated expenditures and manpower involved? What will be done to ensure that the data collected will not be used for school categorisation, banding, assessing schools' performance and school closure?

Asked by: Dr Hon LAM Tai-fai (Member Question No. 23)

Reply:

To facilitate schools' continuous development and improvement through School Self-evaluation (SSE), the Education Bureau (EDB) provides a range of self-evaluation tools (e.g. Performance Indicators, Key Performance Measures and a set of stakeholder questionnaires, etc.), and conducts External School Review (ESR) to validate SSE and provide schools with suggestions for improvement. According to the independent impact study on SSE and ESR, schools are now making much greater use of self-evaluation tools and employing a variety of strategies and approaches to embed SSE in day-to-day practice. The report of the impact study is available for downloading from the website of EDB (<http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/reports/expert-advice-report/impactstudy-2ndcycle-sda.html>). The expenditures and manpower involved are subsumed under the recurrent expenditure of EDB.

The Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on TSA in late October 2015. Two working groups were set up under the Committee to conduct in-depth studies of the reporting and administration and the papers and question design of TSA respectively. The Committee submitted the report in February 2016 to EDB reaffirming the intent and value of the establishment of TSA and recognising the functional use of TSA data to provide feedback to learning and teaching and to facilitate the formulation of measures to support learning. The report has set out the short-term, medium/long term recommendations. The EDB has accepted the report of the Committee. The report has been uploaded onto the website (<http://www.edb.gov.hk/attachment/en/curriculum-development/tsa/report.pdf>).

On Primary 3 TSA, the Committee recognises that the assessment paper and question design could be adjusted and different formats of school reports could be adopted. The Committee suggests that the related arrangements should be tested out in the form of a tryout in 2016. In addition, professional support strategies would be provided to schools to enhance their knowledge and skills in homework policy,

assessment literacy such as using assessment data to improve curriculum planning, learning and teaching, using diversified assessment methods to align with learning targets in school curricula and providing students with quality feedback with a view to improve learning effectiveness.

The Hong Kong Examinations and Assessment Authority issued letters on 29 February 2016 to invite 50 primary schools to participate in the 2016 Tryout Study (Primary 3) and they are of different types (i.e. about 10 per cent of the primary schools in the territory with each participating as a unit). Schools are invited on the basis of various factors including districts, types of schools (government, aided, Direct Subsidy Scheme) and school size to ensure representativeness, reliability and validity of the tryout study. The invited schools of the tryout study can consider if they would participate with reference to their school-based situations. Other schools are also encouraged to take part on a voluntary basis. At the present stage, schools are being invited to sign up for the tryout study. The number of schools taking part in the tryout study and relevant expenditure is yet to be finalised.

Since its introduction in 2004, TSA has been a low-stakes assessment. At the student level, TSA does not provide assessment results of individual students, it is by no means a tool for grading students, determining their advancement in studies or allocating school places for admission to Secondary 1. At the school level, EDB does not use TSA results to assess the performance of schools. TSA is neither a tool for ranking schools nor an indicator for closing schools.

The Committee is aware of the concerns about TSA raised recently in part of the community. In particular, on different stakeholders' perception of the stakes involved, EDB will follow up the recommendations of the Committee to strengthen internal guidelines stating explicitly that EDB will not use TSA data to assess the performance of a school. From the 2016/17 school year, TSA will be removed from the focus questions under "8.1 Academic Performance" of the "Performance Indicators". In addition, provision on schools' good use of TSA data to provide feedback to learning and teaching will be further emphasised under "3.3 Performance Assessment". Moreover, EDB will also step up public education and promote assessment literacy to encourage the public and the education sector for cultivating a positive and right attitude towards the application of assessment data to serve the function of "assessment for learning".

- End -

CONTROLLING OFFICER'S REPLY**EDB077****(Question Serial No. 0405)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Liberal Studies is a core subject under the current academic structure for senior secondary education. Information shows that the expenditure on support measures for Liberal Studies has increased progressively in the past 3 years from \$8 million in 2012-13 to \$16 million in 2014-15, while the expenditure incurred by the review of Liberal Studies has been absorbed by the recurrent expenditure of the Education Bureau. In this connection, will the Administration inform this Committee of:

1. the items of expenditure on support measures for Liberal Studies in the past 3 years; and
2. whether the Government will allocate more resources to meet the recurrent expenditure on Liberal Studies? If yes, to what specific areas will these resources be dedicated? If no, what are the reasons?

Asked by: Dr Hon Priscilla LEUNG Mei-fun (Member Question No. 10)

Reply:

1. Since the 2008/09 school year, schools have been provided with the Senior Secondary Curriculum Support Grant (SSCSG) on a recurrent basis. Schools can make flexible deployment of the grant to facilitate smooth implementation of the Senior Secondary (SS) curriculum, including Liberal Studies. The SSCSG was enhanced from the 2008/09 to the 2011/12 school years to an amount equivalent to the mid-point salary of 0.15 Graduate Master / Mistress (GM) teacher per SS class. From the 2012/13 school year onwards, the SSCSG is equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) teacher per SS class. In the spirit of school-based management, schools have deployed the SSCSG flexibly together with other funding sources. The provision of the SSCSG in the past 3 years is as follows:

	2013-14 (\$ million)	2014-15 (\$ million)	2015-16 (\$ million)
Senior Secondary Curriculum Support Grant	263.4	265.1	262.1

EDB continues to provide a wide array of measures to support the implementation of Liberal Studies, including organising professional development programmes and networking activities for teachers, developing learning and teaching materials in support of the curriculum, maintaining a web-based resource platform, and providing school-based support services. Expenditures for the above on-going support measures in the past 3 years are as follows:

	2013-14 (\$ million)	2014-15 (\$ million)	2015-16 (\$ million)
Expenditure on Liberal Studies Support Measures	13.7	16	9.2

Please note that some costs, e.g. staffing cost, are not reflected in the above figures, as a significant part of the above support measures, which was carried out by professional staff of EDB, is absorbed by the recurrent expenditure of EDB. Separate breakdown of the staffing and financial implication is thus not available.

2. SSCSG has been provided to schools on a recurrent basis to support the implementation of the senior secondary curriculum, including Liberal Studies. In addition, schools can also flexibly deploy their resources to implement Liberal Studies based on the school context. There is no plan to allocate additional provision to Liberal Studies.

- End -

CONTROLLING OFFICER'S REPLY**EDB078****(Question Serial No. 0643)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The implementation of the Territory-wide System Assessment (TSA), especially Primary 3 (P3) TSA, has attracted extensive attention from parents, particularly in 2015. In general, parents are deeply worried about the content, teaching materials, question items and mode of assessment of TSA. Would the Administration inform this Committee:

1. How much funding was injected into TSA in the past 3 years? What are the expenditures on P3 TSA? Please give a breakdown of these expenditures.
2. What progress has been made by the Administration regarding the suspension of P3 TSA? In this connection, how much funding has been injected into the review?

Asked by: Dr Hon Priscilla LEUNG Mei-fun (Member Question No. 9)

Reply:

1. The Education Bureau has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including Territory-wide System Assessment (TSA). The payment to the HKEAA is settled annually in compliance with the terms of the contract and service items (including item setting, printing and administration fees on administering schools' participation in the assessment). The expenditure on TSA under the contract is set out in the following table:

Contract period	Expenditure on TSA (\$ million)	Average expenditure per year (\$ million)
2011-2014 (4 years)	220	55
2015-2018 (4 years)	296	74

The expenditure on P3 TSA under the 2011-2014 contract is \$76 million.

2. The Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on TSA in late October 2015. Two working groups were set up under the Committee to conduct in-depth studies of the reporting and administration and the papers and question design of TSA respectively. The Committee submitted the report in February 2016 to the EDB reaffirming the intent and value of the establishment of TSA and recognising the functional use of TSA data to provide feedback to learning and teaching and to facilitate the formulation of measures to support learning. The report has set out the short-term, medium/long term recommendations. The EDB has accepted the report of the Committee. The report has been uploaded onto the website (<http://www.edb.gov.hk/attachment/en/curriculum-development/tsa/report.pdf>).

The Committee and its Working Groups will follow up on the implementation of the recommendations, including the 2016 Tryout Study (Primary 3), the provision of professional support strategies and monitoring the progress. They will also provide views on the data and experience obtained in the tryout study. The outcome of the 2016 Tryout Study (Primary 3) would be appropriately adopted for enhancement of the 2017 assessment arrangement. At the present stage, schools are being invited to sign up for the tryout study. The number of schools taking part in the tryout study and relevant expenditure is yet to be finalised.

- End -

CONTROLLING OFFICER'S REPLY

EDB079

(Question Serial No. 0649)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (6) Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the Pilot Training and Support Scheme (Pilot Scheme) introduced by the Government, will the Administration inform this Committee on the following:

1. In the past 3 years, how many eligible students benefitted from the Pilot Scheme? In the coming 3 years, will the number of students benefitted from the Pilot Scheme be increased? If yes, what is the increased provision accordingly? If no, what are the reasons?
2. Regarding the career path of students, what is the amount of resources to be deployed for 2016-17?

Asked by: Dr Hon Priscilla LEUNG Mei-fun (Member Question No. 17)

Reply:

The Pilot Training and Support Scheme (Pilot Scheme) aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, the Vocational Training Council (VTC) has implemented the Pilot Scheme starting from the 2014/15 academic year, which targets to benefit a total of 2 000 students with a commitment of \$144 million.

Under the Pilot Scheme, apprenticeship training for targeted industries will be provided to students alongside a guaranteed level of salary and incentive allowance. During the apprenticeship training which normally lasts for four years, the specific industries will offer an incentive allowance of \$30,800 in total to each student (on top of their monthly salary). The Government will offer each student an average monthly allowance of \$2,000 during the study-cum-work period from the second to fourth years. In addition, employers will commit to pay a minimum monthly salary of \$8,000 to students during the study-cum-work period from the second to fourth years, and a minimum of \$10,500 upon their graduation.

As at end February 2016, the electrical and mechanical services of the construction industry, printing industry, clock and watch industry, automobile industry and testing and certification industry have joined the Pilot Scheme and about 900 students were participating under the Pilot Scheme. The estimated non-recurrent expenditure in 2016-17 is about \$35.5 million. Since the first cohort of participants will only graduate from the Pilot Scheme at the end of the 2016/17 academic year, employment situation of graduates is not yet available.

In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the recommendations of the Task Force on Promotion of Vocational Education and would actively consider how to implement them. Among others, the Task Force recommended extending the Pilot Scheme to benefit

more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme in general is well received by the participating employers and students. Therefore, the Government plans to extend the Pilot Scheme for two more cohorts of students to be admitted in the 2016/17 and 2017/18 academic years, benefitting 2 000 more students with an additional estimated non-recurrent expenditure of \$144 million. With this extension, the total commitment of the Pilot Scheme will be \$288 million. The implementation details such as the guaranteed level of salary and allowance offered by the Government and industries covered will remain the same.

- End -

CONTROLLING OFFICER'S REPLY**EDB080****(Question Serial No. 3193)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Many ethnic minority students are unable to adapt to the Chinese language curriculum for local students. Their unsatisfactory Chinese language competency has become obstacles to their further studies and employment. In this connection, please inform this Committee of the following:

1. How many resources has the Administration allocated to the integrated education for ethnic minority students in the past 3 years? Will the Administration provide a detailed breakdown of the expenditure?
2. To enhance support for ethnic minority students in learning Chinese language, the Administration plans to provide the "Chinese Language Curriculum Second Language Learning Framework". Will the Administration facilitate schools' implementation of the plan by increasing the resources and manpower? If yes, what are the details? If no, what are the reasons?
3. Ethnic minorities do not only face language barriers, but also cultural and religious differences at the same time. Does the Administration have any policies to facilitate their integration into the society from varied perspectives? If yes, what are the details? If no, what are the reasons?

Asked by: Dr Hon Priscilla LEUNG Mei-fun (Member Question No. 53)Reply:

- (1) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students. The major support measures for NCS students from the 2013/14 to 2015/16 school years and the expenditure are tabulated at Annex.
- (2) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools, the provision of the Applied Learning Chinese (for NCS students) courses and the creation of an inclusive learning environment in schools. Expenditure for the related support measures for the 2014/15 and 2015/16 school years has been included in the Annex. Besides, EDB will, based on the research framework drawn up in light of advice from research and language experts, continue to collect and analyse data to evaluate the effectiveness of the support measures for NCS students and refine them as appropriate.

- (3) The 2014 policy Address has announced a comprehensive package of support measures to step up support for ethnic minorities, especially the younger generation and newcomers, to help them integrate into the community. On education, apart from having learning elements on “respect for others”, “global understanding” and “gender role” embedded in the school curriculum, we have, starting from the 2014/15 school year, enhanced the provision of annual additional funding to eligible schools according to the number of NCS students admitted. One of the objectives of the enhanced funding is to facilitate schools to create an inclusive learning environment so as to foster an environment for accommodating ethnic diversity in schools, promoting respect to cultural and religious differences and strengthening communication with NCS parents. Besides, EDB has issued guidelines and organised annual sharing sessions, in collaboration with the Equal Opportunities Commission, to remind all educational establishments of their responsibilities to make their best endeavours in supporting the teaching and learning of all their students irrespective of race, in accommodating ethnic diversity in schools and in respecting cultural and religious differences. We have also set up a dedicated webpage and translated key information, including the Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong, leaflets on Pre-primary Education Voucher Scheme, school places allocation systems for public sector primary and secondary schools, support measures for NCS students, etc., into major ethnic minority languages, complemented with dedicated briefing sessions with simultaneous interpretation services for NCS parents organised annually.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2013/14 to 2015/16 school years**

Support measures	Actual expenditure in the 2013/14 school year \$ million	Actual expenditure in the 2014/15 school year \$ million	Estimated expenditure in the 2015/16 school year \$ million
<p>Starting from the 2013/14 school year, all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	61.3 Note 1	197.8 Note 1	223.9 Note 1
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p> <p>Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year</p>	<p>An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools</p> <p align="center">Note 1</p>	3.0 Note 1	3.0 Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.

Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	2.6	3.8	3.7
<p>A total funding of \$77 million has been earmarked for Project of After-school Extended Chinese Learning for NCS Students, that started in the 2010/11 school year under the Language Fund, to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, all schools may apply.</p> <p>Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.</p>	21.0	-	-
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.5	2.8	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	2.3	4.9
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.33	1.87	2.09

District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	2.51	1.09	2.58
Support for kindergartens admitting NCS students -			
(a) University-School Support Programmes financed by the Education Development Fund:			
(i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years	3.0	3.0	0.7
(ii) a 2-year project to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years	-	-	Note 2
(b) School-based professional support services	Note 1	Note 1	Note 1

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The estimated expenditure of the USP project is \$6.3 million and \$1.8 million for the 2015/16 and 2016/17 school years respectively. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure for kindergartens and primary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB081

(Question Serial No. 1117)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding local self-financing sub-degree and degree programmes, will the Education Bureau provide information on the intake places, total enrolment and average annual tuition fee of full-time locally-accredited self-financing sub-degree and degree programmes by institution from the 2013/14 to 2015/16 academic years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 15)

Reply:

On the basis of information provided by institutions, the number of estimated intakes, total enrolment as well as the average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes by institution for the 2013/14 to 2015/16 academic years are set out at Annex.

**Estimated Intakes, Enrolment and Annual Average Tuition Fee of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes
by Institution from the 2013/14 to 2015/16 Academic Years**

Institution	2013/14 Academic Year						2014/15 Academic Year						2015/16 Academic Year					
	Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment ^[1]		Annual Average Tuition Fee (\$)	
	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate
Caritas Bianchi College of Careers	400	-	394	-	51,015 - 56,540	-	290	-	373	-	51,800 - 57,705	-	270	-	322	-	54,000 - 60,500	-
Caritas Institute of Community Education	-	-	-	-	-	-	60	-	36	-	48,500	-	296	-	98	-	46,000 - 48,500	-
Caritas Institute of Higher Education	400	360	544	73	51,015 - 55,390	60,095 - 61,903	340	660	419	307	51,800 - 56,235	64,023 - 89,100	300	360	366	283	54,000 - 58,500	66,250 - 94,050
Centennial College	-	240	-	341	-	87,000	-	320	-	411	-	87,000	-	440	-	458	-	94,000
Chu Hai College of Higher Education	-	725	1	1 663	-	53,429 - 61,500	-	880	-	1 671	-	65,000 - 65,833	-	1 030	-	1 503	-	68,500 - 69,333
City University of Hong Kong - Community College of City University	3 500	-	6 591	1	47,250 - 56,250	-	3 600	-	5 489	1	47,250 - 56,250	-	2 500	-	5 566	-	47,250 - 56,250	-
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	180	-	52	-	62,500
Hang Seng Management College	140	801	410	3 260	48,000	66,500	140	1 513	206	4 182	49,500	69,000	-	1 282	94	4 550	-	77,250
HKCT Institute of Higher Education	-	-	-	-	-	-	-	20	-	@	-	64,750	-	25	-	0	-	64,750
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 040	-	3 783	-	52,500	-	2 000	-	2 371	-	52,500	-	1 900	-	2 283	-	55,000	-
Hong Kong Adventist College	40	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	55	65	128	126	45,000	81,400	80	65	111	138	46,500	81,400	80	65	93	132	48,000	84,000
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 055	-	4 496	-	48,750 - 66,978	-	1 957	120	3 500	132	47,250 - 55,000	58,720	1 993	120	3 569	256	47,250 - 55,000	58,720
Hong Kong College of Technology	1 030	-	864	-	43,740 - 51,600	-	1 005	-	620	-	47,100 - 54,120	-	375	-	507	-	47,100 - 54,120	-
Hong Kong Institute of Technology	662	210	1 063	111	37,400	45,000	300	250	589	320	42,000	57,533	300	100	429	369	42,000 - 65,000	58,800
Hong Kong Nang Yan	300	-	29	-	38,000	-	90	120	20	8	38,000	60,000	90	120	19	31	40,000	63,000 -

Institution	2013/14 Academic Year						2014/15 Academic Year						2015/16 Academic Year					
	Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment ^[1]		Annual Average Tuition Fee (\$)	
	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate
College of Higher Education																		69,000
Hong Kong Shue Yan University	-	1 500	-	5 156	-	55,000	-	1 323	-	5 093	-	60,000	-	1 283	-	5 112	-	60,000
Kaplan Business and Accountancy School	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	2 000	-	4 530	-	43,800 - 50,000	-	1 665	-	1 684	-	43,800 - 50,000	-	680	-	1 106	-	48,000 - 52,500	-
Pui Ching Academy	150	-	3	-	41,000	-	260	-	2	-	41,000 - 44,000	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	-	-	92	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design	-	175	-	492	-	279,755	-	225	-	577	-	282,215	-	300	-	545	-	287,856
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 650	-	2 814	-	45,225 - 49,810	-	1 500	-	2 197	-	45,140 - 57,375	-	1 400	-	2 168	-	46,575 - 69,700	-
The Hong Kong Institute of Education	250	355	448	891	48,100	72,000 - 80,000	226	380	361	1 004	48,100 - 65,000	72,000 - 84,000	126	379	294	1 251	48,100	75,000 - 84,000
The Hong Kong Polytechnic University - Hong Kong Community College	4 000	-	7 685	-	50,400 - 55,440	-	4 000	-	6 786	-	50,400 - 55,440	-	3 640	-	6 822	-	50,400 - 55,440	-
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	45	-	41	-	\$247,759	-	45	-	88	-	251,649
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	740	371	1 120	4 664	45,000 - 66,365	52,000 - 65,000	1 035	1 796	1 466	5 322	48,000 - 72,700	54,600 - 68,250	1 440	1 460	1 286	6 037	51,000 - 72,900	60,060 - 111,800
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	4 220	50	7 289	64	52,500 - 72,000	59,200	4 220	50	5 508	164	52,500 - 72,000	48,000	3 500	120	5 381	182	55,000 - 75,500	50,000
Tung Wah College	300	710	472	907	52,500 - 79,200	66,000 - 108,800	200	710	264	1 145	52,500 - 76,250	66,000 - 108,800	150	710	220	1 393	60,000 - 76,250	68,100 - 115,600

Institution	2013/14 Academic Year						2014/15 Academic Year						2015/16 Academic Year					
	Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment		Annual Average Tuition Fee (\$)		Estimated Intake		Enrolment ^[1]		Annual Average Tuition Fee (\$)	
	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate	Sub-degree ^[2]	Under-graduate
Vocational Training Council	5 056	495	9 120	760	46,500 - 47,750	66,150 - 75,900	3 740	660	7 551	1 377	48,600 - 49,800	66,000 - 79,200	3 030	650	6 619	2 029	51,200 - 52,400	68,640 - 82,500
Yew Chung Community College	420	-	92	-	60,500	-	180	-	104	-	63,150 - 63,650	-	120	-	185	-	64,900	-
YMCA College of Careers	40	-	63	-	44,250	-	90	-	32	-	46,000	-	90	-	69	-	43,200 - 46,000	-

Notes:

[1] Denotes the provisional figures as at end December 2015. The final actual enrolment may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

“-” Denotes no relevant programmes were offered.

@ Figures not provided by institution due to incomplete enrolment cycle.

- End -

CONTROLLING OFFICER'S REPLY

EDB082

(Question Serial No. 0074)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

To "continue to improve the learning and teaching of the English Language in primary schools", please advise on the following:

1. What were the measures and their respective financial provision to improve the learning and teaching of the English Language in primary schools in the past year? (Please provide details in tabular form.)
2. How did the Administration evaluate the effectiveness of the new and suspended measures to improve the learning and teaching of the English Language in primary schools in the past 3 years?
3. How does the Administration determine whether the English proficiency of primary school students is increasing?

Asked by: Hon IP Kwok-him (Member Question No. 27)

Reply:

- (1) In the past year, we have been implementing various measures for improving the learning and teaching of English Language in primary schools. The provision for the purpose totalled **\$434.38 million in 2015-16 financial year**, of which **\$32.95 million is from the Language Fund**. Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills.

		The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme in Primary Schools (PNET Scheme)	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	English Alliance 2014/15	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.
*3.	Sponsorship Projects 2015/16	To engage community partners in organising language-related events/competitions in the community.

* Initiatives funded by Language Fund

** Initiative is funded out of Head 173 Student Financial Assistance Agency

- (2) On-going evaluation of the support measures are conducted through various means, including curriculum development visits and lesson/activity observations of participating schools, questionnaire surveys and/or focus group interviews with participants, quality assurance meetings with service providers, self-evaluations and submission of progress and final reports by grantees.
- (3) Education Bureau (EDB) has been keeping track of the English proficiency of primary students through their results in the Territory-wide System Assessment (TSA). The results in the past few years have shown that the English standard of the primary students is progressing steadily. The percentage of P3 students achieving Basic Competency (BC) in English Language improved from 75.9% in 2004 to 80.4% in 2015, whereas that of P6 students achieving BC improved from 70.5% in 2005 to 72% in 2015.

- End -

CONTROLLING OFFICER'S REPLY**EDB083****(Question Serial No. 0075)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding “continue to subsidise schools and non-profit making organisations to organise after-school activities under the School-based After-school Learning and Support Programmes” at primary and secondary school levels,

1. please list out the schools and non-profit making organisations receiving the grant and the amount of provision received by each school and organisation in recent years;
2. how does the Administration monitor the use of grant by each school and organisation in “organising after-school activities for supporting the needy students”?

Asked by: Hon IP Kwok-him (Member Question No. 28)

Reply:

1. To support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development, the Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Schemes.

To enhance the opportunity of needy students to participate in after-school activities, EDB has, starting from the 2014/15 school year, among other arrangements, provided eligible schools (i.e. having a utilisation rate of 80% or above of the provision of the previous year) with an incentive funding (which is calculated at an annual rate of \$600 per eligible student vis-à-vis \$400 in other schools and includes an additional 25% of the provision).

In the past three years (i.e. the 2013/14, 2014/15 and 2015/16 school years), the number of schools having the School-based Grant is 877, 884 and 889 with the total funding of \$84 million, \$113 million and \$120 million respectively. Similar to the provision of additional resources to support students with different needs such as students with special educational needs, academically low achievers and non-Chinese speaking students, etc., it is the established practice that we do not disclose the name and provision of funding in respect of each of the individual schools particularly when the additional funding support is calculated on the basis of the number of eligible students to avoid unnecessary misconception and possible labelling on individual schools. The NGOs which have been provided with the Community-based Project Grant from the 2013/14 to 2015/16 school years are tabulated at Annexes A to C respectively.

2. For the purpose of monitoring, NGOs in receipt of the Community-based Project Grant are required to submit progress reports and a final report upon completion of the project including the audited account and an evaluation on the effectiveness of the project. In line with the spirit of school-based management, the Incorporated Management Committee / School Management Committee of the school in receipt of the School-based Grant is accountable for proper use of the grant for its intended objectives. To enhance transparency, schools are required to include the Programme in their School Annual Plan and conduct an annual review of the effectiveness of the Programme with the findings included in the School Report. In addition, EDB conducts supervisory visits to schools and NGOs and collects feedbacks from stakeholders through surveys.

**Non-governmental Organisations (NGOs) receiving the Community-based Project Grant under
School-based After-school Learning and Support Programmes
2013/14 school year**

No.	NGOs	Provision \$
1	Aberdeen Kai-fong Welfare Association Social Service Centre	70,000
2	Abundant Life Christian Church (Family Links Social Services)	20,000
3	Apostolic Faith Church of Hong Kong Limited (Favour Centre)	100,000
4	Asbury Methodist Social Service (Integrated Children and Youth Service Centre)	1,020,000
5	Asian Outreach Hong Kong Limited (Glorious Light Neighbourhood Centre)	120,000
6	Baptist Bible Fellowship (Hong Kong) Limited	20,000
7	Baptist Oi Kwan Social Service (Hong Kong East Family Development Services Centre)	440,000
8	Caritas - Hong Kong (Caritas Children & Youth Centre - Cheung Hong)	110,000
9	Caritas - Hong Kong (Caritas Community Centre - Aberdeen)	180,000
10	Caritas - Hong Kong (Caritas Eastern District Community Education Centre)	240,000
11	Caritas - Hong Kong (Caritas Institute for Further & Adult Education - Kowloon)	4,670,000
12	Caritas - Hong Kong (Caritas Institute for Further & Adult Education - Tsing Yi)	180,000
13	Caritas - Hong Kong (Caritas Institute of Community Education - Aberdeen)	870,000
14	Caritas - Hong Kong (Caritas Institute of Community Education - Shatin)	450,000
15	Caritas - Hong Kong (Caritas Institute of Community Education - Shek Kip Mei)	1,330,000
16	Caritas - Hong Kong (Caritas Institute of Community Education - Tsui Ping)	5,750,000
17	Caritas - Hong Kong (Caritas Institute of Community Education - Tuen Mun)	250,000
18	Caritas - Hong Kong (Caritas Institute of Community Education - Yuen Long)	1,340,000
19	Caritas - Hong Kong (Caritas Institute of Community Education Centre - Fanling)	320,000
20	Caritas - Hong Kong (Caritas Jockey Club Institute of Community Education - Tsuen Wan)	670,000
21	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Cheung Chau)	90,000

No.	NGOs	Provision \$
22	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Lei Muk Shue)	150,000
23	Caritas - Hong Kong (Caritas Yau Shing Institute for Further & Adult Education)	50,000
24	Centre for Community Cultural Development Limited	220,000
25	Centre for Restoration of Human Relationships Limited	30,000
26	Childcare Association Limited	9,830,000
27	Chinese Evangelical Zion Church Limited (Tsz Wan Shan Zion Children and Youth Integrated Service Centre)	10,000
28	Chinese YMCA of Hong Kong (Hin Keng Centre)	190,000
29	Chinese YMCA of Hong Kong (Kornhill Centre)	110,000
30	Chinese YMCA of Hong Kong (Kwun Tong Centre)	360,000
31	Chinese YMCA of Hong Kong (Shek Kip Mei Centre)	200,000
32	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Chak Centre)	40,000
33	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Ching Centre)	90,000
34	Chinese YMCA of Hong Kong (Tuen Mun Centre)	7,600,000
35	Christian & Missionary Alliance Church Union Hong Kong Limited (C.&M.A. Grace Chapel)	160,000
36	Christian & Missionary Alliance Church Union Hong Kong Limited (The C&M Alliance Wah Kee Youth Centre)	610,000
37	Christian Action (Mong Kok Service Centre)	1,460,000
38	Christian Ebenezer Hall Limited	160,000
39	Christian Family Service Centre (Jackie Chan Whole Person Development Centre)	2,190,000
40	Church Body of the Hong Kong Sheng Kung Hui (S.K.H. Holy Carpenter Church Community Centre)	60,000
41	Church of Holy Calling in Fanling Limited (Church of Holy Calling in Fanling Education Centre)	60,000
42	Conservative Baptist Jubilee Church (Conservative Baptist Jubilee Centre)	100,000
43	ELCHK, Sheung Tak Integrated Youth Service Centre	80,000
44	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, North District Integrated Youth Service Centre)	110,000
45	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tai Wo Integrated Youth Service Centre)	70,000

No.	NGOs	Provision \$
46	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tin Shui Wai Integrated Youth Service Centre)	120,000
47	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Grace Training and Development Centre)	40,000
48	Free Methodist Church Tuen Mun Children & Youth Integrated Services Centre	300,000
49	Gereja Kristus Yesus Limited	990,000
50	H.K.S.K.H. Lady MacLehose Centre	5,810,000
51	HKSKH Blessed Service Management Limited (HKSKH Blessed Service Management Limited Solar Tower · Camp)	100,000
52	Hong Kong Children & Youth Services (Jockey Club Fanling Integrated Children & Youth Services Centre)	40,000
53	Hong Kong Children & Youth Services (Jockey Club Fong Shu Chuen Integrated Children & Youth Services Centre)	20,000
54	Hong Kong Christian Service (Hong Kong Christian Service Kwun Tong Happy Teens Club)	210,000
55	Hong Kong Christian Service (Shamshuipo East Happy Teens Club)	110,000
56	Hong Kong Evangelical Church Social Service Limited (Hong Kong Evangelical Church School Services Team)	950,000
57	Hong Kong Family Welfare Society (Kwai Chung Centre Kwai Chung (South) Integrated Family Service Centre)	210,000
58	Hong Kong Family Welfare Society (Women and Family Enhancement Centre)	90,000
59	Hong Kong Lutheran Social Service (Martha Boss Lutheran Community Centre)	790,000
60	Hong Kong Nepali Pathyakram Vikas Parishad	190,000
61	Hong Kong New Immigrant Service Association	250,000
62	Hong Kong New Immigrant Service Association (Tai Po District)	40,000
63	Hong Kong Playground Association (Jockey Club Tsing Yi Integrated Service Centre for Children and Youth)	120,000
64	Hong Kong Playground Association (Youth Enterprise Square)	790,000
65	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (North) Children & Youth Integrated Service Center Jockey Club Youth Express)	190,000
66	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (South) Children & Youth Integrated Service Center Jockey Club Youth Express)	180,000
67	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Shatin Children & Youth Integrated Service Center Jockey Club Youth Express)	110,000
68	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. The Church of Our Saviour Service Centre)	120,000
69	Hong Kong Sheng Kung Hui Welfare Council Limited (HK Sheng Kung Hui Tung Chung Integrated Services)	110,000

No.	NGOs	Provision \$
70	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Tuen Mun Integrated Services - Jockey Club Youth Express)	160,000
71	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui Kowloon City Children and Youth Integrated Service Centre)	90,000
72	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui St. Matthias' Integrated Services - Jockey Club Youth Express)	200,000
73	Hong Kong Sheng Kung Hui Welfare Council Limited (S.K.H. St. Joseph's Church & Social Centre)	300,000
74	Hong Kong Women Development Association Limited (Rita Liu Tin Ching Multi-services Centre)	80,000
75	Hong Kong Young Women's Christian Association (Butterfly Bay Integrated Social Service Centre)	130,000
76	Hong Kong Young Women's Christian Association (Lok Wah Integrated Social Service Centre)	240,000
77	Hong Kong Young Women's Christian Association (Tuen Mun Integrated Social Service Centre)	170,000
78	Hong Kong Young Women's Christian Association (Shatin Integrated Social Service Centre)	130,000
79	Hong Kong Young Women's Christian Association (Tin Shui Wai Integrated Social Service Centre)	130,000
80	Hong Kong Young Women's Christian Association (Western District Integrated Social Service Centre)	20,000
81	Hong Kong Youth Counselling Association (Professional Tutor Network Scheme)	500,000
82	Hong Kong-Macao Conference of Seventh-day Adventists (Shan King Integrated Children and Youth Services Centre of Seventh-day Adventists)	40,000
83	Hope Worldwide	50,000
84	Ka Fook Pentecostal Holiness Church Limited	110,000
85	Ka Fook Pentecostal Holiness Church Limited (Ka Fook Pentecostal Holiness Church Limited Promised Land)	90,000
86	Kids Alive International, Inc. (Kids Alive International, Inc., Kids Alive International Tai Wai Project)	160,000
87	Lap Sing Educational Charity Funding Limited	2,770,000
88	Life Giving Fountain Education Centre Limited	1,080,000
89	Life Workshop (Life Workshop Community Work Service (North District Services))	440,000
90	Life Workshop (Life Workshop Community Work Service (Tai Kok Tsui District))	400,000
91	Life Workshop (Life Workshop Progressive Services)	330,000
92	Life Workshop (Life Workshop School Social Work Services)	600,000
93	Life Workshop (Life Workshop School Supportive Services)	1,270,000

No.	NGOs	Provision \$
94	Methodist Centre (Methodist Centre Aldrich Bay Integrated Children and Youth Services)	80,000
95	Methodist Centre (Methodist Centre - CIES)	20,000
96	Methodist Epworth Village Community Centre, Social Welfare (Methodist Epworth Village Community Centre, Social Welfare, Epworth Integrated Youth Team)	60,000
97	Mission To New Arrivals Limited (Yuen Long District)	170,000
98	Music for the Growing Mind Limited	120,000
99	Neighbourhood and Worker's Education Centre Limited (Tin Shui Wai Women Mutual Service Centre)	60,000
100	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Kwai Hing))	110,000
101	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Tsing Yi))	110,000
102	OIWA Limited (Jockey Club Social Services Centre)	520,000
103	Olympiad Education Association Limited	730,000
104	Po Leung Kuk Chan Yat Education Services Centre	220,000
105	Po Leung Kuk Fong Wong Kam Chuen Education Services Centre	50,000
106	Po Leung Kuk Horizon East Education Services Centre	300,000
107	Pok Oi Hospital Man Chu Shek Family Multiple Intelligences Centre	150,000
108	Pok Oi Hospital Fung Tak Family Multiple Intelligences Centre	180,000
109	Pok Oi Hospital Lions Club of the New Territories, Hong Kong Families Development Centre	10,000
110	Pok Oi Hospital Mr. Ng Hung Mow Memorial Family Multiple Intelligences Centre	10,000
111	Pok Oi Hospital Mrs Lee Ho Siu Fong Memorial Children And Families Development Centre	10,000
112	Pok Oi Hospital Ng Ma Choi Kiu Memorial Family Multiple Intelligences Centre	10,000
113	Pok Oi Hospital (Rotary Club of Hong Kong Sunrise Family Development Center)	20,000
114	Principal Chan Free Tutor World Limited	430,000
115	Remembrance of Grace Centre Limited	40,000
116	Sai Kung District Community Centre Limited	100,000
117	School Support Association Limited	37,140,000

No.	NGOs	Provision \$
118	Scout Association of Hong Kong (The Friends of Scouting)	90,000
119	Seedland Educational Charitable Foundation Limited (Seedland Educational Charitable Foundation Limited Education Division)	1,870,000
120	Smile Foundation Limited	440,000
121	Social Service Centre For Personality Development Limited	150,000
122	St. James' Settlement Continued Education Centre	670,000
123	Stewards Limited (Sha Kok Youth and Children's Centre)	310,000
124	Stewards Limited (Youth Online - Stewards Integrated Service Centre for Young People)	140,000
125	Tai Po Baptist Church (TPBCSS Charis Parent Integrated Service Centre)	80,000
126	The ABM Hong Kong Swatow Baptist Church Community Service Association (Fung Tak Baptist Children & Youth Integrated Services)	110,000
127	The Association of Youth Builders for Christ Limited	90,000
128	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Cheung Sha Wan Children & Youth Integrated Services Centre)	60,000
129	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Ma On Shan Children & Youth Integrated Services Center)	50,000
130	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Yau Tong Children & Youth Integrated Services Centre)	90,000
131	The Boys' and Girls' Clubs Association of Hong Kong (Lok Man Children & Family Integrated Activity Centre)	20,000
132	The Boy's Brigade, Hong Kong (Anchor House)	280,000
133	The Church of Christ in China Mui Wo Church	110,000
134	The Hong Kong Children & Youth Services (Lung Hang Centre)	60,000
135	The Hong Kong Children & Youth Services (Jockey Club Tin Ping Integrated Children & Youth Services Centre)	30,000
136	The Hong Kong Chinese Church of Christ (The Hong Kong Chinese of Christ Grace Neighbourhood Centre)	30,000
137	The Hong Kong Council of the Church of Christ in China	250,000
138	The Hong Kong Council of the Church of Christ in China (The Hong Kong Council of the Church of Christ in China Family Web)	1,790,000
139	The Hong Kong Federation of Youth Groups (HKFYG Jockey Club Wang Tau Hom Youth S.P.O.T)	120,000
140	The Hong Kong Federation of Youth Groups (Jockey Club Kin Sang Youth S.P.O.T)	60,000
141	The Hong Kong Federation of Youth Groups (Jockey Club Kwai Fong Youth S.P.O.T)	90,000

No.	NGOs	Provision \$
142	The Hong Kong Federation of Youth Groups (Jockey Club Tseung Kwan O Youth S.P.O.T.)	30,000
143	The Hong Kong Federation of Youth Groups (Lung Hang Youth S.P.O.T.)	10,000
144	The Hong Kong Federation of Youth Groups (Tai Po Lions Youth S.P.O.T.)	50,000
145	The Hong Kong Federation of Youth Groups (Jockey Club Cheung Wah Youth S.P.O.T.)	180,000
146	The Hong Kong Federation of Youth Groups (Jockey Club Farm Road Youth S.P.O.T.)	30,000
147	The Hong Kong Federation of Youth Groups (Jockey Club Hung Hom Youth S.P.O.T.)	30,000
148	The Hong Kong Federation of Youth Groups (Jockey Club Ping Shek Youth S.P.O.T.)	70,000
149	The Hong Kong Federation of Youth Groups (Jockey Club Shaukiwan Youth S.P.O.T.)	80,000
150	The Hong Kong Federation of Youth Groups (Jockey Club Tin Yuet Youth S.P.O.T.)	60,000
151	The Hong Kong Federation of Youth Groups (Jockey Club Verbena Youth S.P.O.T.)	20,000
152	The Hong Kong Federation of Youth Groups (LOHAS Youth S.P.O.T.)	30,000
153	The Hong Kong Federation of Youth Groups (Student Guidance Team)	370,000
154	The Hong Kong Federation of Youth Groups (Tsuen King Youth S.P.O.T.)	20,000
155	The Lutheran Church - Hong Kong Synod Limited (Department of Continuing Education)	1,280,000
156	The Neighbourhood Advice - Action Council (Jockey Club Tai Po North Integrated Children & Youth Service Centre)	70,000
157	The Neighbourhood Advice - Action Council (Tung Chung Integrated Services Centre)	170,000
158	The Pentecostal Holiness Church Hong Kong Conference (Gilead Social Service Centre)	430,000
159	The Salvation Army (Chai Wan Integrated Service For Young People)	70,000
160	The Salvation Army (Chuk Yuen Children & Youth Centre)	80,000
161	The Salvation Army (Lung Hang C&Y Centre)	30,000
162	The Salvation Army (New Territories West Integrated Service Tuen Mun Integrated Service for Young People)	30,000
163	The True Word Lutheran Church Limited (Youth Centre of the True Word Lutheran Church)	1,020,000
164	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Full Grace Service Centre)	60,000
165	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Sha Tin Integrated Service Centre)	360,000

No.	NGOs	Provision \$
166	The Yuen Yuen Institute Social Service Department (School Service Support Team)	860,000
167	Tin Shui Wai Residents Association Fund Committee Limited (Tin Ching Estate Wong Wai Shun Integrated Children & Youth Service Centre)	520,000
168	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yan Estate Chiang Lai Wan Community Services Centre)	150,000
169	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yiu Estate Tsang Shue Wo Community Services Centre)	140,000
170	Tseung Kwan O Zion Church Limited (Shalom Centre)	120,000
171	Tsung Tsin Mission of Hong Kong (Tsung Tsin Mission of Hong Kong Whampoa Church)	100,000
172	Tung Wah Group of Hospitals (Jockey Club Shatin Integrated Services Centre)	580,000
173	Tung Wah Group of Hospitals (Jockey Club Tai Kok Tsui Integrated Services Centre)	80,000
174	We Care Social Service Centre (We Care Social Service Centre (Tsui Ping Office))	140,000
175	Yan Kwong Social Service Centre	50,000
176	Yan Oi Tong (Yan Oi Tong Community Centre)	110,000
177	Yang Memorial Methodist Social Service (Shatin Family Education And Support Centre)	260,000
178	Yang Memorial Methodist Social Service (Family Health Education and Counselling Centre)	80,000
179	Yang Memorial Methodist Social Service (Homantin Integrated Centre for Youth Development)	170,000
180	Yang Memorial Methodist Social Service (Yang Memorial Methodist Social Service Tin Shui Wai Family Education And Support Centre)	360,000
181	Yuen Long Town Hall	1,520,000
182	Zion Social Service Limited (Zion Social Service Integrated Children Youth Service Centre School Social Service Department)	30,000
183	Zion Social Service Limited (Zion Social Service Integrated Children Youth Service Centre)	40,000
Total:		121,080,000

Note: The provision of each NGO is rounded to the nearest ten thousand.

**Non-governmental Organisations (NGOs) receiving the Community-based Project Grant under
School-based After-school Learning and Support Programmes
2014/15 school year**

No.	NGOs	Provision \$
1	Apostolic Faith Church of Hong Kong Limited (Favour Centre)	140,000
2	Asbury Methodist Social Service (Integrated Children and Youth Service Centre)	1,110,000
3	Asian Outreach Hong Kong Limited (Glorious Light Neighbourhood Centre)	120,000
4	Assembly of God Grace Light Church Social Services Department	70,000
5	Baptist Bible Fellowship (Hong Kong) Limited	230,000
6	Baptist Oi Kwan Social Service (Hong Kong East Family Development Services Centre)	400,000
7	Caritas - Hong Kong (Caritas Children & Youth Centre - Cheung Hong)	160,000
8	Caritas - Hong Kong (Caritas Community Centre - Aberdeen)	230,000
9	Caritas - Hong Kong (Caritas Institute of Community Education - Aberdeen)	1,090,000
10	Caritas - Hong Kong (Caritas Institute of Community Education - Hung Hom)	4,100,000
11	Caritas - Hong Kong (Caritas Institute of Community Education - North Point)	770,000
12	Caritas - Hong Kong (Caritas Institute of Community Education - Shatin)	910,000
13	Caritas - Hong Kong (Caritas Institute of Community Education - Shek Kip Mei)	2,960,000
14	Caritas - Hong Kong (Caritas Institute of Community Education - Tsui Ping)	4,000,000
15	Caritas - Hong Kong (Caritas Institute of Community Education - Tuen Mun)	480,000
16	Caritas - Hong Kong (Caritas Institute of Community Education - Yuen Long)	890,000
17	Caritas - Hong Kong (Caritas Institute of Community Education Centre - Fanling)	460,000
18	Caritas - Hong Kong (Caritas Jockey Club Institute of Community Education - Tsuen Wan)	310,000
19	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Cheung Chau)	100,000
20	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Lei Muk Shue)	190,000
21	Centre for Community Cultural Development Limited (Just Education Services Organisation)	240,000

No.	NGOs	Provision \$
22	Centre for Restoration of Human Relationships Limited	50,000
23	Childcare Association Limited	8,420,000
24	Chinese Evangelical Zion Church Limited (Tsz Wan Shan Zion Children and Youth Integrated Service Centre)	20,000
25	Chinese YMCA of Hong Kong (Hin Keng Centre)	240,000
26	Chinese YMCA of Hong Kong (Kornhill Centre)	60,000
27	Chinese YMCA of Hong Kong (Kwun Tong Centre)	370,000
28	Chinese YMCA of Hong Kong (Shek Kip Mei Centre)	120,000
29	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Chak Centre)	90,000
30	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Ching Centre)	100,000
31	Chinese YMCA of Hong Kong (Tuen Mun Centre)	7,400,000
32	Chinese YMCA of Hong Kong (New Territories Centre)	100,000
33	Chinese YMCA of Hong Kong (Wong Chuen King Student Development Centre)	280,000
34	Christian & Missionary Alliance Church Union Hong Kong Limited (C.&M.A. Grace Chapel)	170,000
35	Christian & Missionary Alliance Church Union Hong Kong Limited (The C&M Alliance Wah Kee Youth Centre)	550,000
36	Christian Action (Mong Kok Service Centre)	1,640,000
37	Christian Ebenezer Hall Limited	200,000
38	Christian Family Service Centre (Jackie Chan Whole Person Development Centre)	2,820,000
39	Church of Holy Calling in Fanling Limited (Church of Holy Calling in Fanling Education Centre)	120,000
40	CNEC Kei Shek Social Service Centre Limited	60,000
41	Conservative Baptist Jubilee Church (Conservative Baptist Jubilee Centre)	130,000
42	ELCHK, Sheung Tak Integrated Youth Service Centre	90,000
43	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, North District Integrated Youth Service Centre)	100,000
44	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tai Wo Integrated Youth Service Centre)	60,000
45	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tin Shui Wai Integrated Youth Service Centre)	220,000

No.	NGOs	Provision \$
46	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Grace Training and Development Centre)	50,000
47	Free Methodist Church Tuen Mun Children & Youth Integrated Services Centre	470,000
48	Gereja Kristus Yesus Limited	1,010,000
49	H.K.S.K.H Lady MacLehose Centre (Tsing Yi Estate Community Hall, Integrated Family and Community Service)	2,330,000
50	H.K.S.K.H. Lady MacLehose Centre	3,540,000
51	H.K.S.K.H. Lady MacLehose Centre (Neighbourhood Level Community Development Project)	1,190,000
52	HKSKH Blessed Service Management Limited (HKSKH Blessed Service Management Limited Solar Tower · Camp)	30,000
53	Hong Kong Air Cadet Corps (Ha Fa Shan Camp)	50,000
54	Hong Kong Children & Youth Services (Jockey Club Fong Shu Chuen Integrated Children & Youth Services Centre)	30,000
55	Hong Kong Christian Service (Hong Kong Christian Service Kwun Tong Happy Teens Club)	220,000
56	Hong Kong Christian Service (North Point Happy Teens Club)	70,000
57	Hong Kong Christian Service (Shamshuipo East Happy Teens Club)	110,000
58	Hong Kong Evangelical Church Social Service Limited (Hong Kong Evangelical Church School Services Team)	890,000
59	Hong Kong Family Welfare Society (Kwai Chung Centre Kwai Chung (South) Integrated Family Service Centre)	350,000
60	Hong Kong Family Welfare Society (Women and Family Enhancement Centre)	160,000
61	Hong Kong Lutheran Social Service (Martha Boss Lutheran Community Centre)	900,000
62	Hong Kong Nepali Pathyakram Vikas Parishad	110,000
63	Hong Kong New Immigrant Service Association	1,040,000
64	Hong Kong Playground Association (Jockey Club Chuk Yuen (South) Integrated Service Centre for Children & Youth)	20,000
65	Hong Kong Playground Association (Jockey Club Tsing Yi Integrated Service Centre for Children and Youth)	40,000
66	Hong Kong Playground Association (Youth Enterprise Square)	830,000
67	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (North) Children & Youth Integrated Service Center Jockey Club Youth Express)	210,000
68	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (South) Children & Youth Integrated Service Center Jockey Club Youth Express)	90,000
69	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Shatin Children & Youth Integrated Service Center Jockey Club Youth Express)	80,000

No.	NGOs	Provision \$
70	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. The Church of Our Saviour Service Centre)	130,000
71	Hong Kong Sheng Kung Hui Welfare Council Limited (HK Sheng Kung Hui Tung Chung Integrated Services)	150,000
72	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Tuen Mun Integrated Services - Jockey Club Youth Express)	150,000
73	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui Kowloon City Children and Youth Integrated Service Centre)	320,000
74	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui St. Matthias' Integrated Services - Jockey Club Youth Express)	290,000
75	Hong Kong Sheng Kung Hui Welfare Council Limited (S.K.H. St. Joseph's Church & Social Centre)	340,000
76	Hong Kong Women Development Association Limited (Choi Wu Services Centre)	20,000
77	Hong Kong Women Development Association Limited (Rita Liu Tin Ching Multi-services Centre)	90,000
78	Hong Kong Young Women's Christian Association (Butterfly Bay Integrated Social Service Centre)	120,000
79	Hong Kong Young Women's Christian Association (Lok Wah Integrated Social Service Centre)	270,000
80	Hong Kong Young Women's Christian Association (Tuen Mun Integrated Social Service Centre)	280,000
81	Hong Kong Young Women's Christian Association (Shatin Integrated Social Service Centre)	140,000
82	Hong Kong Young Women's Christian Association (Western District Integrated Social Service Centre)	100,000
83	Hong Kong Youth Counselling Association (Professional Tutor Network Scheme)	1,000,000
84	Hong Kong-Macao Conference of Seventh-day Adventists (Shan King Integrated Children and Youth Services Centre of Seventh-day Adventists)	50,000
85	Hope Worldwide	80,000
86	Ka Fook Pentecostal Holiness Church Limited	140,000
87	Ka Fook Pentecostal Holiness Church Limited (Ka Fook Pentecostal Holiness Church Limited Promised Land)	60,000
88	Kids Alive International, Inc. (Kids Alive International, Inc., Kids Alive International Tai Wai Project)	250,000
89	Lap Sing Educational Charity Funding Limited	2,570,000
90	Life Giving Fountain Education Centre Limited	1,710,000
91	Life Workshop (Life Workshop Community Work Service (North District Services))	660,000
92	Life Workshop (Life Workshop Community Work Service (Tai Kok Tsui District))	450,000
93	Life Workshop (Life Workshop Progressive Services)	470,000

No.	NGOs	Provision \$
94	Life Workshop (Life Workshop School Social Work Services)	950,000
95	Life Workshop (Life Workshop School Supportive Services)	1,480,000
96	Methodist Centre (Methodist Centre Aldrich Bay Integrated Children and Youth Services)	230,000
97	Methodist Epworth Village Community Centre, Social Welfare (Methodist Epworth Village Community Centre, Social Welfare, Epworth Integrated Youth Team)	50,000
98	Mission To New Arrivals Limited (Yuen Long District)	270,000
99	Neighbourhood and Worker's Education Centre Limited (Tin Shui Wai Women Mutual Service Centre)	110,000
100	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Kwai Hing))	180,000
101	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Tsing Yi))	180,000
102	OIWA Limited (Jockey Club Social Services Centre)	780,000
103	Olympiad Education Association Limited	140,000
104	Pentecostal Holiness Church Shaukiwan Assembly Limited (Gilead Social Service Centre)	640,000
105	Po Leung Kuk Chan Yat Education Services Centre	250,000
106	Po Leung Kuk Fong Wong Kam Chuen Education Services Centre	150,000
107	Po Leung Kuk Horizon East Education Services Centre	330,000
108	Pok Oi Hospital Man Chu Shek Family Multiple Intelligences Centre	170,000
109	Pok Oi Hospital Fung Tak Family Multiple Intelligences Centre	180,000
110	Pok Oi Hospital Lions Club of the New Territories, Hong Kong Families Development Centre	40,000
111	Pok Oi Hospital Mr. Ng Hung Mow Memorial Family Multiple Intelligences Centre	20,000
112	Pok Oi Hospital Mrs Lee Ho Siu Fong Memorial Children And Families Development Centre	20,000
113	Pok Oi Hospital Ng Ma Choi Kiu Memorial Family Multiple Intelligences Centre	20,000
114	Principal Chan Free Tutor World Limited	220,000
115	Remembrance of Grace Centre Limited	160,000
116	Sai Kung District Community Centre Limited	140,000
117	School Support Association Limited	35,440,000

No.	NGOs	Provision \$
118	Scout Association of Hong Kong (The Friends of Scouting)	170,000
119	Seedland Educational Charitable Foundation Limited (Seedland Educational Charitable Foundation Limited Education Division)	2,200,000
120	Smile Foundation Limited	530,000
121	Social Service Centre For Personality Development Limited	200,000
122	South Asian Lutheran Evangelical Mission Limited (SALEM Family Net Social Service Centre)	30,000
123	St. James' Settlement Continued Education Centre	440,000
124	Stewards Limited (Sha Kok Youth and Children's Centre)	230,000
125	Stewards Limited (Youth Online - Stewards Integrated Service Centre for Young People)	140,000
126	The Association of Youth Builders for Christ Limited	120,000
127	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Cheung Sha Wan Children & Youth Integrated Services Centre)	110,000
128	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Ma On Shan Children & Youth Integrated Services Center)	30,000
129	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Yau Tong Children & Youth Integrated Services Centre)	70,000
130	The Boys' and Girls' Clubs Association of Hong Kong (Lok Man Children & Family Integrated Activity Centre)	50,000
131	The Boy's Brigade, Hong Kong	440,000
132	The Boy's Brigade, Hong Kong (Anchor House)	270,000
133	The Christian Grace Chapel Limited (Tuen Mun Christian Grace Chapel)	90,000
134	The Church of Christ in China Mui Wo Church	120,000
135	The Evangelical Lutheran Church of Hong Kong (ELCHK Joy Lutheran Church)	60,000
136	The Hong Kong Children & Youth Services (Lung Hang Centre)	70,000
137	The Hong Kong Children & Youth Services (Jockey Club Tin Ping Integrated Children & Youth Services Centre)	50,000
138	The Hong Kong Council of the Church of Christ in China	90,000
139	The Hong Kong Council of the Church of Christ in China (The Hong Kong Council of the Church of Christ in China Family Web)	1,330,000
140	The Hong Kong Federation of Youth Groups (HKFYG Jockey Club Wang Tau Hom Youth S.P.O.T)	110,000
141	The Hong Kong Federation of Youth Groups (Jockey Club Kin Sang Youth S.P.O.T)	30,000

No.	NGOs	Provision \$
142	The Hong Kong Federation of Youth Groups (Jockey Club Kwai Fong Youth S.P.O.T)	140,000
143	The Hong Kong Federation of Youth Groups (Jockey Club Tseung Kwan O Youth S.P.O.T.)	40,000
144	The Hong Kong Federation of Youth Groups (Lung Hang Youth S.P.O.T.)	40,000
145	The Hong Kong Federation of Youth Groups (Tai Po Lions Youth S.P.O.T.)	60,000
146	The Hong Kong Federation of Youth Groups (Jockey Club Cheung Wah Youth S.P.O.T)	30,000
147	The Hong Kong Federation of Youth Groups (Jockey Club Farm Road Youth S.P.O.T)	50,000
148	The Hong Kong Federation of Youth Groups (Jockey Club Hung Hom Youth S.P.O.T)	90,000
149	The Hong Kong Federation of Youth Groups (Jockey Club Ping Shek Youth S.P.O.T)	130,000
150	The Hong Kong Federation of Youth Groups (Jockey Club Shaukiwan Youth S.P.O.T.)	70,000
151	The Hong Kong Federation of Youth Groups (Jockey Club Verbena Youth S.P.O.T)	30,000
152	The Hong Kong Federation of Youth Groups (LOHAS Youth S.P.O.T)	60,000
153	The Hong Kong Federation of Youth Groups (Student Guidance Team)	380,000
154	The Lutheran Church - Hong Kong Synod Limited (Department of Continuing Education)	1,520,000
155	The Neighbourhood Advice - Action Council (Tung Chung Integrated Services Centre)	500,000
156	The Salvation Army (Chai Wan Integrated Service For Young People)	90,000
157	The Salvation Army (New Territories West Integrated Service Tuen Mun Integrated Service for Young People)	30,000
158	The True Word Lutheran Church Limited (Youth Centre of the True Word Lutheran Church)	1,190,000
159	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Full Grace Service Centre)	80,000
160	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Sha Tin Integrated Service Centre)	410,000
161	The Yuen Yuen Institute Social Service Department (School Service Support Team)	1,730,000
162	Tin Shui Wai Residents Association Fund Committee Limited (Tin Ching Estate Wong Wai Shun Integrated Children & Youth Service Centre)	730,000
163	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yan Estate Chiang Lai Wan Community Services Centre)	190,000
164	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yiu Estate Tsang Shue Wo Community Services Centre)	190,000
165	Tseung Kwan O Zion Church Limited (Shalom Centre)	120,000

No.	NGOs	Provision \$
166	Tsung Tsin Mission of Hong Kong (Tsung Tsin Mission of Hong Kong Whampoa Church)	90,000
167	Tung Wah Group of Hospitals (Jockey Club Shatin Integrated Services Centre)	1,150,000
168	Tung Wah Group of Hospitals (Jockey Club Tai Kok Tsui Integrated Services Centre)	100,000
169	We Care Social Service Centre (We Care Social Service Centre (Tsui Ping Office))	130,000
170	Yan Kwong Social Service Centre	60,000
171	Yan Oi Tong (Yan Oi Tong Community Centre)	120,000
172	Yang Memorial Methodist Social Service (Family Health Education and Counselling Centre)	90,000
173	Yang Memorial Methodist Social Service (Homantin Integrated Centre for Youth Development)	130,000
174	Yang Memorial Methodist Social Service (Yang Memorial Methodist Social Service Tin Shui Wai Family Education And Support Centre)	430,000
175	Yuen Long Town Hall	1,720,000
Total:		127,080,000

Note: The provision of each NGO is rounded to the nearest ten thousand.

**Non-governmental Organisations (NGOs) receiving the Community-based Project Grant under
School-based After-school Learning and Support Programmes
2015/16 school year**

No.	NGOs	Provision \$
1	Abundant Life Christian Church (Family Links Social Services)	20,000
2	Apostolic Faith Church of Hong Kong Limited (Favour Centre)	100,000
3	Asbury Methodist Social Service (Integrated Children and Youth Service Centre)	970,000
4	Asian Outreach Hong Kong Limited (Glorious Light Neighbourhood Centre)	70,000
5	Baptist Bible Fellowship (Hong Kong) Limited	210,000
6	Baptist Oi Kwan Social Service (Hong Kong East Family Development Services Centre)	760,000
7	Bonaventure Integrated Children and Youth Centre	250,000
8	Caritas - Hong Kong (Caritas Children & Youth Centre - Cheung Hong)	160,000
9	Caritas - Hong Kong (Caritas Community Centre - Aberdeen)	220,000
10	Caritas - Hong Kong (Caritas Institute of Community Education - Aberdeen)	1,290,000
11	Caritas - Hong Kong (Caritas Institute of Community Education - Hung Hom)	2,490,000
12	Caritas - Hong Kong (Caritas Institute of Community Education - North Point)	1,400,000
13	Caritas - Hong Kong (Caritas Institute of Community Education - Shatin)	520,000
14	Caritas - Hong Kong (Caritas Institute of Community Education - Shek Kip Mei)	1,560,000
15	Caritas - Hong Kong (Caritas Institute of Community Education - Tsui Ping)	4,270,000
16	Caritas - Hong Kong (Caritas Institute of Community Education - Tuen Mun)	730,000
17	Caritas - Hong Kong (Caritas Institute of Community Education - Yau Ma Tei)	410,000
18	Caritas - Hong Kong (Caritas Institute of Community Education - Yuen Long)	1,360,000
19	Caritas - Hong Kong (Caritas Institute of Community Education Centre - Fanling)	440,000
20	Caritas - Hong Kong (Caritas Jockey Club Institute of Community Education - Tsuen Wan)	810,000
21	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Cheung Chau)	50,000

No.	NGOs	Provision \$
22	Caritas - Hong Kong (Caritas Jockey Club Integrated Service for Young People - Lei Muk Shue)	170,000
23	Centre for Restoration of Human Relationships Limited	10,000
24	Childcare Association Limited	8,590,000
25	Chinese Evangelical Zion Church Limited (Tsz Wan Shan Zion Children and Youth Integrated Service Centre)	20,000
26	Chinese YMCA of Hong Kong (Hin Keng Centre)	240,000
27	Chinese YMCA of Hong Kong (Kornhill Centre)	50,000
28	Chinese YMCA of Hong Kong (Kwun Tong Centre)	400,000
29	Chinese YMCA of Hong Kong (Shek Kip Mei Centre)	130,000
30	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Chak Centre)	140,000
31	Chinese YMCA of Hong Kong (Tin Shui Wai Tin Ching Centre)	100,000
32	Chinese YMCA of Hong Kong (Tuen Mun Centre)	9,110,000
33	Chinese YMCA of Hong Kong (New Territories Centre)	80,000
34	Christian & Missionary Alliance Church Union Hong Kong Limited (C.&M.A. Grace Chapel)	230,000
35	Christian & Missionary Alliance Church Union Hong Kong Limited (The C&M Alliance Wah Kee Youth Centre)	760,000
36	Christian Action (Mong Kok Service Centre)	2,800,000
37	Christian Family Service Centre (Jackie Chan Whole Person Development Centre)	3,260,000
38	Church of Holy Calling in Fanling Limited (Church of Holy Calling in Fanling Education Centre)	460,000
39	CNEC Kei Shek Social Service Centre Limited	100,000
40	Conservative Baptist Jubilee Church (Conservative Baptist Jubilee Centre)	150,000
41	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, North District Integrated Youth Service Centre)	80,000
42	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tai Wo Integrated Youth Service Centre)	80,000
43	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Tin Shui Wai Integrated Youth Service Centre)	90,000
44	Evangelical Lutheran Church Social Service - Hong Kong (ELCHK, Grace Training and Development Centre)	60,000
45	Free Methodist Church Tuen Mun Children & Youth Integrated Services Centre	550,000

No.	NGOs	Provision \$
46	H.K.S.K.H Lady MacLehose Centre (H.K.S.K.H. Lady MacLehose Centre Comprehensive Development)	3,520,000
47	H.K.S.K.H Lady MacLehose Centre (Tsing Yi Estate Community Hall, Integrated Family and Community Service)	3,210,000
48	HKSKH Blessed Service Management Limited (HKSKH Blessed Service Management Limited Solar Tower · Camp)	220,000
49	Hong Kong Christian Service (Hong Kong Christian Service Kwun Tong Happy Teens Club)	140,000
50	Hong Kong Christian Service (North Point Happy Teens Club)	60,000
51	Hong Kong Christian Service (Shamshuipo East Happy Teens Club)	170,000
52	Hong Kong Evangelical Church Social Service Limited (Hong Kong Evangelical Church School Services Team)	990,000
53	Hong Kong Family Welfare Society (Kwai Chung Centre Kwai Chung (South) Integrated Family Service Centre)	330,000
54	Hong Kong Family Welfare Society (Women and Family Enhancement Centre)	120,000
55	Hong Kong Islamic Youth Association	480,000
56	Hong Kong Lutheran Social Service (Martha Boss Lutheran Community Centre)	1,180,000
57	Hong Kong Nepali Pathyakram Vikas Parishad	110,000
58	Hong Kong New Immigrant Service Association (Sham Shui Po District)	1,700,000
59	Hong Kong Playground Association (Jockey Club Chuk Yuen (South) Integrated Service Centre for Children & Youth)	10,000
60	Hong Kong Playground Association (Jockey Club Tsing Yi Integrated Service Centre for Children and Youth)	90,000
61	Hong Kong Playground Association (Youth Enterprise Square)	2,480,000
62	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (North) Children & Youth Integrated Service Center Jockey Club Youth Express)	320,000
63	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Ma On Shan (South) Children & Youth Integrated Service Center Jockey Club Youth Express)	380,000
64	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Shatin Children & Youth Integrated Service Center Jockey Club Youth Express)	60,000
65	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. The Church of Our Saviour Service Centre)	130,000
66	Hong Kong Sheng Kung Hui Welfare Council Limited (HK Sheng Kung Hui Tung Chung Integrated Services)	150,000
67	Hong Kong Sheng Kung Hui Welfare Council Limited (H.K.S.K.H. Tuen Mun Integrated Services - Jockey Club Youth Express)	130,000
68	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui Kowloon City Children and Youth Integrated Service Centre)	180,000
69	Hong Kong Sheng Kung Hui Welfare Council Limited (Hong Kong Sheng Kung Hui St. Matthias' Integrated Services - Jockey Club Youth Express)	270,000

No.	NGOs	Provision \$
70	Hong Kong Sheng Kung Hui Welfare Council Limited (S.K.H. St. Joseph's Church & Social Centre)	320,000
71	Hong Kong Women Development Association Limited (Choi Wu Services Centre)	30,000
72	Hong Kong Women Development Association Limited (Rita Liu Tin Ching Multi-services Centre)	60,000
73	Hong Kong Young Women's Christian Association (Butterfly Bay Integrated Social Service Centre)	170,000
74	Hong Kong Young Women's Christian Association (Lok Wah Integrated Social Service Centre)	260,000
75	Hong Kong Young Women's Christian Association (Tuen Mun Integrated Social Service Centre)	310,000
76	Hong Kong Young Women's Christian Association (Shatin Integrated Social Service Centre)	120,000
77	Hong Kong Young Women's Christian Association (Western District Integrated Social Service Centre)	90,000
78	Hong Kong Youth Counselling Association (Professional Tutor Network Scheme)	2,650,000
79	Hong Kong-Macao Conference of Seventh-day Adventists (Shan King Integrated Children and Youth Services Centre of Seventh-day Adventists)	190,000
80	Hope Worldwide	50,000
81	Ka Fook Pentecostal Holiness Church Limited	160,000
82	Ka Fook Pentecostal Holiness Church Limited (Ka Fook Pentecostal Holiness Church Limited Promised Land)	70,000
83	Kids Alive International, Inc. (Kids Alive International, Inc., Kids Alive International Tai Wai Project)	170,000
84	Lap Sing Educational Charity Funding Limited	2,150,000
85	Life Giving Fountain Education Centre Limited	2,480,000
86	Life Workshop (Life Workshop Community Work Service (North District Services))	820,000
87	Life Workshop (Life Workshop Community Work Service (Tai Kok Tsui District))	1,220,000
88	Life Workshop (Life Workshop Progressive Services)	1,040,000
89	Life Workshop (Life Workshop School Social Work Services)	510,000
90	Life Workshop (Life Workshop School Supportive Services)	820,000
91	Methodist Centre (Methodist Centre Aldrich Bay Integrated Children and Youth Services)	290,000
92	Methodist Epworth Village Community Centre, Social Welfare (Methodist Epworth Village Community Centre, Social Welfare, Epworth Integrated Youth Team)	30,000
93	Mission To New Arrivals Limited (Yuen Long District)	370,000

No.	NGOs	Provision \$
94	Neighbourhood and Worker's Education Centre Limited (Tin Shui Wai Women Mutual Service Centre)	70,000
95	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Kwai Hing))	150,000
96	Neighbourhood and Worker's Education Centre Limited (Neighbourhood & Worker's Education Centre (Tsing Yi))	160,000
97	OIWA Limited (Jockey Club Social Services Centre)	730,000
98	Pentecostal Holiness Church Shaukiwan Assembly Limited (Gilead Social Service Centre)	590,000
99	Po Leung Kuk Chan Yat Education Services Centre	190,000
100	Po Leung Kuk Fong Wong Kam Chuen Education Services Centre	120,000
101	Po Leung Kuk Horizon East Education Services Centre	370,000
102	Pok Oi Hospital Man Chu Shek Family Multiple Intelligences Centre	110,000
103	Pok Oi Hospital Fung Tak Family Multiple Intelligences Centre	170,000
104	Pok Oi Hospital Lions Club of the New Territories, Hong Kong Families Development Centre	30,000
105	Pok Oi Hospital Mr. Ng Hung Mow Memorial Family Multiple Intelligences Centre	10,000
106	Pok Oi Hospital Mrs Lee Ho Siu Fong Memorial Children And Families Development Centre	10,000
107	Pok Oi Hospital Ng Ma Choi Kiu Memorial Family Multiple Intelligences Centre	20,000
108	Pok Oi Hospital Wai Yin Association Youth City	60,000
109	Principal Chan Free Tutor World Limited	230,000
110	Remembrance of Grace Centre Limited	140,000
111	Sai Kung District Community Centre Limited	130,000
112	School Support Association Limited	20,030,000
113	Scout Association of Hong Kong (The Friends of Scouting)	130,000
114	Seedland Educational Charitable Foundation Limited (Seedland Educational Charitable Foundation Limited Education Division)	3,410,000
115	Shatin Baptist Church Social Service	120,000
116	Shatin Baptist Church Social Service (Joyful bounce center)	60,000
117	Smile Foundation Limited	1,310,000

No.	NGOs	Provision \$
118	Social Service Centre For Personality Development Limited	100,000
119	South Asian Lutheran Evangelical Mission Limited (SALEM Family Net Social Service Centre)	250,000
120	St. James' Settlement Continued Education Centre	360,000
121	Stewards Limited (Sha Kok Youth and Children's Centre)	310,000
122	Stewards Limited (Youth Online - Stewards Integrated Service Centre for Young People)	80,000
123	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Cheung Sha Wan Children & Youth Integrated Services Centre)	80,000
124	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Ma On Shan Children & Youth Integrated Services Center)	20,000
125	The Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Yau Tong Children & Youth Integrated Services Centre)	50,000
126	The Boys' and Girls' Clubs Association of Hong Kong (Lok Man Children & Family Integrated Activity Centre)	50,000
127	The Boy's Brigade, Hong Kong	860,000
128	The Boy's Brigade, Hong Kong (Tai Po Training School)	70,000
129	The Boy's Brigade, Hong Kong (Waste Recovery Centre Recycle Service Centre (Kwai Chung))	60,000
130	The Boy's Brigade, Hong Kong (Waste Recovery Centre Recycle Service Centre (Tsuen Wan))	70,000
131	The Christian Grace Chapel Limited (Tuen Mun Christian Grace Chapel)	110,000
132	The Church of Christ in China Mui Wo Church	90,000
133	The Evangelical Lutheran Church of Hong Kong (ELCHK Church)	40,000
134	The Hong Kong Children & Youth Services (Lung Hang Centre)	70,000
135	The Hong Kong Children & Youth Services (Jockey Club Tin Ping Integrated Children & Youth Services Centre)	40,000
136	The Hong Kong Chinese Church of Christ (The Hong Kong Chinese of Christ Grace Neighbourhood Centre)	50,000
137	The Hong Kong Council of the Church of Christ in China	120,000
138	The Hong Kong Council of the Church of Christ in China (The Hong Kong Council of the Church of Christ in China Family Web)	1,120,000
139	The Hong Kong Federation of Youth Groups (HKFYG Jockey Club Wang Tau Hom Youth S.P.O.T)	130,000
140	The Hong Kong Federation of Youth Groups (Jockey Club Kwai Fong Youth S.P.O.T)	120,000
141	The Hong Kong Federation of Youth Groups (Jockey Club Tseung Kwan O Youth S.P.O.T.)	30,000

No.	NGOs	Provision \$
142	The Hong Kong Federation of Youth Groups (Lung Hang Youth S.P.O.T.)	40,000
143	The Hong Kong Federation of Youth Groups (Tai Po Lions Youth S.P.O.T.)	50,000
144	The Hong Kong Federation of Youth Groups (Jockey Club Cheung Wah Youth S.P.O.T.)	40,000
145	The Hong Kong Federation of Youth Groups (Jockey Club Farm Road Youth S.P.O.T.)	60,000
146	The Hong Kong Federation of Youth Groups (Jockey Club Hung Hom Youth S.P.O.T.)	180,000
147	The Hong Kong Federation of Youth Groups (Jockey Club Ping Shek Youth S.P.O.T.)	70,000
148	The Hong Kong Federation of Youth Groups (Jockey Club Shauiwan Youth S.P.O.T.)	40,000
149	The Hong Kong Federation of Youth Groups (Jockey Club Tin Yuet Youth S.P.O.T.)	40,000
150	The Hong Kong Federation of Youth Groups (Jockey Club Verbena Youth S.P.O.T.)	20,000
151	The Hong Kong Federation of Youth Groups (LOHAS Youth S.P.O.T.)	50,000
152	The Hong Kong Federation of Youth Groups (Student Guidance Team)	430,000
153	The Lutheran Church - Hong Kong Synod Limited (Department of Continuing Education)	1,420,000
154	The Neighbourhood Advice - Action Council (Tung Chung Integrated Services Centre)	250,000
155	The Salvation Army (Lung Hang C&Y Centre)	70,000
156	The Salvation Army (New Territories West Integrated Service Tuen Mun Integrated Service for Young People)	50,000
157	The Salvation Army (Tuen Mun East Integrated Service for Young People)	40,000
158	The True Word Lutheran Church Limited (Youth Centre of the True Word Lutheran Church)	1,400,000
159	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Full Grace Service Centre)	90,000
160	The Tsung Tsin Mission of Hong Kong Social Service (Tsung Tsin Mission of Hong Kong Sha Tin Integrated Service Centre)	480,000
161	The Yuen Yuen Institute Social Service Department (School Service Support Team)	1,310,000
162	Tin Shui Wai Residents Association Fund Committee Limited (Tin Ching Estate Wong Wai Shun Integrated Children & Youth Service Centre)	730,000
163	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yan Estate Chiang Lai Wan Community Services Centre)	150,000
164	Tin Shui Wai Residents Association Fund Committee Limited (Tin Yiu Estate Tsang Shue Wo Community Services Centre)	170,000
165	Tseung Kwan O Zion Church Limited (Shalom Centre)	140,000

No.	NGOs	Provision \$
166	Tsung Tsin Mission of Hong Kong (Tsung Tsin Mission of Hong Kong Whampoa Church)	50,000
167	Tung Wah Group of Hospitals (Jockey Club Shatin Integrated Services Centre)	1,170,000
168	Tung Wah Group of Hospitals (Jockey Club Tai Kok Tsui Integrated Services Centre)	100,000
169	We Care Social Service Centre (We Care Social Service Centre (Tsui Ping Office))	160,000
170	Yan Kwong Social Service Centre	60,000
171	Yan Oi Tong (Yan Oi Tong Community Centre)	160,000
172	Yang Memorial Methodist Social Service (Family Health Education and Counselling Centre)	90,000
173	Yang Memorial Methodist Social Service (Homantin Integrated Centre for Youth Development)	150,000
174	Yang Memorial Methodist Social Service (Yang Memorial Methodist Social Service Tin Shui Wai Family Education And Support Centre)	430,000
175	Yuen Long Town Hall	1,460,000
Total:		120,340,000

Note: The provision of each NGO is rounded to the nearest ten thousand.

- End -

CONTROLLING OFFICER'S REPLY

EDB084

(Question Serial No. 0076)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the series of targeted relief measures continued to be implemented in light of the temporary decline of the secondary 1 student population, please advise:

1. The amount of provision for the series of measures in the past 2 years and the estimated provision for the coming year.
2. In which year does the Administration expect to see an initial rebound of secondary 1 student population and whether the series of targeted relief measures can be reduced or cancelled by then?

Asked by: Hon IP Kwok-him (Member Question No. 29)

Reply:

(1) & (2)

The package of targeted relief measures the Education Bureau (EDB) implemented since the 2013/14 school year aims at preserving the stability and strengths of the schools as well as the teaching force in the period of the transient decline in Secondary 1 (S1) student population. In gist, the targeted relief measures include:

- i. a progressive reduction of the number of students allocated per S1 class by “2-1-1” / “1-1-1” under a district-/school-based approach in the 3 school years from 2013/14 to 2015/16;
- ii. relaxing the “not less than 3 S1 classes” requirement under which only schools operating 1 S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to 1 or 2 to participate in the next Secondary School Places Allocation exercise with a cap of 3 S1 classes; and
- iii. extending the retention period from 1 year to 3 years for surplus teachers arising from packing of S1 classes in the 3 school years from 2013/14 to 2015/16.

We anticipate that S1 student population will gradually increase in 2017/18 and subsequent years. To further stabilise the teaching force, schools with surplus teachers arising from reduction of S1 classes in 2013/14 and 2014/15, if in need, may apply to extend the retention period for these surplus teachers up to 2017/18. The expenditure for putting in place the targeted relief measures is subsumed under the overall expenditure of EDB and a breakdown of the expenditure in this regard is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB085

(Question Serial No. 0078)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding to “provide financial and professional support to local public sector and DSS schools having formed sister schools with their counterparts in the Mainland to further strengthen professional interflows among them”, please inform this Committee:

1. What is the Administration’s definition of “professional interflows”?
2. Please explain with examples (including names of related interflow activities and their declared expenditures).
3. Does the Administration anticipate any expenditure or have any guidelines on expenditures regarding professional interflows, such that Hong Kong schools have to bear all, most or half of the expenditures? If no, what is the basic percentage of expenditures shared by Hong Kong schools in practice?

Asked by: Hon IP Kwok-him (Member Question No. 42)

Reply:

The scope of professional interflows will vary with the stakeholders concerned in schools and among schools. To meet the diversified professional development needs of various stakeholders, professional interflows can be arranged at different levels, including the school management, teachers and students, and in such areas as school development and planning, lesson observation and evaluation, school-parental partnership, student activities, through school visits, seminars and experience-sharing, etc.

EDB has earmarked a total provision of \$200 million for the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and Mainland (“the Pilot Scheme”). Under the Pilot Scheme, upon vetting and approval of the applications, a successful applicant school will be provided with a fixed grant of \$120,000 per annum within the three-year implementation period of the Pilot Scheme starting from the 2015/16 school year. Participating schools should use the designated grant to meet the expenses of sister school exchange activities and relevant support relating to the objectives of the Pilot Scheme. Any unspent grant by the schools at the end of the 2017/18 school year will be returned to EDB. Implementation details will be announced through a circular to be issued to schools in due course. Schools are required to observe the established principles and requirements on the use of public funds as set out by EDB when using the grant. Given the diverse modes and contents of exchange activities and the different school circumstances, schools would need some flexibility in deployment of the grant. In line with the existing accountability requirement, schools applying to join the Pilot Scheme are required to submit a plan endorsed by their Incorporated Management Committee/School Management Committee listing out the planned activities and related budget.

- End -

CONTROLLING OFFICER'S REPLY

EDB086

(Question Serial No. 0079)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the services and support provided for the work in respect of gifted students, measures relating to gifted students are shown as a Gifted Education Fund of \$800 million on Page 357.

1. What were the support measures for gifted students in the past and their respective provisions? After the setting up of the proposed Gifted Education Fund of \$800 million, will the expenses of all the original and new support measures be centrally borne by the fund? Will the original support measures with direct financial commitments be cancelled?
2. How was the amount of \$800 million of the Gifted Education Fund determined? Can it meet future needs?
3. Did the Administration gather any statistics on the future courses, including further studies and employment as well as significant inventions and achievements, of students who have received the support?

Asked by: Hon IP Kwok-him (Member Question No. 30)

Reply:

1. Education Bureau (EDB) has adopted a broad definition of giftedness from the perspective of multiple intelligences, and a three tier model of gifted education. Among the three tiers, Level 1 and Level 2 take place mainly in schools. Level 1 refers to using pedagogies that could make good use of the potential of students in creativity, critical thinking, problem solving or leadership in classrooms, and Level 2 refers to offering pull-out programmes in disciplinary or interdisciplinary areas for the more able students within the school. Level 3 refers to the provision of learning opportunities for exceptionally gifted students by very specialist training outside the school setting. EDB supports schools to cater for the needs of gifted students at Levels 1 and 2 through production of curriculum resources, provision of professional development programmes for teachers, provision of learning activities for students and collaboration with other stakeholders. The Hong Kong Academy for Gifted Education (HKAGE) has been providing off-school programmes for the exceptionally gifted students at Level 3 since 2008, in collaboration with tertiary institutions and non-governmental organisations. In addition, it also supports the participation of Hong Kong students in international competitions, and provides services for parents. Schools can make use of the various resource provisions such as Capacity Enhancement Grant, Diversity Learning Grant for Other Programmes flexibly to cater for the needs of gifted students at Levels 1 and 2. In this light, we are unable to provide the exact amount of provisions allocated to gifted students.

We plan to set up the \$800 million Gifted Education Fund (the Fund) to enhance the development of gifted education so as to enrich the talent pool and enhance the competitiveness of Hong Kong, in particular, to support the HKAGE to nurture exceptionally gifted students at Level 3. After its set up, expenses of those measures offered by EDB at Level 1 and Level 2 will continue to support teachers and schools in implementing their school-based gifted education programmes and activities.

2. In determining the amount of the Fund, the Government has made reference to the financial need of the relevant projects to ensure that there is an effective use of public money, reflecting the Government's commitment on gifted education and a responsible spending philosophy. The Fund together with its expected investment return based on 3% to 4% per annum would provide a regular revenue source to support the operation of the HKAGE and to enhance the development of gifted education in Hong Kong. The HKAGE is planning to expand its services in the future and to widen its sources of income, such as soliciting donations from other sources as well as imposing a fee-charging mechanism in some of their programmes.
3. Regarding statistics of future courses and studies of students who have received support, the tracking of gifted students has only been started by the HKAGE and systematic data are not available from institutions which also provide programmes at Level 3. As such, we did not gather any statistics of gifted students on the future courses, including further studies and employment. However, records of Hong Kong students participating in some major national, regional and international competitions are being kept. Some of these records contain information of significant inventions by the students.

- End -

CONTROLLING OFFICER'S REPLY

EDB087

(Question Serial No. 0143)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the plan to “continue to provide training and support to school leaders, middle managers and teachers for the implementation of the senior secondary curriculum”, please:

1. List the support measures and financial provision targeted for the abovementioned 3 positions.
2. The New Senior Secondary (NSS) Curriculum has been implemented for over 5 years, have the support and financial provision for the implementation of the NSS Curriculum been gradually reduced? Please provide the information on the financial provision for the related support in the recent 3 years.

Asked by: Hon IP Kwok-him (Member Question No. 41)

Reply:

(1) & (2)

To support the implementation of the New Senior Secondary (NSS) curriculum under the New Academic Structure (NAS) and the Hong Kong Diploma of Secondary Education (HKDSE) Examination (including School-based Assessment), the Education Bureau (EDB) continues to provide training, support as well as resource materials for school leaders, middle managers and teachers. A series of professional development programmes (PDPs) under different themes have been organised every year to suit different needs of school leaders, middle managers and teachers. School-based professional support services have been provided to enhance the professional capacity of teachers. Besides, learning and teaching resource materials (e.g. curriculum and assessment guides, supplementary notes, learning and teaching packages) for the NSS subjects were developed during the last few years to support school leaders, middle managers and teachers in the implementation of NSS curriculum.

The expenditures for teachers' professional development for the NAS have varied in the recent 3 years. For 2013-14, the expenditure on teacher training is about \$4.4 million. For 2014-15, the expenditure on teacher training is about \$3.3 million. The adjustment in the expenditure is attributable to the fact that most teachers have been equipped with the necessary knowledge and skills of the learning, teaching and assessment for the NSS subjects, thus the need for relevant training declined. For 2015-16, the expenditure on teacher training is about \$4.4 million. The increase is ascribed to the fact that more PDPs were organised to help teachers implement the recommendations of the NAS Review.

Since the provision of school-based professional support and resources materials is carried out by EDB and the cost is subsumed under EDB's overall expenditure, a separate breakdown on the staffing and financial implications is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB088****(Question Serial No. 2804)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is stated in paragraph 11 that the Government will continue to expand the School-based Educational Psychology Service to cover all public sector primary schools by the 2016/17 school year and further enhance the service by progressively improving the ratio of educational psychologist to schools to 1:4 from the same school year for public sector primary schools with a large number of students with special educational needs. In this connection, please advise this Committee of the following:

- (1) How to define public sector primary schools with a large number of students with special educational needs?
- (2) Based on the definition in (1), what was the number of public sector primary schools with a large number of students with special educational needs in the 2014/15 school year and what is the corresponding number in the 2015/16 school year?
- (3) What is the current ratio of educational psychologist to schools and what is the schedule for progressively improving the ratio of educational psychologist to schools to 1:4 for public sector primary schools with a large number of students with special educational needs?
- (4) What are the revised estimates or estimates for School-based Educational Psychology Service in the 2015-16 and 2016-17 financial years and what are the reasons for the changes in the estimates?

Asked by: Hon Mrs Regina IP LAU Suk-yee (Member Question No. 39)

Reply:

(1) to (3)

The School-based Educational Psychology Service (SBEPS) will cover all public sector primary and secondary schools by the 2016/17 school year. Under SBEPS, one Educational Psychologist (EP) serves six to ten public sector schools (including primary and secondary schools).

The Government will further enhance the SBEPS by progressively improving the ratio of educational psychologist (EP) to school to 1:4 for public sector schools with a large number of students with special educational needs (SEN) from the 2016/17 school year. By the 2017/18 school year, the enhanced provision will cover about 80 primary and secondary schools. The Education Bureau (EDB) will accord priority to schools with reference to various factors such as the number of students with SEN, its proportion to the student population of the school, the number of students requiring individual support, etc. EDB will continue to keep in view the service needs of schools as a whole.

(4)

The revised estimate in the provision of SBEPS for public sector primary schools for the 2015/16 school year is \$51.7 million. With the extension of SBEPS to cover all public sector primary schools, and implementation of enhanced provision to schools with a higher level of need, the estimated expenditure in the 2016/17 school year is \$73.4 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB089****(Question Serial No. 2805)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding the issue of continuing to improve the learning and teaching of the English Language in primary schools as mentioned in Paragraph 11, please provide information based on the table below:

Area	Measures	Revised estimate for the 2015-16 financial year	Estimate for 2016-17	Reasons for the increase or decrease in the estimate	Objectives of the measures and their effectiveness to date
Grants to school	English Enhancement Grant Scheme for Primary Schools				
	English Extensive Reading Scheme				
	Other measures (if any)				
School-based support	Task Force on Language Support				
	Other measures (if any)				
Professional development	Professional Development Incentive Grant Scheme for Language Teachers				
	Scholarship scheme to attract talent to become English Language teachers				
	Professional development programmes				
	Resource packages for teachers				
	Other measures (if any)				

Area	Measures	Revised estimate for the 2015-16 financial year	Estimate for 2016-17	Reasons for the increase or decrease in the estimate	Objectives of the measures and their effectiveness to date
Creating a facilitating environment for English learning	The Native-speaking English Teacher Scheme in Primary Schools (PNET Scheme)				
	English Alliance 2015/16				
	Other measures (if any)				
Other areas (if any)	Other measures (if any)				
Revised estimate or total estimate:					N/A

Asked by: Hon Mrs Regina IP LAU Suk-yee (Member Question No. 40)

Reply:

All along, we have been implementing various measures for improving the learning and teaching of English Language in primary schools. The measures taken have built up the capacity of the schools for raising students' English proficiency, developed students' reading interest, facilitated whole-school curriculum planning, enhanced professionalism and pedagogy of English teachers, provided students with a rich and authentic language environment in schools for further raising their interest in learning and using English.

In 2016-17 financial year, we will continue to improve the teaching and learning of English Language in primary schools. Details of the support measures and provisions in 2015-16 and 2016-17 financial years are tabulated below. The provisions for the two financial years (including those from the Language Fund) are very similar.

Initiative/Project	Objectives and details	Provision (financial year)	
		<u>2015-16</u> <u>(\$m)</u>	<u>2016-17</u> <u>(\$m)</u>
A. Grants to school			
*1. English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.	Provision was approved in the 2009-10 financial year.	
2. English Extensive Reading Scheme (ERS)	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.	0.21	Figures are not available as it depends on the number of non-Incorporated

Initiative/Project	Objectives and details	Provision (financial year)	
		<u>2015-16</u> <u>(\$m)</u>	<u>2016-17</u> <u>(\$m)</u>
			Management Committee schools in the 2016/17 school year which is yet to be confirmed.
B. School-based support			
*1. Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).	26.4	26.4
C. Professional development			
*1. Professional Development Incentive Grant Scheme for Language Teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.	Provisions were approved in the 2003-04 and 2005-06 financial years.	
1. Scholarship scheme to attract talent to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.	10.78	10.96
2. Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.	0.38	0.23

Initiative/Project	Objectives and details	Provision (financial year)	
		<u>2015-16</u> <u>(\$m)</u>	<u>2016-17</u> <u>(\$m)</u>
3. Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).	0.06	0.02
D. Creating a facilitating environment for English learning			
1. The Native-speaking English Teacher Scheme in Primary Schools (PNET Scheme)	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.	390.00	401.70
*2. English Alliance	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.	6.14	6.34
*3. Sponsorship Programme	To engage community partners in organising language-related events/competitions in the community.	0.41	Funding has not been approved.
Total:		434.38 (32.95 from Language Fund)	445.65 (32.74 from Language Fund)

* Initiatives are funded by the Language Fund.

- End -

CONTROLLING OFFICER'S REPLY

EDB090

(Question Serial No. 2806)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In respect of the support measures for non-Chinese speaking (NCS) students mentioned in paragraphs 11 and 18, will the Administration inform this Committee of:

- (1) the numbers of secondary and primary schools eligible to receive the provision to enhance support for NCS students in learning the Chinese language in the 2014/15 and 2015/16 school years respectively;
- (2) the revised estimate or estimate for the implementation of various measures to enhance support for NCS students in learning the Chinese language in primary schools in 2015-16 and 2016-17 respectively, as well as the reasons for the increase or decrease in the expenditure; and
- (3) the revised estimate or estimate for the implementation of various measures to enhance support for NCS students in learning the Chinese language in secondary schools in 2015-16 and 2016-17 respectively, as well as the reasons for the increase or decrease in the expenditure.

Asked by: Hon Mrs Regina IP LAU Suk-yee (Member Question No. 41)

Reply:

- (1) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” in primary and secondary schools and the creation of an inclusive learning environment in schools. In this connection, all schools admitting 10 or more NCS students are provided with an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. A total of 173 schools (including 100 primary schools and 73 secondary schools) and 197 schools (including 112 primary schools and 85 secondary schools) are provided with the enhanced funding to support their NCS students in the 2014/15 and 2015/16 school years respectively.
- (2) & (3) The estimated expenditure for primary and secondary schools for the 2015/16 and 2016/17 schools years with breakdown by relevant support measures is tabulated at Annex A and Annex B respectively. As shown in the tables at Annexes A and B, the major component of the expenditure in question is the recurrent funding for schools depending on the number of NCS students admitted. The expenditure may therefore vary from year to year.

**Educational support measures for non-Chinese speaking (NCS) students
in primary schools in the 2015/16 and 2016/17 school years**

Support measures	Estimated expenditure in the 2015/16 school year (\$ million)	Estimated expenditure in the 2016/17 school year (\$ million)
Enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	115.4 Note 1	126.8 Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 (for primary and secondary schools) Note 1 Note 2	3.0 (for primary and secondary schools) Note 1 Note 2
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7 (for primary and secondary schools) Note 3	4.0 (for primary and secondary schools) Note 3
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.6	2.9

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The “Learning Framework” covers both the primary and secondary levels.
3. The Chinese Language Learning Support Centres serve NCS students and parents, and Chinese Language teachers from both primary and secondary schools. A breakdown of expenditure by primary and secondary schools is not available.

**Educational support measures for non-Chinese speaking (NCS) students
in secondary schools in the 2015/16 and 2016/17 school years**

Support measures	Estimated expenditure in the 2015/16 school year (\$ million)	Estimated expenditure in the 2016/17 school year (\$ million)
Enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	91.3 Note 1	100.7 Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 (for primary and secondary schools) Note 1 Note 2	3.0 (for primary and secondary schools) Note 1 Note 2
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7 (for primary and secondary schools) Note 3	4.0 (for primary and secondary schools) Note 3
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.9	7.5

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	2.09	2.34
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Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The “Learning Framework” covers both the primary and secondary levels.
3. The Chinese Language Learning Support Centres serve NCS students and parents, and Chinese Language teachers from both primary and secondary schools. A breakdown of expenditure by primary and secondary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB091****(Question Serial No. 2807)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

According to Paragraph 18, the Bureau will “continue to provide Applied Learning courses for senior secondary students”. In this connection, please advise this Committee on the following:

- (1) the total revised estimate or estimate for the provision of Applied Learning courses, the revised estimate or estimate per student of the Applied Learning courses, and the number of students taking the Applied Learning courses in the 2015-16 and 2016-17 financial years; and
- (2) the revised estimate or estimate for promoting the Applied Learning courses to students, parents, local employers and other stakeholders in the 2015-16 and 2016-17 financial years, and the reasons for the increase or decrease in the estimate.

Asked by: Hon Mrs Regina IP LAU Suk-yee (Member Question No. 42)

Reply:

- (1) Details of EDB's expenditure regarding the implementation of Applied Learning in 2015-16 and 2016-17 are as follows:

Financial Year	2015-16	2016-17
Estimated Expenditure (\$ million)	56	73
Estimated Number of Enrolments	9 196	9 915
Estimated Expenditure per Student per Course (\$)*	6,100	7,400

(* rounded to the nearest hundreds)

The table above shows the costs of providing the Diversity Learning Grant and Student Grant for Applied Learning Chinese (for non-Chinese speaking students) for subsidising schools for paying course fees to Course Providers operating Applied Learning and Applied Learning Chinese (for non-Chinese speaking students) courses respectively. The increase in the total expenditure and the expenditure per student per course is due to the increase of the estimated course fees and implementation of full subsidy in the 2016/17 school year and beyond for Applied Learning courses.

- (2) There have been continuous promotions to students, parents, employers etc on Applied Learning courses since the implementation. The expenditure for organising the promotion activities (including briefing to schools, parents seminars, exhibition, sharing with employers) for Applied Learning courses is absorbed under staffing and operational expenditure and no separate estimate can be identified.

- End -

CONTROLLING OFFICER'S REPLY**EDB092****(Question Serial No. 2808)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

According to Paragraph 23, the Bureau will “continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools” and “continue to implement the adapted curriculum in schools for children with intellectual disability (ID) and enrich learning and teaching materials for implementing the New Academic Structure”. In this connection, please advise this Committee on the following:

- (1) The respective number of special school cum resource centres and the estimate for each special school cum resource centre in the 2015-16 and 2016-17 financial years; and
- (2) The respective revised estimate or estimate to implement the adapted curriculum in schools for children with intellectual disability and enrich learning and teaching materials for implementing the New Academic Structure in the 2015-16 and 2016-17 financial years, as well as the specific programmes to provide support for children of mild, moderate or severe ID and children with special educational needs (non-ID) and the estimate for such programmes in the 2015-16 and 2016-17 financial years.

Asked by: Hon Mrs Regina IP LAU Suk-yee (Member Question No. 43)

Reply:

- (1) Special Schools cum Resource Centres (SSRCs) place emphasis on empowering teachers of mainstream schools in catering for their students with special educational needs through cross-fertilization of expertise and networking. There are 10 SSRCs providing support services for the mainstream schools through on-site consultation, lesson observation, case conferences, school-based workshops/seminars, and sharing of resource materials, etc. in the 2015/16 and 2016/17 school years. The SSRCs also conduct district-based seminars and workshops for sharing of good practices. Besides, there are 7 schools for social development (SSD) serving as Resource Centres [SSRCs(SSD)] in the 2015/16 and 2016/17 school years. The SSRCs(SSD) provide support for their leavers in their first year of returning to mainstream schools and for the mainstream schools concerned to facilitate the smooth integration of these students into the school life. In addition to the basic provision of \$182,000, the additional amount of subsidies provided for SSRCs/SSRC(SSD)s is calculated based on the actual number of schools they support and the number of cases they handle. Estimated expenditures in the 2015/16 and the 2016/17 school years for 10 SSRCs and 7 SSRCs(SSD) are set out in the Appendix.
- (2) According to the 2015/16 school year revised estimates and the 2016/17 school year estimates, the total expenditures on implementing adapted curriculum in schools for children with intellectual disability (ID) and on enriching learning and teaching materials for implementing the new academic structure are \$19.5 million and \$20.5 million respectively. The expenditures incurred for the specific programmes to provide support for schools have covered different categories of ID students (mild, moderate or

severe grade) and non-ID students with special educational needs in special schools. These programmes include curriculum adaptation and resource development, provision of senior secondary curriculum support grant and diversity learning grant for schools. The revised estimates for these programmes for 2015/16 school year are \$13.9 million and estimates for the 2016/17 school year are \$18.3 million.

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Estimated Expenditures for the SSRCs and SSRCS(SSD) in the 2015/16 and 2016/17 School Years**(1) SSRCs**

	2015/16 school year	2016/17 school year
School A	\$344,000	\$320,000
School B	\$395,000	\$320,000
School C	\$206,000	\$320,000
School D	\$218,000	\$320,000
School E	\$284,000	\$320,000
School F	\$206,000	\$320,000
School G	\$335,000	\$320,000
School H	\$182,000	\$320,000
School I	\$257,000	\$320,000
School J	\$293,000	\$320,000

(2) SSRCS(SSD)

	2015/16 school year	2016/17 school year
School K	\$182,000	\$182,000
School L	\$182,000	\$182,000
School M	\$182,000	\$182,000
School N	\$182,000	\$284,000
School O	\$182,000	\$182,000
School P	\$182,000	\$182,000
School Q	\$182,000	\$182,000

- End -

CONTROLLING OFFICER'S REPLY**EDB093****(Question Serial No. 2810)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 38 that the Vocational Training Council (VTC) will “support the Government in promotion of vocational and professional education and training (VPET)” and “continue the industry attachment programme for students so as to enhance their employability and prepare them for a smooth transition from study to work”. In this connection, will the Education Bureau inform this Committee of the following:

- (1) In the 2015/16 and 2016/17 financial years, what initiatives will the VTC take to assist the Government in promotion of VPET? What is the estimate for those initiatives?
- (2) In the 2015/16 and 2016/17 financial years, what are the number of industrial attachment opportunities provided through the implementation of the Programme, the estimate for providing such attachment opportunities, and the reasons for the increase or decrease in the estimate?

Asked by: Hon Mrs Regina IP LAU Suk-yee (Member Question No. 45)

Reply:

- (1) The Vocational Training Council (VTC), as the major vocational and professional education and training (VPET) provider in Hong Kong, has been actively promoting the benefits and value of VPET. The key promotion strategies and activities are highlighted as follows –
 - (a) To strengthen the engagement with different stakeholders in the community, including students, parents, school principals, teachers and the general public to promote VPET;
 - (b) To enhance public awareness of VPET programmes via advertising and promotion campaigns in various media including television, newspaper, outdoor platforms, social media as well as digital media;
 - (c) To raise the awareness of the general public of the importance of VPET and skills training through organising skills competitions, demonstrations and career exhibitions; and
 - (d) To promote apprenticeship and traineeship schemes to attract young people to join various industries and help them plan their career pathways.

All these activities form an integral part of VTC's on-going work and no additional resources are sought. Furthermore, in response to the Government's acceptance of the recommendations made by the Task Force on Promotion of Vocational Education in the 2016 Policy Address, VTC is currently reviewing its strategies in promoting VPET with a view to widening the acceptance of VPET among the general public.

- (2) With the Government's one-off funding support of \$43 million in 2012-13, VTC had launched a two-year pilot programme to support industrial attachments for student intakes to subvented Higher Diploma programmes in the 2012/13 and 2013/14 academic years. The programme aims at enhancing the employability of students and preparing them for a smooth transition from study to work.

The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employment-readiness. Given the encouraging results, recurrent funding of about \$18 million has been allocated to VTC starting from the 2014/15 academic year to provide industrial attachment opportunities for students mainly studying subvented Higher Diploma programmes and certain Diploma of Vocational Education programmes. About 9 000 students in VTC will benefit every year.

- End -

CONTROLLING OFFICER'S REPLY**EDB094****(Question Serial No. 2811)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 46 that “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”. In this regard, will the Bureau inform this Council of the specific measures or support that have been taken or given by the Bureau and the Standing Committee on Language Education and Research to improve the language skills of the community in general, the revised estimates or estimates for carrying out those measures and the reasons for the increase or decrease in the estimates for 2015-16 and 2016-17 financial years.

Asked by: Hon Mrs Regina IP LAU Suk-yee (Member Question No. 46)

Reply:

All along, we have been implementing various support measures for raising the Chinese and English standards of our primary and secondary students as well as the community in general. In 2015-16 financial year, the provision for the purpose totalled \$919.63 million, of which \$102.88 million is from Language Fund. In 2016-17 financial year, the estimated expenditure is \$892.66 million, of which \$44.13 million is from Language Fund. The decrease in the estimates for 2016-17 financial year is mainly due to the allocation of funds for research and development projects in 2015-16 financial year. Details of the support measures are tabulated as below:

Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their

No.	Name of Project	Details
		professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the Chinese and English Language curriculum more effectively.
4.	Resource packages for language teachers	To enhance teachers' knowledge and skills and to give them suggestions on effective learning, teaching and assessment of Chinese and English Language.
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme for Primary Schools (PNET Scheme)	Under the PNET Scheme, NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
2.	The Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools (ENET Scheme)	Under the ENET Scheme, NETs collaborate with local English teachers to enrich the English language environment in schools and to enhance the learning and teaching of English with linguistically and culturally authentic materials and resources. In general, an eligible public sector secondary school is provided with a NET.
*3.	Promotion of Chinese	To promote Chinese writing to local students, nurture writing culture in schools, arouse students' interest and enhance their proficiency in writing. District-based

No.	Name of Project	Details
		programmes are also organised for non-Chinese speaking (NCS) students to motivate them to learn Chinese Language.
*4.	Promotion of Putonghua	To create a conducive language environment for students and provide them opportunities to use Putonghua.
*5.	English Alliance	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.
*6.	Sponsorship Project	To engage community partners to organise language-related events/competitions in the community.
E. Others		
*1.	Research and Development Projects#	To fund research and development projects on specific themes which are of strategic importance to the language education of Hong Kong.
*2.	Workplace English Campaign	To heighten public awareness on the importance of English in the workplace and raise the English standards of the Hong Kong workforce.
3.	Support for Non-Chinese Speaking (NCS) Students in Learning Chinese Language	To develop the “Learning Framework” and the supporting learning and teaching materials for implementation starting from the 2014/15 school year.
*4.	Strengthening Support for Non-Chinese Speakers in Learning Chinese Language	To develop vocational Chinese Language courses for non-Chinese speaking school leavers to enhance their employability, and develop learning and teaching materials to provide them with self-learning tools in learning Chinese Language as well as enhance effectiveness in teaching Chinese Language for NCS.

* Initiatives funded by Language Fund

**The initiative is funded out of Head 173 Student Financial Assistance Agency

An allocation of \$50.9 million was approved in 2015-16 financial year under the Language Fund for research and development projects which will be completed by 2018-19 financial year.

- End -

CONTROLLING OFFICER'S REPLY

EDB095

(Question Serial No. 2812)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 47 that the Education Bureau (EDB) will “continue to monitor and facilitate the provision of school places for meeting the needs of the international community in Hong Kong, particularly through allocation of vacant school premises and greenfield sites for international school development”. Will EDB inform this Committee of the following:

- (1) In the 2015/16 and 2016/17 financial years, what is the revised estimate or the estimate for the said initiatives?
- (2) In the 2015/16 financial year, what are the total number of international secondary schools, international primary schools, international kindergarten and other types of international schools, as well as the number of school places of the respective types of international schools?
- (3) In the 2016/17 financial year, what will be the estimated total number of international secondary schools, international primary schools, international kindergarten and other types of international schools, as well as the number of school places of the respective types of international schools?
- (4) Has EDB taken initiatives to proactively assist overseas professionals in making arrangements for their children's enrolment in international schools in Hong Kong? If it has, what are the details of the initiatives? What is the revised estimate or the estimate for the said initiatives for the 2015/16 and 2016/17 financial years?

Asked by: Hon Mrs Regina IP LAU Suk-yee (Member Question No. 47)

Reply:

The Government is committed to developing a vibrant international school sector mainly to meet the demand for international school places from overseas families living in Hong Kong and families coming to Hong Kong for work or investment. In this regard, the Government has been supporting development of international primary and/or secondary schools through allocation of suitable vacant school premises and greenfield sites, as well as providing support for in-situ expansion of existing international primary and/or secondary schools. Under the prevailing policy, international schools receiving government assistance in the form of vacant premises or sites are required to admit non-local students at no less than 70% of their overall student population. Under the last school allocation exercise completed in 2015, favourable consideration was given to proposals accepting a higher proportion of non-local students. All of the five successful applicants have committed to allocate 80% or more of the school places to non-local students.

In the 2015/16 school year, there are a total of 50 international schools (excluding the special school) in Hong Kong, offering some 22 400 primary school places (including reception places as appropriate) and about 18 700 secondary school places ^{note}.

We expect that the provision of additional international school places through the past School Allocation Exercises, in particular the two recent ones completed in 2013 and 2015 respectively, and planned expansion projects of individual schools will gradually materialise in the coming few years. Based on the latest projection provided by relevant schools where applicable, it is projected that around 1 100 additional places will be available in 2016/17 school year. It is however worth noting that future provision of additional places among individual schools especially the new ones will be affected by a number of factors such as applications received each year, teacher recruitment, and renovation and construction works involved in school development.

Recurrent administrative expenditure arising from the monitoring of the supply and demand of international school places, supporting international school expansion projects and the management of school allocation exercises for international school development will be absorbed by the existing resources of this Bureau.

Note

- (1) Figures include English Schools Foundation (ESF) schools and other private international schools but not the special school operated by ESF.
- (2) Figures refer to position as at September 2015.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

- End -

CONTROLLING OFFICER'S REPLY**EDB096****(Question Serial No. 1296)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Bureau aims at providing a broad range of support services for kindergartens as well as primary and secondary schools and catering for learner diversity. In recent years, the number of children with developmental disabilities such as attention deficit disorder and dyslexia has continued to increase. In this regard:

- (1) What support services for ordinary kindergartens or kindergarten-cum-child care centres have been provided by the Bureau so that students in need of such services can receive training and treatment as soon as possible during the golden period for intervention? Will the Bureau increase resources to provide support for kindergartens or child care centres and provide more relevant training and support for frontline teachers? If yes, what are the details? How are they different from those of 2014 and 2015? If no, what are the reasons?
- (2) Will the Bureau consider extending the relevant support services to primary schools to provide continuous support for students? If yes, what are the details? What are the estimated expenditure and manpower arrangement? If no, what are the reasons?

Asked by: Hon Paul TSE Wai-chun (Member Question No. 14)

Reply:

(1)

The Government has all along been providing various services for children with developmental problems through the collaborative efforts of various government departments, including Department of Health (DH), Hospital Authority (HA), Social Welfare Department (SWD) and Education Bureau (EDB). Specifically, DH and HA arrange assessment, treatment and referral of rehabilitation services for children with developmental disorders. SWD provides pre-school rehabilitation services for children with disabilities from birth to the age of six and helps their families meet their special needs. EDB provides training for kindergarten (KG) teachers in collaboration with DH to equip pre-primary teachers, among others, so that they can identify children with developmental problems for due referral for initial assessment at Maternal and Child Health Centres (MCHCs). Professional development programmes and school-based support services are also provided by EDB to strengthen teachers' capacity in formulating appropriate teaching strategies to meet the developmental needs of children and to handle individual differences.

Besides, the Labour and Welfare Bureau has launched a pilot scheme to provide on-site rehabilitation services to benefit children with special needs who are studying in KGs and KG-cum-child care centres. The service is delivered by inter-disciplinary teams (comprising occupational therapists, physiotherapists, speech therapists, clinical / educational psychologists, social workers and special child care workers). With the implementation

of the free quality KG education policy with effect from the 2017/18 school year, the enhanced teacher-pupil ratio of 1:11 (principal not included) will create space for KG teachers to collaborate among themselves to take care of the diverse needs of students (including those at risk of developmental delay), and to enable better professional collaboration with the inter-disciplinary teams in the above-mentioned pilot project to support the students with special needs.

In addition, EDB will set up a dedicated team of educational psychologists and professional staff to develop appropriate intervention models and teaching resource packages for use of KG teachers to cater for the students at risk of developmental delay and deliver relevant professional training for KG teachers. Besides, EDB will devise a teacher professional development framework to enhance their understanding of the children's development needs and to empower them to identify and cater for learner diversity, including children at risk of developmental or behavioral problems. Under the framework, more structured in-service training programmes will be offered for KG teachers and training targets will be set for each KG.

(2)

For students who are entering Primary One and assessed as having special educational needs (SEN) by the Child Assessment Service (CAS) under the DH/HA, EDB will, upon parent consent, transfer their information provided by CAS to the schools concerned before commencement of the school year for early arrangement of suitable support services. Moreover, EDB has put in place a territory-wide "Early Identification and Intervention Programme for Primary One Students with Learning Difficulties" for all public sector primary schools to identify students in primary one suspected of having learning difficulties. Schools will arrange early intervention for those students identified to have learning difficulties and monitor the progress of the students. All students assessed to have SEN, including students with specific learning difficulties and attention deficit/hyperactivity disorder will be provided with support by their schools having regard to their individual needs, under a 3-Tier Intervention Model. Tier-1 support refers to helping students with mild or transient learning difficulties through the use of basic resources and quality teaching in regular classrooms. Tier-2 support refers to "add-on" intervention, such as small group learning and pull-out programmes, for students with persistent learning difficulties including those with SEN. Tier-3 support refers to intensive individualized support for students with severe learning difficulties and SEN.

To support schools to cater for their students with SEN, EDB has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools, professional support and teacher training. The additional resources include Learning Support Grant, Enhanced Speech Therapy Grant, and additional teachers under different schemes, etc. Schools should pool school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, including employing additional teachers, teaching assistants or hiring professional services (such as speech therapy and other specialist services).

EDB provides schools with professional support on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists. Besides, the professional staff of EDB pays regular visits to schools to render professional advice on their support policies and measures, teaching strategies and resource deployment, etc. Starting from the 2016/17 school year, the School-based Educational Psychology Service will cover all public sector primary and secondary schools and it will be further enhanced by progressively improving the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with SEN. We have also been developing teaching resources for use of teachers and parents to cater for students with SEN. EDB has invited schools with rich experience in supporting students with SEN and implementing integrated education (IE) to serve as Special Schools cum Resource Centres and Resource Schools on Whole School Approach. They conduct professional exchanges with other mainstream schools on effective strategies in implementing IE and provide school-based support for them.

In terms of teacher training, EDB launched a teacher professional development framework in the 2007/08 school year to enhance teachers' capacity in supporting students with SEN, under which structured teacher training pitched at basic, advanced and thematic levels (BAT Courses) are arranged. Apart from the BAT Courses, EDB also provides teachers and other school personnel such as school heads and teaching assistants with different theme-based training activities, including seminars, workshops and sharing sessions to equip school staff at different levels with relevant knowledge and skills to cater for the students with SEN.

The estimated additional expenditure on support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2015/16 school year is about \$1,315 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB097

(Question Serial No. 2156)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the estimate for the number of officers, annual pay, housing allowances, expenses for duty visits and entertainment expenses for the following posts of the Education Bureau in 2016-17:

- Secretary
- Under Secretary
- Press Secretary
- Political Assistant
- Staff Officer to Secretary for Education's Office
- Executive Officer / Secretary for Education's Office
- Permanent Secretary
- Deputy Secretary
- Principal Assistant Secretary
- Assistant Secretary
- Senior Executive Officer
- Executive Officer
- Senior Project Executive
- Administrative Assistant
- Chief Executive Officer
- Education Officer
- Senior Executive Officer
- Senior Clerical Officer
- Clerical Officer
- Curriculum Development Officer
- Chief Curriculum Development Officer
- Senior Curriculum Development Officer
- Project Officer

Asked by: Hon LEUNG Kwok-hung (Member Question No. 2013)

Reply:

The estimate for the number of officers and the annual salaries in 2016-17 for the posts listed in the question are tabulated below—

	<u>Post/Rank</u>	<u>Number</u>	<u>Nature</u> ^{Note 1}	<u>Annual Salary</u> ^{Note 2} <u>(\$million)</u>
(a)	Secretary for Education	1	PA	3.58
(b)	Under Secretary for Education	1	PA	2.33
(c)	Press Secretary to Secretary for Education	1	CS	1.31
(d)	Political Assistant to Secretary for Education	1	PA	1.25
(e)	Staff Officer to Secretary for Education's Office	1	CS	0.93
(f)	Executive Officer / Secretary for Education's Office	1	CS	0.68
(g)	Permanent Secretary	1	CS	3.15
(h)	Deputy Secretary	6	CS	14.22
(i)	Principal Assistant Secretary	12	CS	26.20
		1	Non-CS	
(j)	Assistant Secretary	12	CS	14.79
(k)	Senior Executive Officer	35	CS	32.61
(l)	Executive Officer (Including Executive Officer I and II)	102 ^{Note 3}	CS	58.67
(m)	Senior Project Executive	See Note 4	NCSC	See Note 4
(n)	Administrative Assistant	See Note 4	NCSC	See Note 4
(o)	Chief Executive Officer	7	CS	9.16
(p)	Education Officer	452	CS	384.86
(q)	Senior Executive Officer	35	CS	32.61
(r)	Senior Clerical Officer	23	CS	11.90
(s)	Clerical Officer	125	CS	48.84
(t)	Chief Curriculum Development Officer	15	CS	25.56
		4	Non-CS	
(u)	Senior Curriculum Development Officer	29	CS	56.00

	<u>Post/Rank</u>	<u>Number</u>	<u>Nature</u> ^{Note 1}	<u>Annual</u> <u>Salary</u> ^{Note 2} <u>(\$million)</u>
		24	Non-CS	
(v)	Curriculum Development Officer	91 103	CS Non-CS	157.40
(w)	Project Officer	See Note 4	NCSC	See Note 4

Notes

- 1 PA denotes politically-appointed officials; CS denotes civil service posts; NCSC denotes non-civil service contract positions and Non-CS denotes non-civil service posts.
- 2 Notional Annual Mid-point Salary (NAMS) is used for calculating the salaries of the civil service posts.
- 3 This figure excludes the Executive Officer/Secretary for Education's Office post (i.e. post/rank (f)).
- 4 We may engage these personnel in a year to meet changing operational and service needs. We are therefore unable to project the number in the 2016-17 financial year before it begins.

Provision for housing allowances for the civil service as a whole is centrally provided for under Head 46 General Expenses of the Civil Service and there is no provision for individual officers under Head 156. As regards the non-civil service Curriculum Development Officers posts, the estimates for expenditure for housing benefits of the incumbents in 2016-17 under Head 156 are \$12.6 million. There is no provision for housing allowances for the Secretary, Under Secretary, Political Assistant and the other non-civil service contract staff.

In 2016-17, officials of Education Bureau will conduct duty visits and consume official meals based on operational needs and prior approval is needed before incurring any related expenses. In making an application for duty visit or official entertainment, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. There is no provision for expenses for duty visits and entertainment for individual officers.

- End -

CONTROLLING OFFICER'S REPLY**EDB098****(Question Serial No. 2181)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In the 2015/16 school year, how many cross-boundary students (CBS) were allocated P1 school places through the dedicated school net of the Central Allocation? How many were admitted to P1 through the Discretionary Places Admission? Please list by districts.

Asked by: Hon LEUNG Kwok-hung (Member Question No. 2038)

Reply:

The Primary One Admission (POA) System is divided into two stages, namely the Discretionary Places Admission stage and the Central Allocation stage. In brief, at the Discretionary Places Admission stage, parents including parents of cross-boundary students (CBS) may apply to any public sector primary schools. School places in the Central Allocation stage are allocated to students who have not been offered a Discretionary Place by schools and based primarily on parents' prioritised choices. In the case of over-subscribed schools at the Central Allocation stage, applicant children residing in school nets under the POA System will be allocated a Primary 1 (P1) place in any school having available places in the school net to which they belong, though the schools allocated may not have been chosen by the parents. Likewise, CBS will be allocated a school place in the schools having available places and specified in the respective Choice of Schools List for the Central Allocation of the POA cycle. The Choice of Schools List for the Central Allocation (For Applicant Children Residing in the Mainland) consists of all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun : 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen long : 72 (Tin Shui Wai), 74 (Yuen Long East); the North District : 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po : 84) and individual schools in other districts having CBS and are ready and willing to support CBS. The number of P1 places included in the Choice of Schools List for the Central Allocation (For Applicant Children Residing in the Mainland) of POA 2015 for admission to P1 in the 2015/16 school year by school net is tabulated at Annex A.

In POA 2015 (for admission to P1 in the 2015/16 school year), a total of 4 149 CBS were allocated a P1 place including 1 435 at the Discretionary Places Admission stage and 2 714 at the Central Allocation stage.

Every eligible applicant child will be allocated a public sector P1 place under the POA System. Apart from the afore-mentioned arrangement under the POA, due to various factors (including the number of newly arrived children from the Mainland, parental choices, etc.), there are uncertainties about the actual demand for P1 places and the situation in different districts or school nets in each allocation cycle may vary. The eventual number of places for the Central Allocation is subject to adjustment based on the actual demand for school places from January (school choice making) to May (computer-processing for the Central Allocation) every year. Based on the annual surveys conducted via schools, the number of CBS studying in public sector schools at P1 level in the 2015/16 school year with breakdown by district is at Annex B.

**Primary One Places in Choice of Schools List for Central Allocation
for Cross-boundary Students in Primary One Admission (POA) 2015 by School Net
(For Admission to Primary One in the 2015/16 School Year)**

POA School Net	P1 Places
43	150
66	175
70	616
71	201
72	695
74	70
80	112
81	117
83	24
84	152
89	100
98	200

Note:

Figures refer to the position as at January of 2015 when the 2015 Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland) was compiled to facilitate parents to make school choice for Central Allocation of POA 2015.

**Number of Cross-boundary Students (CBS) Studying in Public Sector Schools
at Primary One in the 2015/16 School Year**

District	Number of CBS
North	1 194
Tai Po	550
Yuen Long	1 039
Tuen Mun	716
Tsuen Wan	7
Kwai Tsing	38
Tung Chung	57
Sha Tin	162
Wong Tai Sin	106
Total	3 869

Note:

Figures are based on the annual survey conducted via schools in September 2015 on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts.

- End -

CONTROLLING OFFICER'S REPLY

EDB099

(Question Serial No. 2076)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Under this programme, it is stated that the Bureau continues to oversee the implementation of the Basic Competency Assessment and it is mentioned under Matters Requiring Special Attention that the Bureau will continue to implement measures and make refinements to enhance the development of Hong Kong as a regional education hub, including planning to introduce the Hong Kong Scholarship for Belt and Road Students with a view to attracting outstanding students from the Belt and Road regions to pursue undergraduate study in Hong Kong starting from the 2016/17 academic year. Will the Administration inform this Committee of the followings:

- (1) For 2016-17, what are the staffing, estimated annual expenditure on emoluments and operational expenses for overseeing the implementation of the Basic Competency Assessment under this programme?
- (2) What are the staffing, estimated annual expenditure on emoluments and operational expenses for overseeing the Territory-wide System Assessment (TSA) at primary 3, primary 6 and secondary 3 under this programme?
- (3) It is learnt that the Deputy Secretary for Education (5) is responsible for the review of the TSA. What is the annual expenditure on emoluments for this post for 2016-17?
- (4) For 2016-17, what are the staffing, estimated annual expenditure on emoluments and operational expenses for implementing measures relating to the Hong Kong Scholarship for Belt and Road Students?
- (5) For 2016-17, what are the staffing, estimated annual expenditure on emoluments and operational expenses for enhancing the development of Hong Kong as a regional education hub?
- (6) What are the operational expenses, staffing, estimated annual expenditure on emoluments for this programme for 2016-17?
- (7) There is an increase of 26 posts in 2016-17 under this programme, what are the names, main duties and estimated annual emoluments of these 26 posts?

Asked by: Hon Albert CHAN Wai-yip (Member Question No. 37)

Reply:

(1) and (2)

The manpower and the relevant staff costs in relation to the Basic Competency Assessment (BCA) project could not be identified separately as they are absorbed by the existing resources of the Education Bureau (EDB).

EDB has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the BCA project, including the Primary 3, Primary 6 and Secondary 3 Territory-wide System Assessment (TSA). The payment to the HKEAA is settled annually in compliance with the terms of the contract and service items (including item setting, printing and administration fees on administering schools' participation in the assessment). The contract sum on TSA under the 2015-2018 contract is \$296 million. Average expenditure per year is \$74 million. Taking into account the report by the Coordinating Committee on Basic Competency Assessment and Assessment Literacy on TSA, we will follow up on the implementation of the recommendations, including reviewing the related resources requirement.

(3)

The annual salary for Deputy Secretary for Education (5) (DS(Ed)5) is \$2.29 million. ^{Notes 1 and 2}

(4)

The amount of scholarship to be granted under the Hong Kong Scholarship for "Belt and Road" Students in 2016-17 will be at most \$1.2 million. The manpower and related expenditure for the administration of the scheme could not be identified separately as they are absorbed by the existing resources of EDB.

(5)

The initiatives of enhancing Hong Kong as a regional education hub are regular policy work of EDB. Hence, the manpower and related expenditure for its implementation could not be identified separately as they are absorbed by the existing resources of EDB.

(6)

For 2016-17, the financial provision for the operational expenses for Programme 7 is \$2,102.16 million. The staffing and provision of personal emoluments for this programme are 1 679 and \$1,011.1 million respectively.

(7)

The increase of 26 posts under Programme 7 in 2016-17 is the net result of the planned creation of 32 posts and planned deletion of 6 posts. The breakdown of the above posts by rank and annual salary is as follows-

<u>Rank</u>	<u>Posts to be created</u>	<u>Annual Salary</u> ^{Note 1} <u>(\$million)</u>
Education Officer (Administration)	4	3.73
Assistant Education Officer (Administration)	4	2.37
Principal Inspector	1	1.31
Inspector (Graduate)	2	1.70
Assistant Inspector (Graduate)	3	1.86
Treasury Accountant	1	0.89
Senior Accounting Officer	1	0.93
Senior Executive Officer	2	1.86
Executive Officer I	1	0.68
Executive Officer II	6	2.71
Analyst/Programmer I	1	0.68
Analyst/Programmer II	2	0.90

<u>Rank</u>	<u>Posts to be created</u>	<u>Annual Salary</u> ^{Note 1} <u>(\$million)</u>
Statistician	1	0.85
Assistant Clerical Officer	2	0.49
Workman II	1	0.15
Sub-total (A):	32	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Annual Salary</u> ^{Note 1} <u>(\$million)</u>
Senior Education Officer (Administration)	-1	1.31
Education Officer (Administration)	-2	1.86
Assistant Education Officer (Administration)	-1	0.59
Treasury Accountant	-1	0.89
Systems Manager	-1	0.93
Sub-total (B):	-6	
Net Total [(A)+(B)]:	26	

The 26 net additional posts are mainly for strengthening the professional and administrative support to various services; and for replacing long-term non-civil service contract positions.

Note 1: Notional Annual Mid-point Salary (NAMS) is used for calculating the salaries of the civil service posts.

Note 2: The review of TSA only accounts for a very small part of DS(Ed)5's duties.

- End -

CONTROLLING OFFICER'S REPLY

EDB100

(Question Serial No. 2077)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the ongoing consultation on the renewal of the Chinese Language Education Key Learning Area Curriculum Guide (Primary 3 to Secondary 6), would the Government inform this Committee what is the estimated annual salary expenditure of the Chief Curriculum Development Officer (Chinese Language Education) responsible for the above consultation exercise in the Curriculum Development Institute of the Bureau in 2016-17?

Asked by: Hon Albert CHAN Wai-yip (Member Question No. 38)

Reply:

The Chief Curriculum Development Officer (Chinese Language Education) (CCDO(CLE)) is responsible for the curriculum development of Chinese Language Education. In 2016-17, the estimated annual salary expenditure of the CCDO(CLE) is \$1.3 million.

Note: Notional Annual Mid-point Salary (NAMS) is used for calculating the salary of the CCDO(CLE) post.

- End -

CONTROLLING OFFICER'S REPLY**EDB101****(Question Serial No. 2562)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Under the Brief Description of this Programme, the Administration states that the Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides professional support, where appropriate, to schools. The Administration even refers the above works as national education. In this regard, will the Government inform this Committee of the following:

- (1) What were the operating expenses involved in offering opportunities for students to join Mainland exchange programmes in 2015-16? What was the number of participants? What was the number of schools involved?
- (2) What are the operating expenses, manpower and estimated annual expenditure on emoluments involved in offering opportunities for students to join Mainland exchange programmes in 2016-17?
- (3) What are the operating expenses, manpower and estimated annual expenditure on emoluments of the Students Mainland Exchange Programme Section in 2016-17?
- (4) In respect of arranging professional exchange programmes for teachers, what was the number of teachers participated in the programme in 2015-16? What was the number of schools involved?
- (5) What are the manpower and annual expenditure on emoluments in arranging professional exchange programmes for teachers in 2016-17?

Asked by: Hon Albert CHAN Wai-yip (Member Question No. 51)

Reply:

- (1) The number of secondary and primary school students who had received subsidies to join the Mainland exchange programmes (MEPs) in 2015-16 and the expenditure involved are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)	Expenditure (\$million)
2015-16 ⁺	58 000	62.7

⁺ Provisional figures

The Education Bureau (EDB) does not keep information about whether and when individual schools have joined the MEPs, and therefore does not have a readily available number of schools involved.

(2) & (3) The estimated expenditure for organising MEPs for students in 2016-17 is \$96.4 million. The establishment of the Students Mainland Exchange Programme Section includes 15 officers of various ranks and the estimated expenditure on salaries in 2016-17 is about \$12 million.

(4) In 2015-16, the number of teachers participated in professional exchange programmes for teachers is 260. As teachers participated in the programmes in personal capacity, we do not keep data on schools involved.

(5) The staffing resources for the provision of professional exchange programmes for teachers are absorbed in the recurrent expenditures of EDB.

Note: Notional Annual Mid-point Salary (NAMS) is used for calculating the salaries.

- End -

CONTROLLING OFFICER'S REPLY

EDB102

(Question Serial No. 1885)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (1) Director of Bureau's Office
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What are the respective estimated expenditures on the annual pay of the Secretary for Education, his Under Secretary and Political Assistant for 2016-17?

Asked by: Hon WONG Yuk-man (Member Question No. 10)

Reply:

For budgetary purposes, the estimates for the salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in 2016-17 are \$3.58 million, \$2.33 million and \$1.25 million respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB103****(Question Serial No. 1965)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau allocates funding to schools admitting non-Chinese speaking students to implement the "Chinese Language Curriculum Second Language Learning Framework". Schools can adopt different modes like pull-out teaching, split-class/ group learning, after-school consolidation, increasing Chinese Language lesson time, cross-curricular learning, allocating more teachers or teaching assistants to a class, etc.

In this connection, will the government inform this Council of how different schools use the funding by tabulating the amount of funding used by schools on various types of support programmes for non-Chinese speaking students and the respective numbers of schools using the funding in each of these ways in 2015/16.

Mode	Number of primary schools adopting such a mode	Number of secondary schools adopting such a mode	Total amount of funding spent by all schools on such a mode
Pull-out teaching			
Split-class/ group learning			
After-school consolidation			
Increasing Chinese Language lesson time			
Cross-curricular learning			
Allocating more teachers or teaching assistants to a class			
Others (please specify)			
Total number of schools implementing the Learning Framework			

Asked by: Hon Claudia MO (Member Question No. 15)Reply:

The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools and the creation of an inclusive learning environment in schools. The "Learning Framework" is applicable to all public sector primary and secondary schools and Direct Subsidy Scheme schools offering the local curriculum which admit NCS students. In the 2015/16 school year, there are about 610 schools (including 330 primary schools and 280 secondary schools) admitting NCS students.

To facilitate implementation of the “Learning Framework”, schools admitting 10 or more NCS students are provided with the enhanced funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students to adopt diversified intensive learning and teaching modes as appropriate with a view to helping NCS students bridge over to mainstream Chinese Language classes as early as possible. As regards schools admitting a handful (i.e. 1 to 9) of NCS students, their NCS students can benefit from the immersed Chinese language environment of the school as well as the “Learning Framework”. From the 2014/15 school year, they may apply for an additional funding of \$50,000 on a need basis to offer after-school support programmes in learning Chinese to consolidate what their NCS students have learnt in classes.

In the 2015/16 school year, a total of 197 schools (including 112 primary schools and 85 secondary schools) are provided with the enhanced funding. The school plans submitted by these schools show that they will make reference to the learning progress of their NCS students at different learning stages based on the “Learning Framework” and adjust the learning targets and teaching strategies, including different intensive learning and teaching modes like pull-out learning, split-class/group learning, after-school consolidation, etc. as appropriate. The intensive learning and teaching modes adopted by schools are tabulated below:

Intensive learning and teaching modes ^{Note 1}	Number of primary schools adopting such mode	Number of secondary schools adopting such mode
Pull-out learning	67	54
Split-class/group learning	36	35
After-school consolidation ^{Note 2}	141	115
Increasing Chinese Language lesson time	30	18
Learning Chinese across the curriculum	15	8
Co-teaching with 2 or more teachers/teaching assistants to provide in-class support	51	19

Notes:

1. Schools may adopt more than one learning and teaching mode.
2. The figures include 34 primary schools and 48 secondary schools admitting a handful (i.e. 1 to 9) of NCS students with additional funding for after-school consolidation.

Schools receiving the enhanced funding generally adopt a holistic approach in resource planning and deployment of staff for implementation of different intensive learning and teaching modes which may be adjusted having regard to the changing needs and circumstances of their NCS students in learning the Chinese language. A breakdown of expenditure by each mode is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB104****(Question Serial No. 2092)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- (a) the number of primary schools using Chinese as the primary medium of instruction, the number of students studying in these primary schools, the number of non-Chinese speaking students studying in these primary schools and the number of ethnic minority student studying in these primary schools;
- (b) the number of primary schools using English as the primary medium of instruction, the number of students studying in these primary schools, the number of non-Chinese speaking students studying in these primary schools and the number of ethnic minority student studying in these primary schools;
- (c) of the primary schools referenced in (b), the number of schools that use Putonghua as the medium of instruction in Chinese language classes, and the number of non-Chinese speaking students studying in these primary schools;
- (d) the number of secondary schools using Chinese as the primary medium of instruction, the number of students studying in these secondary schools, the number of non-Chinese speaking students studying in these secondary schools and the number of ethnic minority student studying in these secondary schools; and
- (e) the number of secondary schools using English as the primary medium of instruction, the number of students studying in these secondary schools, the number of non-Chinese speaking students studying in these secondary schools and the number of ethnic minority student studying in these secondary schools; and
- (f) of the secondary schools referenced in (e), the number of schools that use Putonghua as the medium of instruction in Chinese language classes, and the number of non-Chinese speaking students studying in these secondary schools.

Asked by: Hon Claudia MO (Member Question No. 18)

Reply:

On primary school education, the Government advocates the use of the mother tongue (i.e. Chinese, in the context of Hong Kong) as the principal medium of instruction (MOI) since students learn most effectively through the mother tongue. Irrespective of the school-based MOI arrangements adopted, schools should endeavour to nurture talents proficient in both Chinese and English. We will continue to strengthen language

learning and teaching in primary schools to help students build a solid foundation for a smooth transition to secondary education.

As regards secondary school education, starting from the 2010/11 school year, there is no longer bifurcation of public sector secondary schools into Chinese-medium and English-medium schools based on the teaching medium adopted at the junior secondary levels of Secondary 1 to Secondary 3. To ensure students' learning effectiveness, the choice and number of subjects taught in English may vary between classes within individual schools as well as among schools under the prescribed criteria. Besides, schools may also choose to conduct extended learning activities in English, which include, among others, the use of the English medium for not more than two non-language subjects. With the adoption of subject grouping at senior secondary levels in public sector schools, schools have the discretion to decide on the number of students in each teaching group including the teaching medium having regard to students' needs, aspiration and capabilities to facilitate students' articulation to multiple pathways.

Separately, it is worth noting that we are committed to encouraging and supporting non-Chinese speaking (NCS) students' integration into the community, facilitating their early adaptation to the local education system and mastery of the Chinese language. It is the earlier and the more the better for their exposure to and learning of Chinese.

Given the afore-mentioned diversified school-based arrangements, the number of students including NCS and ethnic minority (EM) students studying in public sector primary and secondary schools with breakdown by different teaching medium is not available. The total number of students studying in primary and secondary schools with breakdown by the number of NCS and EM students in the 2015/16 school year, according to the information collected through the annual Student Enrolment Survey, is tabulated below for reference:

Level	Total number of students (Notes 1 and 2)	Number of NCS students (Notes 2 and 3)	Number of NCS EM students (Notes 2 and 4)
Primary (Primary 1 - 6) (Note 5)	288 126	8 958	8 338
Secondary (Secondary 1 - 6) (Note 5)	329 757	8 782	7 998

Notes:

1. The total number of students includes also those who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.
2. Figures refer to the position as at September of 2015.
3. Figures on NCS students cover those whose ethnicity is Chinese but who are NCS based on the spoken language at home.
4. Figures on NCS EM students have excluded those whose ethnicity is not Chinese but with Chinese as the spoken language at home.
5. Figures cover students studying in public sector and Direct Subsidy Scheme primary and secondary schools. Figures do not include special schools.

In respect of the MOI for the Chinese Language Subject, primary and secondary schools may use Cantonese and/or Putonghua having regard to their own circumstances. As the number of schools that use Putonghua to teach the Chinese Language subject may vary every year, we do not possess such information.

- End -

CONTROLLING OFFICER'S REPLY**EDB105****(Question Serial No. 2093)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

The numbers of non-Chinese speaking students who have taken the P.3, P.6 and S.3 Territory-wide System Assessment (TSA) in 2015/16, and their percentage share of the total number of non-Chinese speaking students in that grade level, as tabulated in the table below;

TSA test taken in 2015/16	Number of NCS students	Total number of NCS students in the grade level	Percentage of NCS students in the grade level who have taken this TSA test
P3 Chinese language			
P3 English language			
P3 Mathematics			
P6 Chinese language			
P6 English language			
P6 Mathematics			
S3 Chinese language			
S3 English language			
S3 Mathematics			

The total numbers of students who have taken the P.3, P.6 and S.3 Territory-wide System Assessment (TSA) in 2015/16, and their percentage share of the total number of students in that grade level, as tabulated in the table below;

TSA test taken in 2015/16	Number of students	Total number of students in the grade level	Percentage of students in the grade level who have taken this TSA test
P3 Chinese language			
P3 English language			
P3 Mathematics			
P6 Chinese language			
P6 English language			
P6 Mathematics			
S3 Chinese language			
S3 English language			
S3 Mathematics			

among the students referred to in (a) and (b), the number of students attaining Basic Competency in the P.3, P.6 and the S.3 TSA respectively.

Asked by: Hon Claudia MO (Member Question No. 19)

Reply:

The Territory-wide System Assessment for 2015/16 school year is scheduled for June 2016. The figures are not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB106

(Question Serial No. 2094)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau (EDB) has implemented the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) with a view to enabling non-Chinese speaking students to bridge over to mainstream Chinese classes. In this connection, will the government inform this Council of:

The EDB’s working definition of a non-Chinese speaking student who has successfully “bridged-over” to the mainstream Chinese class;

The methods through which the EDB determines the number of non-Chinese speaking students who have successfully bridged over to mainstream Chinese classes in a school;

The number of non-Chinese speaking students who have bridged over to mainstream Chinese classes in the 2014/15 and 2015/16 school years, and which grade levels these students are in;

The number of non-Chinese speaking students who are expected to bridge over to mainstream Chinese classes in the second half of the 2014/15 and 2015/16 school years, and which grade levels these students are in;

The policy goal of the Learning Framework, in terms of the number and rate of non-Chinese speaking students bridging over to mainstream Chinese classes; and

Given the EDB stated that “the number of NCS students who have bridged over or are expected to bridge over to mainstream Chinese classes would in any case only serve as reference for evaluating the effectiveness of the support measures”, all the other methods with which the EDB evaluates the effectiveness of the support measures.

Asked by: Hon Claudia MO (Member Question No. 20)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools and the creation of an inclusive learning environment in schools.

The “Learning Framework”, developed from the perspective of second language learners, aims to provide teachers with a systematic set of learning targets, learning objectives and expected learning outcome arranged in “small” steps at different learning stages in accordance with the curriculum. It also serves as a set of

benchmarks for student attainment adopted as reference for evaluation of learning effectiveness. Schools are also provided with assessment tools that help them assess the attainment of NCS students as their on-going internal assessment with reference to the expected outcome of different levels. Through on-going observation and tracking of students' learning progress with reference to the expected outcome of the "Learning Framework", schools could then make evidence-based recommendations as to whether individual NCS students could bridge over to mainstream Chinese Language classes (i.e. generally referring to learning with their Chinese-speaking classmates at the same grade level) and help them make an informed choice for articulation to mainstream Chinese Language examination in the Hong Kong Diploma of Secondary Education or taking the Applied Learning Chinese (for NCS students) courses and attaining other internationally recognised Chinese Language qualifications.

All students, including NCS students, may experience ups and downs in their learning journey in primary and secondary schools. Individual NCS students' learning progress in Chinese may vary due to various factors. Teachers need to continue to monitor NCS students' learning progress even though they have been identified as suitable for studying in mainstream Chinese Language classes. Necessary support and counselling for NCS students' articulation to multiple pathways should be given in a timely manner to cater for their diversified learning needs and changes in learning progress, if any.

Against the above, to facilitate schools' implementation of the "Learning Framework" and creation of an inclusive learning environment in schools, schools provided with the enhanced funding according to the number of NCS students admitted from the 2014/15 school year are required to submit a school plan at the beginning of a school year and a report at the end of a school year. The plan and the report should include, among others, their NCS students' learning performance in Chinese based on the results of their performance evaluated by the assessment tools in conjunction with the "Learning Framework", the diversified intensive learning and teaching modes adopted to help the NCS students learn effectively and make steady progress with a view to bridging over to mainstream Chinese Language classes, and relevant feedback from major stakeholders. EDB has commissioned the University of Hong Kong to conduct analysis on NCS students' overall learning performance in Chinese by making reference to the results based on the assessment tools. The findings, in brief, show that NCS students (in particular those currently studying at junior primary levels) are generally able to learn Chinese more effectively and are expected to bridge over to mainstream Chinese classes in due course.

EDB has consulted teachers and language experts when formulating the "Learning Framework" and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. EDB will be reviewing the "Learning Framework" on an on-going basis and refine it in due course after consolidating different views and collecting learning and teaching experience in different school contexts. At the curriculum level, the "Learning Framework" would be reviewed, as appropriate, at an interval of 3 years, when a cycle of learning at each Key Stage (e.g. Primary 1 - 3, Primary 4 - 6, Secondary 1 - 3) has been completed.

The support measures, including the "Learning Framework", need time to take root and create a sustainable impact on the NCS students. The number of NCS students who have bridged over or are expected to bridge over to mainstream Chinese Language classes would in any case only serve as reference for evaluating the effectiveness of the support measures. EDB will, based on the research framework drawn up in light of advice from research and language experts, continue to collect and analyse data to evaluate the effectiveness of the support measures for NCS students and refine them as appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB107

(Question Serial No. 2095)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau launched a Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language), funded under the Language Fund, starting from the 2014/15 school year on a pilot basis. In this connection, will the government inform this Council of:

The number of kindergarten teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all kindergarten teachers in Hong Kong;

The number of kindergarten with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all kindergartens in Hong Kong;

The number of primary school teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all primary school teachers in Hong Kong;

The number of primary schools with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all primary schools in Hong Kong;

The number of secondary school teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all secondary school teachers in Hong Kong;

The number of secondary schools with teachers who are receiving or have completed post-secondary training in teaching Chinese as a second language and their percentage share among all secondary schools in Hong Kong;

The respective number of kindergarten, primary school and secondary school teachers subsidized by the Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) in 2014/15 and 2015/16, and are in the relevant recognised post-secondary programmes; and

Whether the Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) will be extended to kindergarten teachers, and if so, when.

Asked by: Hon Claudia MO (Member Question No. 21)

Reply:

In respect of teaching Non-Chinese Speaking (NCS) students to learn Chinese language, schools make different arrangements to cater for the needs of these students having regard to their own circumstances. The number of teachers teaching NCS students Chinese language may vary from school to school and even for the same school, from year to year. We do not possess data on teachers with training in teaching Chinese as a second language nor can we provide the number of schools with teachers in this regard.

With a view to encouraging serving Chinese Language teachers at primary and secondary levels to take courses that aim to enhance their pedagogical knowledge and skills in teaching Chinese to non-Chinese speaking (NCS) students, the Education Bureau (EDB) launches a Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language), funded under the Language Fund, starting from the 2014/15 school year on a pilot basis. In the 2014/15 and 2015/16 school years, 14 and 18 as well as nine and 14 serving Chinese Language teachers teaching at primary and secondary levels have respectively been approved for earmarking of grant under the Scheme. The provision of grant comprises two tiers, including a basic subsidy and an extra subsidy. A basic level of subsidy will be offered at 30% of the tuition fee of a programme of study recognised under the Scheme, subject to maximum of \$30,000 per teacher, upon successful completion of programme of study. There is no undertaking requirement. In order to encourage more Chinese Language teachers currently teaching Chinese to NCS students to apply for the grant and continue to teach in schools offering local school curriculum upon successful completion of programme of study, an extra 30% of the tuition fee, subject to an additional maximum of \$30,000 per teacher, will be offered to those teachers who continue to teach NCS students Chinese in schools offering local school curriculum for a total of three years within five years upon successful completion of programme of study. Upon completion of the pilot run, we will wrap up the experience and consider whether the Scheme could be extended to kindergarten teachers.

- End -

CONTROLLING OFFICER'S REPLY**EDB108****(Question Serial No. 2096)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has set up a dedicated team in the Bureau to step up the monitoring of the enhanced funding support for schools to support non-Chinese speaking students' learning. The team also examines the annual plans of the schools concerned on the use of the funding and verifies them against their annual school reports. Also, the Education Bureau has finalized the research framework to evaluate the effectiveness of various support measures for non-Chinese speaking students. In this connection, will the government inform this Council of:

- (1) The membership of the dedicated team;
- (2) The indicators set under the research framework to evaluate the effectiveness of the support measures for non-Chinese speaking students and the relative weights of these indicators;
- (3) The timeline of research framework and whether results from the research will be made publicly available;
- (4) Whether there is periodic review of the impact of the support measures including the "Chinese Language Curriculum Second Language Learning Framework";
- (5) How the Education Bureau engages researchers and teachers to make the evaluation and proposals following the evaluation more evidence-based;
- (6) What kinds of information the Bureau will make public from the evaluation process to be accountable to the public; and
- (7) How the Bureau will engage stakeholders such as civil society organizations and ethnic minorities in the evaluation process.

Asked by: Hon Claudia MO (Member Question No. 22)

Reply:

- (1) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools and the creation of an inclusive learning environment in schools. A dedicated team, comprising EDB officers, has been set up in EDB to ensure schools' proper use of the enhanced funding ranging from \$800,000 to \$1,500,000 provided for each eligible school

per school year for this purpose. Specifically, the team will examine the annual plans of the schools concerned on the use of the funding and verify them against their annual school reports. To monitor use of the funding, which is purpose-specific for supporting NCS students' learning of the Chinese language, the team will also conduct supervisory visits to the schools. Besides, feedback will be collected from major stakeholders of each school concerned (including the principals and the co-ordinator of support measures for NCS students in each school, Chinese Language teachers teaching NCS students, NCS parents, NCS students and non-governmental organisations where appropriate) through questionnaires, interviews, etc..

- (2) EDB will, based on the research framework drawn up in light of advice from research and language experts, continue to collect and analyse data to evaluate the effectiveness of the support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.
- (3)&(6) Data collection and associated research work under the research framework has started from the end of the 2014/15 school year, when initial data on the performance of NCS students and feedback on the impact of various support measures are available. EDB would share with stakeholders the findings, including the overall performance of NCS students in Chinese Language, feedback of schools on the support services and recommendations for improvement where appropriate.
- (4) The support measures would be reviewed on an on-going basis in light of all relevant consideration, including the findings under the research framework. As regards the "Learning Framework", EDB has consulted teachers and language experts when formulating it and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. We will be reviewing the "Learning Framework", especially the supporting materials, on an on-going basis and refine them in due course after consolidating different views and collecting learning and teaching experience in different school context. At the curriculum level, the "Learning Framework" would be reviewed, as appropriate, at an interval of 3 years, when a cycle of learning at each Key Stage (e.g. Primary 1 - 3, Primary 4 - 6, Secondary 1 - 3) has been completed. Besides, in the area of school-based professional support, feedback is being collected regarding our collaboration on student learning, teacher development and school development.
- (5) The research design is commissioned to researchers from tertiary institutions to benefit from their academic rigorousness and objectivity. First-hand information based on observation on the use of the "Learning Framework" for curriculum planning, learning, teaching and assessment as well as discussion with teachers will be used as the basis for evaluating the effectiveness of the support measures.
- (7) As an integral part of the evaluation process, EDB would engage widely stakeholders including non-governmental organisations and the ethnic minority communities through various data collection methods such as focus group discussions and interviews.

- End -

CONTROLLING OFFICER'S REPLY

EDB109

(Question Serial No. 2097)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

The list of government-funded kindergarten support programmes for non-Chinese speaking ("NCS") students in 2014/15 and 2015/16, including the institution implementing the programmes, the support target group of the programmes, the programme goal and nature, programme period, the number of kindergartens supported, the percentage of these kindergartens among all kindergartens with NCS students, the number of NCS students supported by the programme, the percentage of these kindergarten schoolchildren among all NCS kindergarten school children, and the amount of funding allotted;

The list of government-funded primary school support programmes for NCS students in 2014/15 and 2015/16, including the institution implementing the programmes, the support target group of the programmes, the programme goal and nature, programme period, the number of primary schools supported, the percentage of these primary schools among all primary schools with NCS students, the number of NCS students supported by the programme, the percentage of these NCS students among all NCS primary school students, and the amount of funding allotted;

The list of government-funded secondary school support programmes for NCS students in 2014/15 and 2015/16, including the institution implementing the programmes, the support target group of the programmes, the programme goal and nature, programme period, the number of secondary schools supported, the percentage of these secondary schools among all secondary schools with NCS students, the number of NCS students supported by the programme, the percentage of these NCS students among all NCS secondary school students, and the amount of funding allotted;

Asked by: Hon Claudia MO (Member Question No. 23)

Reply:

The list of government-funded support programmes implemented by institutions for non-Chinese speaking (NCS) students in the 2014/15 and 2015/16 school years and related information are provided below. As the support programmes have different objectives, target groups, durations, funding arrangements and enrollment arrangements, information like the number of students / schools supported by school levels and the related percentage figures is not readily available.

Name of programme and institution	Target participants	Goal and nature	Number of students supported in the 2014/15 & 2015/16 school years	Expenditure [#] (\$million)	
				2014/15	2015/16
Chinese Language Learning Support Centres The University of Hong Kong	NCS students in primary and secondary schools	To offer remedial programmes after school hours and during holidays at the Chinese Language Learning Support Centres for those NCS students who have a late start in learning the Chinese language	About 970 per year	3.8	3.7*
District-based programmes The Hong Kong Christian Service and The HKSKH Lady MacLehose Centre	NCS students aged 3 to 9 in localities with a greater concentration of NCS children	To motivate NCS students to learn Chinese through fun activities such as games and creative arts, etc.	About 400 per year	1.1	2.6*
Pilot on Providing Career-related Experience for NCS Students in Secondary Schools Caritas - Hong Kong	NCS students attending senior secondary class levels	To provide students with the knowledge about different jobs and prepare them for cultural adaption and integration at work through authentic career-related experience	About 600 in the 2015/16 school year	- [@]	0.4*
University-school Support Programmes (USP) The University of Hong Kong The PolyU Technology & Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University	Kindergartens/ primary schools / secondary schools+ admitting NCS students which have applied for this support programme	To provide school-based professional support for schools to build teachers' capacity of the learning and teaching of Chinese language for NCS students	The USP are provided at school level and the number of students supported is not available.	11.1	17.1*

[#] Round up to nearest one decimal

* Estimated figure

[@] The pilot project commenced in the 2015/16 school year

+ The USP provided for secondary schools was completed in the 2014/15 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB110

(Question Serial No. 2098)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the government tabulate the details of all the Education Bureau's support programmes for non-Chinese speaking students in 2014/15, 2015/16 and 2016/17 including the "Chinese Language Curriculum Second Language Learning Framework", development of the Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students, teacher training, Chinese Language Learning Support Centres and alternative Chinese examinations subsidies, and inform the Council of the actual total expenditure on support measures for non-Chinese speaking students in 2014/15 and the estimated total expenditures on support measures for non-Chinese speaking students in 2015/16 and 2016/17.

Asked by: Hon Claudia MO (Member Question No. 24)

Reply:

The support measures for non-Chinese speaking students from the 2014/15 to 2016/17 school years and the expenditure are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2014/15 to 2016/17 school years**

Support measures	Actual expenditure in the 2014/15 school year \$ million	Estimated expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 school year \$ million
Enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	197.8 Note 1	223.9 Note 1	244.8 Note 1
Development of the "Learning Framework" (to complement the Supplementary Guide to the Chinese Language Curriculum for NCS Students) and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note 1	3.0 Note 1	3.0 Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.8	3.7	4.0
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.8	2.6	2.9

Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.9	7.5
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.	1.87	2.09	2.34
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	1.09	2.58	1.72
Support for kindergartens admitting NCS students - (a) University-School Support Programmes financed by the Education Development Fund: (i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years (ii) a 2-year project to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years (b) School-based professional support services	 3.0 - Note 1	 0.7 Note 2 Note 1	 - Note 2 Note 1

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The estimated expenditure of the USP project is \$6.3 million and \$1.8 million for the 2015/16 and 2016/17 school years respectively. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure for kindergartens and primary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB111****(Question Serial No. 2099)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) In the 2015-16 financial year, the estimated provisions for providing native-speaking English teachers (NETs) for public sector primary and secondary schools are \$390 million and \$409.2 million respectively. What are the ultimate revised estimates? What are the respective estimates for providing NETs for public sector primary and secondary schools in the 2016-17 financial year? The Administration has indicated that it will prudently consider the views of different organisations on the NET Scheme, including a public opinion survey which reveals that more than half of the respondents support the deployment of resources for the NET Scheme to provide training for local English teachers. In addition, an internal study has been conducted and an academic has been commissioned to make an evaluation in this regard. Please advise if there will be any changes to the NET Scheme in the near future.
- (b) Please provide a list of the public sector primary and secondary schools with NETs and the number of NETs in each school. What is the average amount of public funding per NET in the 2015-16 financial year? Of this amount, how much is for salaries, training, housing allowance, airfare grant, etc.? What is the cost of employing a local English teacher as compared to a NET?

Asked by: Hon Claudia MO (Member Question No. 25)

Reply:

- (a) The revised estimates and estimates for providing Native-speaking English Teachers (NETs) for public sector primary and secondary schools in the 2015-16 and 2016-17 financial years are as follows:

NET Scheme	Financial Year	
	2015-16 Revised Estimates (\$ million)	2016-17 Estimates (\$ million)
Primary Schools	385.1	401.7
Secondary Schools	398.7	429.4

The effectiveness of the NET Scheme in Primary Schools (PNET Scheme) and the Enhanced NET Scheme in Secondary Schools (ENET Scheme) is constantly under review, through commissioned evaluation studies and ongoing monitoring by EDB through school surveys, visits and inspections, etc. The latest PNET Scheme evaluation will conclude by the end of the 2015/16 school year. The commissioned

evaluation study of the ENET Scheme will commence in the latter half of the 2015/16 school year. EDB is currently exploring means to further enhance the English learning environment in primary schools.

(b) Under the NET Scheme, a NET is normally provided to every public sector secondary school and every public sector primary school operating six classes or more which offers mainstream curriculum. For example, in the 2015/16 school year, there are 459 and 406 public sector primary and secondary schools in the NET Scheme.

In the 2015/16 school year, the average provisions for a NET under the NET Schemes in primary and secondary schools are \$868,201 and \$1,038,426 respectively. A breakdown of the provisions is as follows:

Items	Provision (\$ million)	
	Primary Schools	Secondary Schools
Annual Salary including Mandatory Provident Fund	251.1	279.9
Contract Gratuity	25.6	32.3
Special Allowance	100.4	84.2
Medical Insurance, Passage & Baggage Allowance	4.9	4.4
Retention Incentive	16.5	17.7
Total	398.5	418.5

Please note that only NETs whose normal place of residence is established to be outside Hong Kong are entitled to special allowance and medical insurance, passages and baggage allowance. The retention incentive in cash, will be provided to eligible NETs with satisfactory performance serving in the third and fourth year (5% of basic salary) and the fifth year of continuous service onwards (10% of basic salary).

Professional development programmes are designed to cater for the professional growth of both NETs and local English teachers. There is an induction programme for newly appointed NETs as well. The cost for the different professional development activities mentioned is absorbed into the recurrent expenditure of EDB.

While there are separate provisions and designated accounts for handling the expenditures of the NET Scheme, the salaries for local English teachers are put under a single account for all local teachers. We do not keep separate provisions and expenditure information for local English teachers, and hence no comparison could be made between the cost of employing a local English teacher and a NET.

- End -

CONTROLLING OFFICER'S REPLY

EDB112

(Question Serial No. 2101)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the latest development of using Putonghua to teach the Chinese Language subject at primary and secondary schools, would the Administration advise this Committee on the following:

1. Has the Administration considered making it compulsory for schools to use Putonghua to teach the Chinese Language subject in future? What are the reasons?
2. Please provide details of the expenditure for funding the Mainland-Hong Kong Teachers Exchange and Collaboration Programme (Programme) in the past 3 years, as well as the estimated expenditure for the 2016-17 financial year.
3. Please provide a list of schools on the Mainland and primary and secondary schools in Hong Kong participating in the Programme, and set out the number of teachers participating in the Programme by school in Hong Kong.
4. The Administration has indicated that continued support will be provided in the second and third years of the Programme for schools to use Putonghua to teach the Chinese Language subject in light of their own circumstances. What are the details of the work and expenditure involved?
5. How many schools and students in Hong Kong participated in the "National Essay Writing Competition" in the past 3 years to take part in speech or debate competitions in Putonghua with students from the Mainland?

Asked by: Hon Claudia MO (Member Question No. 27)

Reply:

- (1) Scholars hold different views on whether Putonghua should be used as the medium of instruction (MOI) for teaching the Chinese Language subject. There is no consensus probably because there are many variables affecting the efficacy of Putonghua as the MOI for teaching the Chinese Language subject. Such variables include, for example, teachers' ability to use Putonghua fluently and the language environment of the schools and the social circles of the students concerned. With a view to promoting biliteracy and trilingualism, the Education Bureau (EDB) encourages primary and secondary schools to nurture students' Putonghua proficiency, but schools are given the flexibility to use Cantonese and/or Putonghua as the MOI for teaching the Chinese Language subject having regard to their own circumstances.

- (2)-(4) The primary aim of the Mainland-Hong Kong Teachers Exchange and Collaboration Programme is to foster the professional exchange between Mainland teachers and local teachers and the scope of support is not limited to the Chinese Language Education Key Learning Area, a breakdown of information for schools using Putonghua to teach the Chinese Language subject is not available.
- (5) SCOLAR sponsored the “National Essay Writing Competition (HONG KONG)” in the past three years through the use of the Language Fund. The project, which aimed to enhance the writing skills of secondary school students in Hong Kong and foster their creativity, comprised literary sharing sessions for secondary school students in Hong Kong, an award presentation ceremony for Hong Kong region and an anthology containing essays of award-winning students of Hong Kong.

According to the information provided by the programme partner, dozens of cities in the Mainland take part in the “National Essay Writing Competition” every year. Through the use of resources other than Language Fund, the programme partner has, over the past three years, sent a total of 25 students from 21 secondary schools representing Hong Kong region to participate in the final round of the national competition conducted in the Mainland. They joined a contest of reading, writing, listening and speaking together with the participants from other regions. The parts of listening and speaking were conducted in Putonghua.

- End -

CONTROLLING OFFICER'S REPLY

EDB113

(Question Serial No. 2106)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As mentioned in the consultation paper on the Chinese Language education curriculum for primary and secondary schools, students should be able to read simplified Chinese characters after learning the traditional Chinese characters. In this connection, would the Administration advise on the following:

- (a) Has the Administration held an internal discussion or commissioned an academic to carry out a study to explore the feasibility of formally incorporating simplified Chinese characters into the primary and secondary school curriculum? If yes, what are the details?
- (b) Has a study been conducted to compare the differences in effectiveness of learning Chinese with traditional characters and simplified characters among local students? If yes, what are the findings?
- (c) Is there any provision reserved for the education of simplified Chinese characters at local primary and secondary schools for the 2016-17 financial year? If yes, what are the details of the work and expenditure involved?

Asked by: Hon Claudia MO (Member Question No. 33)

Reply:

- (a) EDB has never issued a mandate for primary and secondary school students to learn and use simplified Chinese characters in Chinese language lessons. The ability to recognise simplified Chinese characters could be developed in terms of extensive reading activities, only after the students have developed a solid foundation in reading and writing traditional Chinese characters, is a rationale of curriculum development in the Chinese Language Key Learning Area Curriculum Guide recommended in 2002 by the Curriculum Development Council. The preparation of the Guide had solicited views from the school sector, academics and professionals. No related research has been made.
- (b) EDB has never issued a mandate for primary and secondary school students to learn and use simplified Chinese characters in Chinese language lessons. The ability to recognise simplified Chinese characters could be developed in terms of extensive reading activities, only after the students have developed a solid foundation in reading and writing traditional Chinese characters, is a rationale of curriculum development in the Chinese Language Key Learning Area Curriculum Guide recommended in 2002 by the Curriculum Development Council. No related research has been made.
- (c) Since EDB has no plan to promote the learning of simplified Chinese characters in local primary and secondary schools, there is no related expenditure to be earmarked in 2016-17.

- End -

CONTROLLING OFFICER'S REPLY**EDB114****(Question Serial No. 1646)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Territory-wide System Assessment (TSA), would the Administration inform this Committee:

- (a) In the past 5 years, what effect did the data collected from TSA have on the supervision, review and formulation of education policies? Please make a list of the studies conducted and policies formulated or adjusted by making reference to TSA data? What was the expenditure involved?
- (b) What were the expenditures of implementing TSA in 2014/15 and 2015/16 school years and the anticipated expenditure in 2016/17 school year?

Asked by: Hon Michael TIEN Puk-sun (Member Question No. 30)

Reply:

(a) As part of the Basic Competency Assessment (BCA), the Territory-wide System Assessment (TSA) is an assessment on students' basic competencies (BCs) in Chinese Language, English Language and Mathematics (CEM) upon completion of the three key learning stages (i.e. Primary 3, Primary 6 and Secondary 3 levels). Basic competencies form part of the curriculum, and are the essential knowledge and skills acquired by students in relation to the learning targets and objectives set out in the curriculum for each key stage, in order to learn effectively at next stage. Students are expected to acquire the basic competencies in the three curricula in order to proceed effectively to the next key learning stage.

At the territory-wide level, TSA data helps the Government review policies and provides focused support to schools. The Education Bureau (EDB) has been making reference to the TSA data for observation of the students' overall performance in CEM and preparing the "Territory-wide System Assessment Report" to be uploaded onto the web. The EDB also makes reference to the overall student performance in different BCs to set directions, focuses and themes, such as pedagogy for enhancing reading, for the school-based support services and professional development. To address the learning difficulties of students, the EDB conducts case studies and collects views from teachers through focus group interviews to develop a learning and teaching website entitled "Web-based Learning and Teaching Support" where follow-up measures and suggestions are provided for teachers' selection and reference to enable them to better understand the BCs to be acquired by students. The cost incurred is absorbed within the resources of the EDB.

(b) The Education Bureau has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the BCA project, including TSA. The payment to the HKEAA is settled annually in compliance with the terms of the contract and service items (including item setting, printing and administration fees on administering schools' participation in the assessment). The expenditure on TSA under the contract is set out in the following table:

Contract period	Expenditure on TSA (\$ million)	Average expenditure per year (\$ million)
2011-2014 (4 years)	220	55
2015-2018 (4 years)	296	74

- End -

CONTROLLING OFFICER'S REPLY**EDB115****(Question Serial No. 1647)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the promotion of all-round quality education, does the Administration conduct a thorough examination of the current education and examination systems on a regular basis to see if the aims of education of “enabling our students to enjoy learning, enhancing their effectiveness in communication and developing their creativity and sense of commitment” as well as breaking down barriers and creating room for students as stated in the “Reform Proposals for the Education System in Hong Kong” in 2000 have been achieved? If yes, what are the details and expenditure involved? If no, will the Administration consider conducting a detailed review in this regard?

Asked by: Hon Michael TIEN Puk-sun (Member Question No. 31)

Reply:

One initiative of the “Reform Proposals for the Education System in Hong Kong” in 2000 was the curriculum and assessment reform in basic education, which was followed in new senior secondary (NSS) education starting in 2009 as part of the New Academic Structure (NAS). The aims of the curriculum and assessment reform were to achieve lifelong learning and whole-person development through introducing the seven learning goals, a broad and balanced school curriculum with specialisation for 12 years of free education, the introduction of the Hong Kong Diploma of Secondary Education (HKDSE) that is articulated direct to local and overseas post-secondary pathways and work place replacing the two selective examinations in the old academic structure.

With regard to the curriculum and assessment reform in basic education, EDB conducted a mid-term review which was part of a 10-year review that phases into the continual curriculum renewal. The mid-term report *Improving the Quality of Education in Our Schools – A Mid Term Report on Curriculum Reform to the Public of Hong Kong* was published in 2007/08 documenting the achievements made in basic education. For the curriculum and assessment reform in senior secondary education, EDB, together with the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA), conducted the NAS Review from 2012 to 2015. The first progress report *The New Senior Secondary Learning Journey – Moving Forward to Excel* was released by EDB, CDC and HKEAA in 2012/13 on the short-term review, and the *Report on the New Academic Structure Medium-term Review and Beyond – Continual Renewal from Strength to Strength* was released in 2015/16 to complete the review on senior secondary curriculum and assessment. The reports indicated that the learning goals were generally achieved, and academic, vocational and professional multiple pathways to local and non-local institutions are opened up.

Future review of the school curriculum and assessment will follow the natural curriculum development cycle of each subject and curriculum area, and will be conducted on a regular basis by the CDC and HKEAA. At

present, a review of the curricula of the eight Key Learning Areas in primary and secondary education is being conducted to keep abreast of the changing needs of students and society, and is expected to be completed by 2016.

At the system level, the reports indicated that under the NAS, about 85% of Secondary 6 graduates went on to full-time further studies in local or non-local institutions, compared with less than half of Secondary 5 graduates entering Secondary 6 in the old academic structure. Students expressed that their own efforts, teachers' teaching methods and their interest in the elective subjects that they studied were the top three factors contributing to their success in learning, showing that they had the room and commitment to pursue their interest under the NAS. At the receiving end, representatives from tertiary institutions indicated that Secondary 6 graduates from the NAS had performed well in their transition to higher education with better communication skills and being more proactive in their learning, and attributed these to the senior secondary curriculum which had prepared students well for lifelong learning and for furthering their studies. Employers also expressed very positive views on Secondary 6 graduates of the NAS in terms of language proficiency, numeracy, generic skills and attitudes, with the great majority agreeing that the graduates met or exceeded job requirements in many aspects.

Since the evaluation of the NAS/NSS and the school curriculum was conducted using data from various sources, the cost is absorbed by EDB's recurrent expenditure. Similarly, other focuses of the whole reform package including reforming the admission systems (at Primary One, Secondary One, Secondary 3 and Secondary 4, university admission) to break down barriers for all, formulating an effective resource strategy, enhancing the professionalism of teachers, implementing measures to support frontline teachers, and other education policies have been implemented and reviewed with on-going feedback collected from different sources. A separate breakdown of the expenses incurred is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB116

(Question Serial No. 1648)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the Quality Review for kindergartens, will the Administration please inform this Committee of the following:

- (a) As kindergartens joining the Pre-primary Education Voucher Scheme (PEVS) are subject to the Quality Review, what actions will be taken by the Government against those kindergartens which have a sub-par performance to guarantee that kindergartens will improve their teaching and what are the details of the manpower and expenditure involved?
- (b) Have there been any kindergartens suspended from joining the PEVS because of unsatisfactory quality? If yes, what are the details?
- (c) In implementing the free quality kindergarten education policy, are there any plans to strengthen the manpower and expenditure in monitoring the quality of kindergartens, and specific indicators being formulated to monitor the situations? If yes, what are the details? If no, what are the reasons?

Asked by: Hon Michael TIEN Puk-sun (Member Question No. 32)

Reply:

- (a) The existing Quality Assurance Framework for kindergartens (KGs) comprises School Self-evaluation (SSE) and Quality Review (QR). KGs joining the Pre-primary Education Voucher Scheme (PEVS) are required to undertake their self-evaluation and prepare their development plan for facilitating their sustainable development with reference to the EDB's recommendations made in the QR. QR is improvement-oriented and the review team will evaluate the effectiveness of school by making reference to EDB's recommendations made in the previous QR. If deemed necessary, EDB will provide professional support to the KGs whose performance is not satisfactory. Besides, EDB has been organising training activities to familiarise KGs with the Quality Assurance Framework and the good practices of learning and teaching.

All the QRs are conducted by EDB officers and the relevant expenditure is subsumed in the overall expenditure of EDB. A breakdown of expenditure for QR of KG is therefore not available.

- (b) One KG was suspended from joining the PEVS because of failing to meet the prescribed standards in QR.
- (c) Government's monitoring on KGs receiving subsidies will be stepped up to ensure their compliance with the rules and regulations as well as the quality of services. KGs will be required, and supported, to

enhance their administration, management and accountability under an effective governance framework with transparency, and well-defined roles and responsibilities of school personnel. In the medium and long-term, each KG should have a Management Committee comprising representatives from different KG stakeholders. To ensure that KGs have well-established mechanism in handling various administrative matters, comprehensive administrative guidelines and operation manuals would be drawn up for compliance by KGs. To enhance the transparency of KG operations, EDB will require KGs to provide key operational information on their websites, and consider prescribing the key information or items that all participating KGs would be required to disclose to the public, such as the miscellaneous charges for optional school items and paid services. Besides, to tie in with the implementation of free quality kindergarten education policy and better align with the latest trends of the KG education, EDB has been conducting a comprehensive review of the Performance Indicators which serve as an important tool for schools to conduct their SSE and EDB to evaluate school performances covering the major domains of “Management and Organisation”, “Learning and Teaching” and “Support to Children and School Culture” through QR under the Quality Assurance Framework. Views are being collected from frontline school personnel, education practitioners and professionals. The manpower and relevant expenditure are subsumed in the overall expenditure of EDB, and a breakdown of expenditure for the tasks concerned is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB117****(Question Serial No. 1649)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the improvement of the learning and teaching of the English Language in primary schools, would the Administration advise this Committee on the following:

- (a) What were the measures and expenditure for improving the learning and teaching of the English Language in primary schools in the past 3 years?
- (b) How many measures were implemented in the past 3 years to increase the oral and written proficiency in the English Language? What were the details and the expenditure involved?
- (c) Will there be an increase in expenditure for enhancing the oral and written proficiency of primary school students? If yes, what are the details? If no, what are the reasons?

Asked by: Hon Michael TIEN Puk-sun (Member Question No. 33)

Reply:

(a) & (b)

In the past three years, we have been implementing various measures for improving the learning and teaching of English Language in primary schools, including oral and written proficiency in English. The expenditure for the purpose totalled \$402.43 million (of which \$45.14 million is from Language Fund) in 2013-14 financial year, \$396.04 million (of which \$29.40 million is from Language Fund) in 2014-15 financial year. In the 2015-16 financial year, the provision for the measures totalled \$434.38 million (of which \$32.95 million is from Language Fund). Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.

No.	Name of Project	Details
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme in Primary Schools (PNET Scheme)	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	English Alliance 2014/15	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.

No.	Name of Project	Details
*3.	Networking and Partnership Project	To mobilise the community forces and create possible synergy in providing a more conducive English learning environment for the students beyond the classrooms.
*4.	Sponsorship Projects 2015/16	To engage community partners in organising language-related events/competitions in the community.

* Initiatives funded by Language Fund

** Initiative is funded out of Head 173 Student Financial Assistance Agency

- (c) The existing English Language curriculum framework allows space and flexibility for schools to provide a variety of activities to enhance students' learning motivation and develop the integrative use of the four language skills of listening, speaking, reading and writing. In the coming years, the Bureau will continue to provide substantial resources for the implementation of various support measures to enhance learning and teaching effectiveness and students' English ability. The resources are allocated for conducting in-service professional development programmes, developing learning and teaching resources, strengthening the English environment in schools, providing on-site school-based support services and implementing the Native-speaking English Teacher (NET) Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB118

(Question Serial No. 3025)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In respect of applying information technology (IT) in education, what is the expenditure for promoting such IT pedagogies as the Flipped Classroom approach? Will more resources be allocated to promote the Flipped Classroom approach to tie in with the science, technology, engineering and mathematics (STEM) education? If yes, what are the details? If no, what are the reasons?

Asked by: Hon Michael TIEN Puk-sun (Member Question No. 48)

Reply:

The Education Bureau (EDB) encourages adoption of innovative pedagogies and effective use of information technology (IT) to enhance students' learning effectiveness. "Flipped Classroom" is one of the innovative pedagogies to enhance the effectiveness of learning and teaching. The EDB encourages teachers to make appropriate use of "Flipped Classroom". Professional development programmes (PDPs) are provided to strengthen teachers' knowledge and skills to use it in different subjects. In the past 2 school years, we arranged 19 relevant training programmes for teachers; and for the first five months of the current school year, we have already organised 15 relevant training programmes, reflecting our acknowledgement of the increasing application of "Flipped Classroom". The expenditures for organising PDPs on "Flipped Classroom" have been absorbed within EDB's resources.

In addition, we provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education. Schools could make use of the CITG to implement "Flipped Classroom" in accordance with their school circumstances.

- End -

CONTROLLING OFFICER'S REPLY**EDB119****(Question Serial No. 3299)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the following information in tabulated form:

- (1) the expenditure and staffing for online/social media publicity and its percentage share among the total expenditure of the Education Bureau in 2015-16, please list out by categories of publicity channel;
- (2) the ways Education Bureau assesses the effectiveness of the abovementioned measures, and whether the money is well spent; and
- (3) the Education Bureau's estimated expenditure and staffing for the abovementioned measures in 2016-17.

Asked by: Hon Michael TIEN Puk-sun (Member Question No. 52)

Reply:

(1) During the 2015-16 financial year, the total expenditure of the Education Bureau (EDB) on publicity on online and social media is \$1.08 m, representing about 0.002 per cent of the revised estimated recurrent expenditure. The manpower involved is subsumed under the overall establishment of EDB and could not be separately accounted for. Details of the expenditure by publicity channels are set out as follows:

Name of Campaigns	Online/ Social Media	Expenditure (\$ million)
Free Quality Kindergarten Education	Advertisements on online and social media	0.11
Application for 2016/17 School Year Pre-primary Education Voucher Scheme	Advertisement on online media	0.04
Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2016/17 school Year	Advertisement on online media	0.03
Mainland Higher Education Expo 2015	Advertisements on online and social media	0.07
Hong Kong Scholarship for Excellence Scheme	Advertisements on online and social media	0.29

Study Subsidy Scheme for Designated Professions / Sectors	Advertisements on online and social media	0.15
Electronic Advance Application System for Post-secondary Programmes	Advertisements on social media	0.04
Information Expo on Multiple Pathways 2015	Advertisements on online and social media	0.13
International Students' Visual Arts Contest-cum-Exhibition of Hong Kong	Production of a designated website to publicise the event	0.07
Designated Webpage to provide information on multiple pathways for candidates of the Hong Kong Diploma of Secondary Education (HKDSE) Examinations	Advertisements on online and social media	0.15
Total (\$ million)		1.08

(2) In assessing the effectiveness of the publicity on online and social media, EDB will consider factors such as the hit rates of webpages, number of programme participants or service users, questionnaires conducted during the events, opinions from target groups or relevant stakeholders, and relevant press reports and commentaries. The assessment will be used for reference for mapping out publicity and promotional strategies in future.

(3) EDB has adopted a multi-pronged approach in promoting its policy initiatives and events of interests to the public, with the use of online and social media being one of the facets. The public relations strategy of each initiative and event of interest to the public will be drawn up having regard to the nature of the campaign, target audience and effectiveness of the publicity means. As the publicity expenditure is subsumed under individual operating accounts, and the public relations strategies of individual initiatives have yet to be mapped out, the estimated expenditure for the use of online and social media in 2016/17 is not available at the moment. The staffing requirement is absorbed by existing manpower resources of the EDB and could not be separately accounted for.

- End -

CONTROLLING OFFICER'S REPLY**EDB120****(Question Serial No. 2022)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In order to strengthen the support for ordinary schools in catering for students with special educational needs (SEN), the Bureau has raised the Learning Support Grant since 2014/15 school year to \$1.5 million. Please inform this Committee the average grant received by each school having applied for the Learning Support Grant in the past 2 school years (2014/15 and 2015/16); how many schools that currently receive the ceiling funding will be entitled to more funding if the grant is calculated on the basis of the number of students that required support? What initiatives will be taken to provide further support to these schools?

Asked by: Hon Frankie YICK Chi-ming (Member Question No. 41)

Reply:

To support mainstream schools to cater for their students with special educational needs (SEN), the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training. The additional resources include the Learning Support Grant (LSG), Enhanced Speech Therapy Grant, additional teachers and funding under the Intensive Remedial Teaching Programme and Integrated Education Programme, additional teachers to cater for low academic achievers, Top-up Fund for procurement of special furniture and equipment, Intensive Support Grant for hardcore cases, etc. Schools may pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services, etc. to render appropriate support for the students with SEN.

To further enhance the support for public sector mainstream schools to cater for students with SEN, EDB has raised the ceiling of the LSG from \$1 million to \$1.5 million per school per annum starting from the 2013/14 school year. The grant rates of LSG have also been increased by 30% from the 2014/15 school year. From the 2015/16 school year onwards, the grant rates and the ceiling of LSG for each school will continue to be adjusted annually according to the change in the Composite Consumer Price Index. In fact, the amount of LSG received by each school is calculated according to the number of students with SEN admitted and the tier of support service that the students require. In other words, the amount of LSG involved can vary among schools and across years depending on their students' genuine needs. Hence, providing the average grant received by each school is not meaningful and can be misleading. In the 2014/15 school year, there were eight primary schools and 20 secondary schools with the amount of LSG reaching the ceiling. In the 2015/16 school year, there are 21 primary schools and 25 secondary schools with the amount of LSG reaching the ceiling.

Starting from the 2015/16 school year, the Community Care Fund has funded a three-year pilot project, under which a cash grant equivalent to the mid-point salary of a Graduate Master/Mistress or an Assistant Primary School Master/Mistress is provided for mainstream schools with relatively more students with SEN

and financial needs so that a dedicated teacher can be deployed to co-ordinate matters relating to SEN support.

Moreover, School-based Educational Psychology Service (SBEPS) will cover all public sector primary and secondary schools by the 2016/17 school year. The Government will further enhance the SBEPS by progressively improving the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with special educational needs from the 2016/17 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB121****(Question Serial No. 2627)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding premises designated for use as kindergarten premises in public housing estates:

1. Please provide the list of kindergarten premises under construction/planning by the Hong Kong Housing Authority. What are their completion dates?
2. According to the Government's reply to my question last year (Reply Serial No.: EDB546), a number of kindergarten premises will be completed in 2015-16 and 2016-17. At present, are there any plans for allocation of the premises? If there are, what are the details? If no, what are the reasons?
3. In respect of the kindergarten premises in public housing estate in the territory, how many of them are currently vacant? Does the Government have any plans to change the use?
4. Had any kindergarten premises converted for other uses over the past 4 years? If yes, what are the details?

Asked by: Hon WU Chi-wai (Member Question No. 67)

Reply:

- (1)&(2) Information on estate kindergarten ("KG") premises in public housing estates under construction / planning in different districts and their tentative completion dates provided by the Hong Kong Housing Authority ("HKHA") is as follows –

District	Name of Projects	Tentative Completion Date (in financial year)
Yuen Long	Hung Shui Kiu Area 13 (Phase 3)	2015-16 (Completed)
Sha Tin	Sha Tin Area 52 (Phase 2) (two KG premises)	2015-16 (Completed)
Kwun Tong	Lower Ngau Tau Kok (Phase 2)	2015-16 (Completed)
Kwun Tong	Anderson Road Site D	2016-17
Kwun Tong	Anderson Road Site E (Phase 2)	2016-17
Sha Tin	Sha Tin Area 52 (Phase 3)	2016-17
Islands	Tung Chung Area 56	2016-17
Tuen Mun	Tuen Mun Area 54 Site 2 (Phase 1)	2016-17
Kwun Tong	Anderson Road Site B (Phase 2)	2017-18
Sham Shui Po	Redevelopment of So Uk Estate (Phase 2)	2017-18
Islands	Tung Chung Area 39	2018-19

Sham Shui Po	Cheung Sha Wan Wholesale Food Mkt Site 5	2018-19
Sha Tin	Shek Mun Estate (Phase 2)	2018-19
Sham Shui Po	Lai Chi Kok Road-Tonkin Street Phase 2	2018-19
North	Choi Yuen Road Sites 3 & 4	2018-19
Shatin	Fo Tan ST Area 16 & 58D	2018-19 (Phase 1)
Sham Shui Po	North West Kowloon Reclamation Site 6 Phase 1	2019-20
Tseung Kwan O	Tseung Kwan O Area 65C2	2019-20
Sham Shui Po	Pak Tin Estate Phase 11	2019-20
North	Queen's Hill	Beyond 2019-20

According to the established mechanism, at the request of HKHA, the Education Bureau (EDB) will assess whether a School Allocation Exercise (SAE) for nominating operators for estate KG premises is necessary having regard to the result of the latest demand and supply analysis of KG places in the vicinities of the estate KG premises concerned as well as other related factors. Should the assessment not justify a SAE, EDB would inform HKHA for their consideration of whether to put the estate KG premises to other alternative use. HKHA may also arrange open rental tender of KG premises at market rent from time to time. SAE have been completed for the five KG premises of Hung Shui Kiu Area 13 (Phase 3) in Yuen Long District, Sha Tin Area 52 (Phase 2) in Sha Tin District and Anderson Road Site D and Lower Ngau Tau Kok (Phase 2) in Kwun Tong District, with the results to be announced within March 2016. EDB will follow up with the remaining ones in accordance with the foresaid mechanism.

- (3) At present, all KG in Hong Kong are privately run. KG generally operate in premises identified in the private market on their own, premises owned by their school sponsors or in estate KG premises under the HKHA. EDB does not compile statistics on vacant KG premises. According to HKHA's records, there are currently four vacant KG premises in public housing estates under HKHA, including three located at Hong Kong Island and one in New Territories. EDB will follow up in accordance with the aforesaid mechanism.
- (4) If EDB considers that it is not necessary to launch an SAE for the estate KG premises after considering the demand and supply of KG places in the vicinities and other relevant factors, HKHA may arrange open rental tender at market rent from time to time. HKHA may also arrange conversion of the premises to other uses such as welfare use having consulted the relevant departments. According to HKHA's records, eight vacant estate KG premises had been converted to welfare use over the past four years.

- End -

CONTROLLING OFFICER'S REPLY**EDB122****(Question Serial No. 1563)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

From this academic year onwards, a \$960 million scheme will be implemented to subsidise students to pursue designated professional self-financing undergraduate programmes, covering tourism and hospitality. Please advise the details of application and coverage of the programmes in tourism and hospitality.

Asked by: Hon YIU Si-wing (Member Question No. 339)

Reply:

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

Selected programmes for SSSDP should be full-time locally-accredited self-financing undergraduate programmes, and should help nurture the necessary talents in support of specific industries with keen manpower demand in Hong Kong. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments.

The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

The subsidised places are allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure eligible students (i.e. current Secondary 6 graduates who have taken the Hong Kong Diploma for Secondary Education Examination) are selected through a merit-based system. Should there be any unfilled places after all admission rounds of JUPAS, the relevant institutions are allowed to admit local students via direct admission for no more than 10% of the total subsidised places under each selected programme.

Details of the relevant institutions, selected programmes and the respective number of subsidised places, the annual subsidy amount per student for each programme for the cohorts admitted/to be admitted in the 2015/16 and 2016/17 academic years, and the number of actual intakes in the 2015/16 academic year are set out at Annex. There is one programme under the discipline of tourism and hospitality, namely the Bachelor

of Arts (Honours) in Culinary Arts and Management offered by Technological and Higher Education Institute of Hong Kong of the Vocational Training Council, selected under SSSDP for the cohorts admitted/to be admitted in the 2015/16 and 2016/17 academic years.

**Relevant Institutions, Selected Programmes, Number of Subsidised Places and Actual Intakes,
and Annual Subsidy Amount for the Cohort Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	20	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	74	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	59	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000
	Total		940	913	

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort to be Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	40,000
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000
	Total		1 030	

- End -

CONTROLLING OFFICER'S REPLY**EDB123****(Question Serial No. 1972)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

For 2015-16, the revised estimate is 6% higher than the original estimate for the Director of Bureau's Office for the Education Bureau,

- 1) Please advise the reasons for the expenditure exceeding the original estimate.
- 2) Please list in the table below information on all duty visits outside Hong Kong made by the Secretary for Education in 2015:

Date of visit	Place of visit	Purpose of visit	Expenditure involved

- 3) Please list in the table below information on all community functions attended by the Secretary for Education in 2015:

Date of community function	Place of function	Purpose of function	Expenditure involved

Asked by: Hon Gary FAN Kwok-wai (Member Question No. 7)

Reply:

1. The increased estimate is mainly attributable to pay adjustments for the Secretary for Education (SED), the Under Secretary for Education and the Political Assistant to SED with effect from 1 February 2015.
2. Information about duty visits outside Hong Kong made by SED in 2015-16 is at the Annex.
3. SED attends from time to time various functions to cultivate contact with different sectors of the community. We have not kept statistics on past events attended by SED. Hence, we are unable to provide the requested information. The expenditure incurred, if any, in connection with the attendance of such events has already been reflected in the operating expenses of the Education Bureau.

**Duty visits outside Hong Kong made by
Secretary for Education in 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by the SED and official entourage from SED's Office (\$)(Note)
2015-16 (13)	<ul style="list-style-type: none"> • To meet with officials of the Ministry of Education in Beijing, Beijing Municipal Education Commission, Shenzhen Municipal Education Bureau, Department of Education of Guangdong Province and Zhongshan Municipal Government to exchange views on educational issues and co-operation • To deliver a speech at the 10th anniversary celebratory event of the United International College, and to hold discussion with officials of the Zhuhai Municipal Education Bureau • To lead Hong Kong university students to a career and life planning education programme and visit enterprises in Huizhou and Shunde • To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities to exchange views with university leaders and Hong Kong students • To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp, and to pay a courtesy visit to the Ministry of Education in Beijing • To visit the United States and Belgium to exchange views with overseas funding and research agencies in the higher education sector on education and research policies and funding strategies • To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression in Beijing • To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde • To attend an international education conference, and to hold discussion with officials of the Ministry of Education of Singapore • To join a delegation of presidents or vice-presidents of the eight University Grants Committee-funded institutions for a visit to Guangdong Province, and to attend a Guangdong and Hong Kong university presidents' forum in Guangzhou 	1 – 3	482,820

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by the SED and official entourage from SED's Office (\$)(Note)
	<ul style="list-style-type: none"> To officiate at an opening ceremony of a national competition of extra-curricular academic and technological projects by university students in Guangzhou 		

* The above duty visits lasted for one to seven days per trip.

Note: The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

- End -

CONTROLLING OFFICER'S REPLY**EDB124****(Question Serial No. 1973)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Bureau estimates that the number of kindergarten students will decrease to 181 600 in the 2016/17 school year. In this regard, please list the number of cross-boundary kindergarten students and the number of school places to be provided by District Council district in the 2016/17 school year.

District Council district	Number of cross-boundary students	Number of school places to be provided

Asked by: Hon Gary FAN Kwok-wai (Member Question No. 8)

Reply:

The Education Bureau (EDB) collects information on the number of cross-boundary students attending schools in selected districts in September after the commencement of the new school year. Hence, we are not able to provide the figures for the coming 2016/17 school year at this stage.

The projected supply of kindergarten (KG) places by District Council districts in the 2016/17 school year is tabulated below. It should be noted that the figures are mainly based on the number of KG places offered in the 2015/16 school year; the estimated number of places that could be offered in existing vacant registered classrooms of KGs (including child care centre portions) based on permitted accommodation of the classrooms; and the number of KGs to commence or cease operation in the coming year known to EDB at the time of projection.

District	Projected number of KG places
Central & Western	9 600
Wan Chai	9 200
Eastern	20 000
Southern	9 700
Yau Tsim Mong	9 900
Sham Shui Po	13 900
Kowloon City	33 500
Wong Tai Sin	10 800

District	Projected number of KG places
Kwun Tong	17 300
Sai Kung	12 800
Sha Tin	20 000
Tai Po	9 000
North	14 200
Yuen Long	21 500
Tuen Mun	15 900
Tsuen Wan	10 500
Kwai Tsing	13 700
Islands	5 800

- End -

CONTROLLING OFFICER'S REPLY

EDB125

(Question Serial No. 3032)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Government plans to introduce the Hong Kong Scholarship for Belt and Road Students with a view to attracting outstanding students from the Belt and Road regions to pursue undergraduate study in Hong Kong starting from the 2016/17 academic year, please provide:

1. the estimated staffing for implementing the Hong Kong Scholarship for “Belt and Road” Students and the expenditure to be involved for each of the next 3 academic years;
2. the estimated number of offers under the Hong Kong Scholarship for “Belt and Road” Students for each of the next 3 academic years;
3. a list of countries or regions to be covered under the Hong Kong Scholarship for “Belt and Road” Students in the next 3 academic years and their respective numbers of offers.

Asked by: Hon Gary FAN Kwok-wai (Member Question No. 58)

Reply:

Starting from the 2012/13 academic year, the Government set up a Targeted Scholarship Scheme (TSS) under the HKSAR Government Scholarship Fund (Scholarship Fund) to offer up to 10 scholarships per year to students from the targeted regions (i.e. ASEAN countries, India and Korea) to encourage them to pursue studies in Hong Kong. In December last year, the Government announced the provision of 10 additional offers for students from Indonesia under the existing TSS starting from the 2016/17 academic year so as to attract outstanding students from Indonesia to pursue undergraduate studies in Hong Kong and facilitate academic exchanges and connection of the two places. Under this new scheme, namely, the Hong Kong Scholarship for “Belt and Road” Students (Indonesia), which forms part of the existing TSS, up to 10 scholarships will be offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. Thus, the scholarship to be granted in the 2016/17, 2017/18 and 2018/19 academic years will amount to at most \$1.2 million, \$2.4 million and \$3.6 million respectively, and it will be funded by the investment income generated from the Scholarship Fund. Administration of the scholarship will be funded by existing resources of the Education Bureau (EDB). The manpower and related expenditure will be subsumed under the establishment and provision for EDB.

To encourage more outstanding students from countries and regions along the “Belt and Road” to pursue studies in Hong Kong, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income thus generated to further increase the number of additional offers for the Hong Kong Scholarship for “Belt and Road” Students to 100 by phases. We note that there are views in the community that the Government should also provide scholarship to Hong Kong students to

encourage them to pursue study in the universities along the Belt and Road regions. The Government will take this into account in working out the detailed proposals.

The “Belt and Road” regions cover many countries and regions spanning Asia, Eastern Europe, Middle East and Africa. Given the objective of the Hong Kong Scholarship for “Belt and Road” Students to further strengthen the ties and educational exchanges between Hong Kong and the “Belt and Road” regions, the scheme will be implemented as a Government-to-Government collaborative initiative and introduced to students of individual “Belt and Road” regions separately by phases. Subject to and upon the approval of the Finance Committee of the Legislative Council for the proposed injection of \$1 billion into the Scholarship Fund as mentioned above, we will identify and approach the governments of those “Belt and Road” regions with which we have collaboration in the field of education for introducing the Hong Kong Scholarship for “Belt and Road” Students to their students. The number of scholarship to be offered to students of individual “Belt and Road” regions will be worked out at that stage.

- End -

CONTROLLING OFFICER'S REPLY

EDB126

(Question Serial No. 3116)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Bureau estimated the number of students in kindergartens in the 2016/17 school year to be 181 600. Please provide the respective numbers of students in half-day, whole-day and long whole-day kindergartens.

Asked by: Hon Gary FAN Kwok-wai (Member Question No.59)

Reply:

The number of students in kindergartens (KG) in the 2016/17 school year is estimated with reference to the school-age population projections, which are compiled based on the population projections updated regularly by the Census and Statistics Department, and take into account the latest trend of age-specific enrolment ratio for studying kindergartens, the actual number of existing students at various levels and the estimated number of cross-boundary students. There are no breakdowns of the estimated number by half-day, whole-day and long whole-day classes which would be affected by various factors, including but not limited to parental choice, KGs' offer of half-day and whole-day, etc. The Education Bureau collects information on the number of KG children attending half-day or whole-day classes in September each year via the annual Enrolment Survey, after the commencement of a new school year. Hence, we are only able to provide the figures for the coming 2016/17 school year after the completion of the survey.

- End -

CONTROLLING OFFICER'S REPLY**EDB127****(Question Serial No. 1589)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau advise of the following:

- (a) according to the reply (EDB163) to the Examination of Estimates of Expenditure of last year, the number of vacant school premises in the territory was 108. However, it was later mentioned in the Director of Audit's reports that the number of vacant school premises should be 234. Why are the two figures different?
- (b) please provide the names, locations and vacancy period of the said 234 vacant school premises (with a breakdown by 18 districts);
- (c) which of these vacant school premises are managed by the Government (please provide names and locations) and which government department(s) is/are responsible for managing them?
- (d) please provide the number, names, locations, vacancy period and the original school sponsoring bodies of vacant school premises which have not been returned to the Education Bureau (with a breakdown by 18 districts);
- (e) in connection with item (d) above, for the school premises which have not been returned to the EDB, what procedure will the EDB take to recover possession of the land as soon as possible?
- (f) what is the expenditure involved in managing all vacant school premises in the territory in the 2015/16 school year?
- (g) what is the estimated expenditure for managing all vacant school premises in the territory in the 2016/17 school year?
- (h) what is the number of vacant school premises earmarked for further school use or other educational use as at the end of the 2015/16 school year? How is the progress in this respect? If the premises have yet to commence operation, what are the reasons?
- (i) has the Administration explored ways to improve the central clearing house mechanism to expedite the progress of reallocation of school premises? If it has, what are the details? If no, what are the reasons?

Asked by: Hon MA Fung-kwok (Member Question No. 5)

Reply:

(a)-(e) The data on vacant school premises (VSP) submitted to the Legislative Council (LegCo) were first compiled in relation to the questions raised during LegCo's examination of the estimates of expenditure concerning the policy on "Consolidation of Under-utilised Primary Schools" ("Consolidation Policy"). Since then, the Education Bureau (EDB) has been mainly adopting the Consolidation Policy as the framework for preparing subsequent replies and information on VSP with the relevant specifications for the sake of consistency and have set out the framework adopted clearly in the replies. It was on this basis that we have prepared replies to questions raised during LegCo's examination of the estimates of expenditure in March 2015.

It has all along been EDB's policy objective to put VSP into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will consider factors including the size, location, physical conditions etc. of the relevant premises with a view to assessing the VSP's suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. In addition, EDB will also take into account factors like the demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district, the need for decanting premises for in-situ redevelopment or extension of existing schools, and the need to provide diversity in the school system etc., with a view to meeting various educational needs in the territory and supporting relevant policy initiatives.

While EDB is allowed to retain VSP for school uses, for premises which are proposed to be used for educational uses other than school uses, EDB needs to put forward its proposed use with justification to the Planning Department (PlanD) for assessment and may need to compete with other government departments on use of such VSP. Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism.

As stated in the Report No. 65 of the Director of Audit (Audit Report) on the use and disposal of VSP, as at 30 April 2015, there were records of 234 VSP in EDB's database. Among these 234 VSP, 105 were not being used, of which 29 were under EDB; 102 were being used, of which 77 were under EDB; and 27 have been or were going to be demolished for housing or other developments. In other words, 106 ex-school premises were under EDB with 29 not being used.

Among these 29 premises under EDB's purview, as at end December 2015, four have been referred to PlanD for consideration of suitable alternative uses in accordance with the above-mentioned central clearing house mechanism; 14 have been reused or reallocated/ planned for educational use; nine are earmarked for educational use; and the remaining two premises which are on private land require further discussion between EDB and relevant departments on the way forward. Detailed breakdown of the 29 VSP are in Table (1) below:

Table (1) – 29 VSP under EDB which were not being used as mentioned in the Audit Report (position as at end-December 2015)

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
A. Four premises that have been referred to PlanD under the Central Clearing House Mechanism				
1	Central and Western	2005/06	1 600	Not Applicable
2	Southern	2004/05	2 400	Not Applicable
3	Wan Chai	2008/09	2 700	Not Applicable
4	Yuen Long	2004/05	2 300	Not Applicable
B. 14 premises that have been reused or reallocated/planned for educational use				
1	Southern	2013/14	3 300#	School Use
2	Southern	2011/12	2 000	Other educational use
3	Wan Chai	2006/07	1 600	School Use

4	Kowloon City	2003/04	3 000	School Use
5	Kwun Tong	2007/08	3 100#	School Use
6	Kwun Tong	2008/09	3 200#	School Use
7	Sham Shui Po	2008/09	1 300	School Use
8	Sham Shui Po	2007/08	1 200	Other educational use
9	Yau Tsim Mong	2006/07	1 200	Other educational use
10	North	2004/05	700	School Use
11	Sha Tin	2009/10	5 200#	School Use
12	Sha Tin	2012/13	6 400	Other educational use
13	Tai Po	2012/13	5 800	School Use
14	Yuen Long	2012/13	3 050	School Use
C. Nine premises earmarked for educational use				
1	Central and Western	2008/09	1 600	School Use
2	Eastern	2010/11	4 300#	School Use
3	Kwun Tong	2011/12	3 700#	School Use
4	Kwun Tong	2010/11	2 900	School Use
5	Sham Shui Po	2013/14	3 700	School Use
6	Tai Po	1999/00	2 400	School Use
7	Tsuen Wan	2010/11	3 600#	School Use
8	Tuen Mun	2010/11	5 300#	School Use
9	Islands	2006/07	5 800	School Use
D. Two premises which require further discussion				
1	Southern	2012/13	6 000	Not Applicable
2	Kowloon City	2013/14	3 200	Not Applicable

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises is only a rough estimate based on records available to EDB and the figures are for reference only. Information on area of those school premises standing on public housing

estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the table above.

In light of the recommendations of the Audit Report and the related report of the Public Accounts Committee tabled at LegCo on 17 February 2016, EDB is undertaking a series of measures to improve the handling and disposal of VSP. Firstly, we are reviewing the mechanism for identifying and allocating VSP for school or other educational uses, including defining and clarifying what constitutes VSP that should be handled with a view to drawing up a genuine database on VSP for better management of the use and disposal of VSP instead of simply keeping a record of ex-school premises. In addition, we are also conducting a stock-taking exercise by comparing the existing VSP records with the school registration records and conducting site visits where necessary to ascertain if there are any possible missed cases of VSP and to enhance the comprehensiveness of the VSP database. This will be followed by revamping the existing database with the objective of facilitating the management of those VSP that requires follow-up action or monitoring. An internal manual will be drawn up to set out the requirements and guidelines on the identification, screening, allocation and management of VSP for all related EDB sections to follow. We strive to complete the above tasks by June 2016.

We will continue to circulate the list of VSP within EDB, on a half-yearly basis, for new/updated proposals on educational uses and/or short-term uses (where appropriate). EDB will also continue to circulate, on a half-yearly basis, a list of VSP earmarked for medium or long-term educational use but suitable for short-term use to relevant bureaux/departments (B/Ds) (including the Home Affairs Bureau, Home Affairs Department, Lands Department (LandsD), PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

(f) and (g) EDB is responsible for the management of VSP located on sites allocated to EDB, including those referred to PlanD under the central clearing house mechanism but that LandsD has requested EDB to continue the management until the next users have been identified and taken over the land. The estimated expenditures to be incurred by EDB for management of VSP, which mainly includes security patrol and inspections, pest control, removal of litter, cleansing and weeding, are \$1.262 million and \$1.490 million for 2015-16 and 2016-17 respectively. The increase in expenditures is mainly due to the full-year effect of a VSP requiring 12-hour property management service in 2016-17 (compared to 7 months of such service in 2015-16) and the general increase in contract price based on the latest renewed contract commencing in March 2016.

(h) As shown in Table (1), as at end December 2015, nine of the 29 VSP have been earmarked for school or other educational use. EDB launched a School Allocation Exercise in February 2016 for one of these premises. EDB would periodically assess and update the proposed educational use of the VSP under EDB.

As there is a need to earmark/retain some VSP to cater for the anticipated increase in demand for school places and to allow flexible arrangements required for meeting the changing demand, including the uncertainty involved, and various needs, it is not practicable to set a fixed target of vacancy period or number of VSPs to be retained. Nevertheless, with the policy objective of putting VSP into gainful use in mind, EDB strives to facilitate the utilisation of VSP in an expeditious manner as far as practicable. In this regard, we circulate the list of VSP within EDB on a half-yearly basis to invite new and/or updated proposals on educational uses and/or short-term uses (where appropriate). We also circulate, on a half-yearly basis, a list of VSP already earmarked for educational use but suitable for short-term use to relevant B/Ds with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

(i) The Government will ensure that VSP continue to be handled in accordance with the established central clearing house mechanism. The Development Bureau has advised that according to the established mechanism, PlanD will consider suitable long-term alternative uses (e.g. government, institution or community, residential and other uses) for sites of the vacant or to-be-vacated school premises when EDB notifies PlanD and other relevant departments that it no longer requires such premises for allocation for school uses. Upon confirmation on the future uses for the sites of the VSP, PlanD will inform the concerned departments for their follow-up as appropriate. In the meantime, relevant B/Ds would, where appropriate, pursue and arrange temporary or short-term uses to ensure efficient utilisation of land resources.

For example, for VSP on government land under the control of LandsD where long-term uses are yet to be determined or not immediately required for the long-term uses identified, LandsD would try to put the sites, together with the VSP, to temporary uses, such as allocating them for use by B/Ds, renting them out by short-term tenancy upon identification of a suitable temporary use, or including the VSPs into the list of vacant government sites that are available in the relevant districts for application for greening and community uses on short-term basis.

- End -

CONTROLLING OFFICER'S REPLY

EDB128

(Question Serial No. 1592)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau has been providing secondary schools with a Career and Life Planning Grant since the 2014/15 school year. Will the Administration advise the following:

- a. the expenditures on provision of Career and Life Planning Grant and the number of schools receiving the Grant in the 2014/15 and 2015/16 school years;
- b. the use of Career and Life Planning Grant by schools in the 2014/15 and 2015/16 school years, e.g. the number of schools using the Grant to employ teachers and the number of schools using the Grant to procure services;
- c. whether the initiative announced in the Policy Address this year that schools may turn the Career and Life Planning Grant into regular teaching posts from the 2016/17 school year will be implemented on a voluntary basis and whether schools may still flexibly use the Grant to meet their own needs;
- d. whether a school will be provided with other grants for procurement of services if it chooses to turn the Career and Life Planning Grant into teaching posts; and
- e. how the Administration is going to assess the schools' effectiveness in using the Career and Life Planning Grant?

Asked by: Hon MA Fung-kwok (Member Question No. 8)

Reply:

(a) In the 2014/15 and 2015/16 school years, EDB has provided 509 and 507 schools with the Career and Life Planning Grant (CLPG) respectively. The total expenditure for the provision of the CLPG is \$264.6 million and \$273.8 million respectively.

(b) The aim of the CLPG is to enhance the capacity of the schools and their responsible team so as to take forward comprehensive life planning education. As set out in the relevant circular, the CLPG should primarily be used for its major purpose of empowering and enhancing the capacity of the teaching team, though schools may use the remainder of the grant to enrich relevant school-based services for students by providing career-related learning beyond the classroom. EDB has collected information about the use of the CLPG in schools through a school survey completed in September 2015 and advisory visits paid to 295 schools up to the end of November 2015. It is noted that the majority of the schools have made use of the CLPG appropriately in such areas as employing additional teachers to take up the teaching duties of career teachers so as to enhance their capacity in Life Planning Education (LPE), procuring LPE-related teaching

materials or assessment services for students, and financing students to participate in career exploration activities. About 80% of the schools spent most of the CLPG on employment of additional staff.

(c) & (d) As announced in the Policy Address 2016, schools may turn the existing CLPG into regular teaching posts from the 2016/17 school year. Schools may decide whether to turn the CLPG into regular teaching posts in the 2016/17 school year or in the later years based on their actual circumstances. We will review the implementation of the measure in schools in the next two school years.

Schools which choose to turn the CLPG into regular teaching posts may still deploy other cash grants or the surplus under the Expanded Operating Expenses Block Grant for aided schools (Expanded Subject and Curriculum Block Grant for government schools) for providing relevant school-based services to students. To nurture the culture of supporting the young generation for life planning, EDB has been making vigorous efforts to engage various stakeholders in schools and reach out to parents, business organisations and the community at large through social media, issuing newspaper supplements and sharing highlights of BSPP activities on the BSPP homepage throughout the year.

(e) In planning for career guidance service, schools are required to formulate strategies and build up monitoring/evaluation mechanism for continuous development. In line with the spirit of school-based management, the Incorporated Management Committee (IMC) / School Management Committee (SMC) of the school is accountable for proper use of cash grant for its intended objectives. EDB has strongly recommended that IMC/SMC considers inclusion of life planning education as one of the major concerns in the School Development Plan and monitors as well as evaluates its implementation through the school annual plan and school report. To enhance transparency, the work plan and details on the use of the CLPG should be endorsed by IMC/SMC and uploaded onto the school's homepage by December each year.

EDB will continue to conduct advisory visits to the secondary schools to track progress and provide on-site advice. During the school visits, EDB inspectors would engage in professional dialogue with the school guidance teams and render advice on improvements to the work plans and deployment of resources to enhance schools' forward planning. Information collected will be consolidated to feed back on the evaluation of the life planning education at the territory level.

- End -

CONTROLLING OFFICER'S REPLY

EDB129

(Question Serial No. 1595)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The amount of \$1 billion will be used to set up the Hong Kong Scholarship for “Belt and Road” Students to attract outstanding students from the Belt and Road regions to pursue undergraduate study in Hong Kong. What will be the mode of operation of the scholarship? Please explain its mode of operation, assessment of applications and decision-making respectively.

Asked by: Hon MA Fung-kwok (Member Question No. 11)

Reply:

Starting from the 2012/13 academic year, the Government set up a Targeted Scholarship Scheme (TSS) under the HKSAR Government Scholarship Fund (Scholarship Fund) to offer up to 10 scholarships per year to students from the targeted regions (i.e. ASEAN countries, India and Korea) to encourage them to pursue studies in Hong Kong. In December last year, the Government announced the provision of 10 additional offers for students from Indonesia under the existing TSS starting from the 2016/17 academic year so as to attract outstanding students from Indonesia to pursue undergraduate studies in Hong Kong and facilitate academic exchanges and connection of the two places. Under this new scheme, namely, the Hong Kong Scholarship for “Belt and Road” Students (Indonesia), which forms part of the existing TSS, up to 10 scholarships will be offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. The scholarship is tenable for the normal duration of the programme concerned and renewable annually subject to satisfactory academic performance of the awardees. Same as the TSS, the scholarship will be offered to students who are enrolled in publicly-funded degree programmes in Hong Kong. Participating publicly-funded institutions will, having regard to the recommendations of the Indonesian Government, nominate students for selection by the Steering Committee of the Scholarship Fund.

To encourage more outstanding students from countries and regions along the “Belt and Road” to pursue studies in Hong Kong, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income thus generated to further increase the number of additional offers for the Hong Kong Scholarship for “Belt and Road” Students to 100 by phases. We note that there are views in the community that the Government should also provide scholarship to Hong Kong students to encourage them to pursue study in the universities along the Belt and Road regions. The Government will take this into account in working out the detailed proposals.

- End -

CONTROLLING OFFICER'S REPLY

EDB130

(Question Serial No. 1596)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In light of the temporary decline of the secondary 1 student population, the Administration stated that it will continue to implement a series of targeted relief measures aiming at facilitating the sustainable development of schools and maintaining the stability and strengths of the teaching force. Please give a breakdown of the expenditure of the subhead for the series of targeted relief measures, the number of schools benefitted and the number of their students.

Asked by: Hon MA Fung-kwok (Member Question No. 12)

Reply:

The package of targeted relief measures the Education Bureau (EDB) implemented since the 2013/14 school year aims at preserving the stability and strengths of the schools as well as the teaching force in the period of the transient decline in Secondary 1 (S1) student population. In gist, the targeted relief measures include:

- i. a progressive reduction of the number of students allocated per S1 class by “2-1-1” / “1-1-1” under a district-/school-based approach in the 3 school years from 2013/14 to 2015/16;
- ii. relaxing the “not less than 3 S1 classes” requirement under which only schools operating 1 S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to 1 or 2 to participate in the next Secondary School Places Allocation exercise with a cap of 3 S1 classes; and
- iii. extending the retention period from 1 year to 3 years for surplus teachers arising from packing of S1 classes in the 3 school years from 2013/14 to 2015/16.

The above targeted relief measures are applicable to all aided, caput and government secondary schools. To further stabilise the teaching force, the Chief Executive has announced in the 2016 Policy Address that schools with surplus teachers arising from reduction of S1 classes in 2013/14 and 2014/15, if in need, may apply to extend the retention period for these surplus teachers up to 2017/18. The expenditure for putting in place the targeted relief measures is subsumed under the overall expenditure of EDB and a breakdown of the expenditure in this regard is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB131****(Question Serial No. 2737)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As stated under the Matters Requiring Special Attention in 2016-17, the Bureau will continue to implement the Fourth Strategy on Information Technology in Education and the major initiatives include the phased provision of wireless network and other supporting facilities for all public sector schools. In this regard, please inform this Committee of the following:

- (a) What are the specific measures of the Fourth Strategy on Information Technology in Education? What are the expenditures on implementing each of the measures?
- (b) Currently, what is the progress of the phased provision of wireless network and other supporting facilities for all public sector schools? When is the related work expected to be completed?
- (c) Regarding the development of e-textbooks, how many e-textbooks are available for use by schools in the 2015/16 and 2016/17 school years respectively? What are the subjects involved? How many of them were published under the e-Textbook Market Development Scheme (EMADS)?
- (d) How many schools will use e-textbooks in teaching in the 2016/17 school year? What will be their percentage share in the total number of schools in Hong Kong? How will be the effectiveness?
- (e) Will the Administration launch the EMADS again? If yes, what are the details? If no, what are the reasons?
- (f) What measure will the Administration adopt to encourage different corporates and organisations to develop more e-textbooks?
- (g) When promoting e-learning, how does the Administration ensure that schools are fully prepared in terms of hardware and software? Will the Administration consider adopting measures to standardise the usage format of e-textbooks so that schools using e-textbooks and publishers developing e-textbooks will have a standard to follow?
- (h) Will the Administration fully implement e-learning in the long run? Also, will the Administration consider formulating a long-term policy to promote e-learning as well as setting a clear time frame and objective for improving the hardware and software ancillary facilities in schools, enhancing teachers' training on e-teaching, adjusting teaching concepts and learning models, and developing electronic teaching materials, etc. so that various stakeholders, including schools, teachers, students, parents, publishers, etc. can understand more clearly the direction the development of e-learning is taking?

Asked by: Hon MA Fung-kwok (Member Question No. 37)

Reply:

- (a) Under the Fourth Strategy on Information Technology in Education (ITE4), we have formulated six actions for implementation from the 2015/16 school year covering the areas of (i) upgrading of WiFi infrastructure in all public sector schools; (ii) enhancing the supply of quality e-learning resources; (iii) curriculum renewal and transformation of pedagogical and assessment practices; (iv) building professional leadership and capacity; (v) community involvement; and (vi) conducting on-going research and evaluation studies for sustaining the coherent development of IT in education.

In terms of financial commitments, we have created a one-off commitment of \$105 million for implementation of the ITE4, of which \$90 million is for some 900 public sector schools to acquire mobile computing devices by phases, \$10 million is for Hong Kong Education City Limited to acquire e-learning resources, and \$5 million is for other support measures, such as hire of contract staff for project management.

- (b) The enhancement of WiFi infrastructure in all public sector primary and secondary schools is progressing well. Some 460 schools have completed the enhancement process. As regards the remaining schools, we expect that their WiFi infrastructure enhancement works could be completed by phases in the coming two school years.
- (c) 34 sets of e-textbooks have been included on the Recommended e-Textbook List (eRTL) for school use in the 2015/16 and 2016/17 school years, covering primary education subjects of Chinese Language, English Language, Mathematics, Putonghua, General Studies and Physical Education; and junior secondary education subjects of Chinese Language, English Language, Mathematics, Geography, History and Life and Society. Among the 34 sets of e-textbooks, 30 sets were developed under the e-Textbook Market Development Scheme (EMADS). In addition, another 4 sets (covering junior secondary education subjects of Geography and Computer Education) of e-textbooks developed under Phase Two of the EMADS are expected to be available for school use in the 2016/17 school year.
- (d) Figures of schools using e-textbooks in the 2016/17 school year are not available. For the 2015/16 school year, 55 primary schools and 85 secondary schools, accounting for 10.5% of primary schools and 17.7% of secondary schools respectively, have chosen to use the e-textbooks developed under the EMADS via different approaches. It is expected that with the increase in teachers' knowledge in e-learning and the use of e-resources and improvement in the IT infrastructure in schools, more schools will adopt e-textbooks in the delivery of their curriculum. An evaluation is underway to assess the effectiveness of EMADS, including other related areas such as the use of e-textbooks in schools and the impact on classroom learning and teaching in the context of the promotion of e-learning.
- (e) An evaluation is underway to assess the effectiveness of EMADS. Concurrently, e-textbooks for all subjects are now accepted for review. We do not have any plan for launching another round of EMADS for the time being.
- (f) To encourage the development of e-textbooks, we have been accepting by phases e-textbooks for different subjects for review since late 2014. At present, e-textbook review is open to all subjects. e-Textbooks that have undergone the quality assurance mechanism will be included on the eRTL, alongside the e-textbooks developed under the EMADS. In addition, we are also reviewing the submission schedule for e-textbooks to increase the number of submission periods per year to scale up the supply of e-textbooks for selection by schools.
- (g) & (h) All e-textbooks on the eRTL have undergone the quality assurance mechanism and observed the technical requirements outlined under the EMADS. On top of the experience gained in the EMADS, e-textbook developers, publishers, professionals and educators in IT in education, school principals and frontline teachers have been invited to discuss and share their views on the standard requirements to be adopted for future e-textbooks submitted for review.

Furthermore, the ITE4 aims to unleash the learning power of our students to learn to learn and to excel through realizing the potential of IT in enhancing interactive learning and teaching experiences. The actions being implemented, including the provision of funding for schools to upgrade their WiFi infrastructure, enhancing the supply of quality e-learning resources, and building up professional leadership and capacity of education professionals, will facilitate the readiness of schools to implement e-learning. Under the principle of school-based management, it is at the discretion of individual schools to determine their own pace of e-learning having regard to their school circumstances and development needs.

- End -

CONTROLLING OFFICER'S REPLY**EDB132****(Question Serial No. 2316)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the enhancement of equipment and support for IT education, please inform this Committee:

- (a) the expenditures of updating and providing additional IT equipment (including both hardware and software) for government and aided primary and secondary schools in the past 3 years (please list out the equipment by category in a table);
- (b) the expenditure involved in WiFi 100;
- (c) the estimated total expenditure of WiFi900 and the estimated expenditure in 2016-17;
- (d) the number and percentage of government and aided primary and secondary schools with WiFi installations (please list out in a table);
- (e) Based on the figures of (d), what is the average number of classrooms sharing one radio base station (please list out by school type in a table)?
- (f) the number of IT technicians in aided primary and secondary schools in the past 3 years; and
- (g) what is the median salary of IT technicians?

Asked by: Hon Charles Peter MOK (Member Question No. 109)

Reply:

(a), (f) & (g)

We provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning. The amounts of CITG for the past three financial years were \$328 million for 2013-14, \$341 million for 2014-15 and \$353 million for 2015-16. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education. We therefore do not have any information pertaining to the expenditures of schools on IT equipment as well as the employment statistics of technical support staff.

(b)

We launched the "Support Scheme for e-Learning in Schools" or WiFi-100 project in early 2014 with a commitment of \$50 million under which around \$35 million one-off grant was provided to 100 public sector schools in early 2014 for enhancement of their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices. Another one-off grant of \$10 million was disbursed to the Hong Kong Education City Limited, also in early 2014, for development of an online integration platform for linking up schools' Learning Management System and various e-textbooks/e-learning resources platforms. The remaining

\$5 million was used from early 2014 up to 2015-16 on other support measures such as provision of programme management services for schools. The Scheme is now completed.

(c)

We launched the Fourth Strategy on Information Technology in Education (ITE4) in August 2015 with a non-recurrent funding of \$105 million, of which around \$40 million was disbursed to the first batch of 412 schools under the WiFi-900 project in 2015-16 as one-off grant for acquisition of mobile computing devices to facilitate the use of e-textbooks or other e-learning resources in class under a WiFi school environment. We also disbursed an extra recurrent grant of \$70,000 on average per school for these 412 schools for subscription of WiFi services.

For 2016-17, the estimated expenditure for implementation of the ITE4 includes \$30 million one-off grant for the second batch of some 300 schools under the WiFi-900 project for acquisition of mobile computing devices, and an extra recurrent grant of \$70,000 on average per school for these 300 schools for subscription of WiFi services.

(d)

According to information collected from schools, as at February 2016, some 460 public sector schools have completed the enhancement of WiFi infrastructure under the WiFi-100 and the first phase of WiFi-900 projects. The figures are broken down as follows –

School type	Number and percentage of schools with enhanced WiFi infrastructure		Total number of schools
Government primary	7	(21%)	34
Government secondary	7	(23%)	31
Aided primary	217	(49%)	443
Aided secondary	209	(49%)	423
Aided special	28	(47%)	60
Total	468	(47%)	991

Note: Aided schools also include local schools under the Direct Subsidy Scheme.

(e)

We have not collected any data from relevant schools on the average number of classrooms served by each access point.

- End -

CONTROLLING OFFICER'S REPLY**EDB133****(Question Serial No. 2317)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the enhancement of IT education, please inform this Committee:

- (a) In connection with the revised estimated expenditure of \$50,340,000 for the Implementation of the Fourth Strategy on Information Technology in Education in 2015-16, what were the work items and expenditures involved?
- (b) What are the Government's targets, timetable and estimated expenditures for the implementation of the Fourth Strategy on Information Technology in Education in 2016-17?
- (c) What were the Government's expenditures and work items in respect of the promotion of STEM (science, technology, engineering and mathematics) education in 2015-16?
- (d) How much resources will the Bureau set aside in 2016-17 for updating and enhancing STEM curricula, learning activities and related teacher training? What are the content, timetable, manpower requirement, expenditures and other resources involved in the measures?
- (e) What are the follow-up action and timetable of the consultation on promotion of STEM education?
- (f) What are the IT-related subjects in junior and senior secondary curricula and the number of students taking each subject?
- (g) Is there any STEM-related learning activities jointly organised with tertiary institutions, professional groups or other related organisations? If yes, what are the related expenditures, work items, targets and timetable?

Asked by: Hon Charles Peter MOK (Member Question No. 110)

Reply:

(a) & (b)

We launched the Fourth Strategy on Information Technology in Education (ITE4) in August 2015 with a non-recurrent funding of \$105 million. The revised estimate of \$50.34 million for 2015-16 included a one-off grant of around \$40 million disbursed to the first batch of 412 schools under the WiFi-900 project for acquisition of mobile computing devices to facilitate the use of e-textbooks or other e-learning resources in class under a WiFi school environment. The remaining \$10 million was disbursed to Hong Kong Education City Limited as one-off grant for acquisition of e-learning resources. Apart from the project vote for ITE4, we also disbursed an extra recurrent grant of \$70,000 on average per school for these 412 schools for subscription of WiFi services.

For 2016-17, the estimated expenditure for implementation of the ITE4 includes \$30 million one-off grant for the second batch of some 300 schools under the WiFi-900 project for acquisition of mobile computing devices, and an extra recurrent grant of \$70,000 on average per school for these 300 schools for subscription of WiFi services. We expect that the WiFi infrastructure enhancement process for these 300 schools will be completed at the commencement of 2016/17 school year.

(c) The total expenditure on the promotion of STEM education in 2015-16 was about \$56.6 million. About \$1.1 million was spent on organising the Student Education Fair held in January 2016. A total of about \$55.5 million is to be released as a one-off grant for the promotion of STEM education to all government, aided and DSS primary schools, including special schools with a primary section, in the 2015/16 school year. The amount of the one-off grant is \$100,000 per school.

(d) To promote STEM education, we are renewing the Curriculum Guides of the Science Education, Technology Education and Mathematics Education Key Learning Areas (KLAs) which are scheduled to be released in the 2016/17 school year. There would be on-going professional development programmes for curriculum leaders and teachers. We will also enrich the learning and teaching resources for relevant curricula of the above KLAs. The expenditure for the above strategies will be absorbed by recurrent expenditures of the Education Bureau. Separate estimate is not available.

(e) Subsequent to the two-month consultation on promoting STEM education held in November 2015 to January 2016, views collected from stakeholders will be carefully considered. The Report on promoting STEM education is being prepared and concrete suggestions will be put forward for each of the strategies proposed in the consultation document. The Report has been scheduled to be released by the end of this year.

(f) The subjects related to information technology (IT) and student enrolment at the junior and senior secondary levels in the 2014/15 school year are set out as follows:

Level	Junior Secondary	Senior Secondary
Subject(s) / Key Learning Area	Computer Literacy / Enriched Technology Education Key Learning Area curriculum	Information and Communication Technology
Number of Students in the 2014/15 School Year	About 169 000	21 640

It is noteworthy that, at the junior secondary level, all secondary schools have been recommended to implement the enriched Technology Education Key Learning Area curriculum from Secondary 1 starting from the 2014/15 school year. The core and extension learning elements under the “Information and Communication Technology” knowledge context will replace the Computer Literacy syllabus.

(g) We collaborated with various tertiary institutions, professional bodies and other related organisations in organising the Student Education Fair in January 2016. They included the Hong Kong Science and Technology Parks Corporation, The University of Hong Kong, The Hong Kong Polytechnic University, Vocational Training Council, Hong Kong Association for Science and Mathematics Education, and Hong Kong Technology Education Association.

The Student Education Fair aimed to showcase and celebrate a wide range of student achievements on STEM-related areas, and provide quality learning experiences for primary and secondary students to enhance their interests in learning, creativity and innovation as well as to strengthen their ability in integrating and applying cross-disciplinary knowledge and skills.

The expenditure on organising the above Student Education Fair was about \$1.1 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB134

(Question Serial No. 2318)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Please advise this Committee on the following:

- (1) The number of hours of computer programming lessons at senior secondary levels and the number of students involved in 2015-16;
- (2) The percentage of computer programming teachers who have the background of information technology education; and
- (3) Are there any measures to subsidise or enhance the computer programming lessons at senior secondary levels in public sector and aided schools? If yes, please provide information on the expenditure in the past 3 years as well as the estimated expenditure, support initiatives, work targets, timetable and manpower for the coming year?

Asked by: Hon Charles Peter MOK (Member Question No. 130)

Reply:

- (1) The senior secondary curriculum has an elective subject entitled Information and Communication Technology (ICT) which has programming elements. The number of hours allocated to the compulsory part and elective part of ICT are 20 and 75 hours respectively. The number of students studied this subject in the 2014/15 school year was 21 640.
- (2) All teachers in local primary and secondary schools, regardless of being subject-trained or not, are required to meet the basic academic qualification requirements before they can be registered to teach in schools. Given the varied availability of subject expertise in schools, individual school management is always in the best position to recruit and/or flexibly deploy suitable teachers to provide the best learning opportunities for students in various subjects, including computer/ICT. Thus, the percentage of computer programming teachers who have the background of information technology education is not available. However, professional development programmes (PDPs) for serving computer/ICT teachers have been organised continuously to enhance the quality of learning and teaching of computer/ICT in schools.
- (3) The curriculum content of the elective subject ICT was revised in 2015 in order to enhance the teaching of computer programming. PDPs will continuously be organised to equip teachers to teach the updated contents. In addition, learning and teaching resource will be developed. The expenditure on and manpower for curriculum development, resource materials development and PDPs are absorbed by the recurrent expenditures of EDB. Separate estimate is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB135****(Question Serial No. 1865)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Would the Education Bureau provide in the table below details of the duty visits outside Hong Kong made by the Secretary, the Under Secretary and the Political Assistant to Secretary for Education in the past 3 years (2013-14, 2014-15 and 2015-16), including the date of visit, place of visit, size of entourage, purpose of visit, expenses on hotel accommodation, air tickets and meals and total expenditure for each visit? Please provide the amounts and the names of the sponsors of the sponsorships received (if any) of each visit.

Date of visit	Place of visit	Size of entourage	Purpose of visit	Expenses on hotel accommodation	Expenses on air tickets	Expenses on meals	Total expenditure of the visit

Asked by: Hon CHAN Chi-chuen (Member Question No. 18)

Reply:

Information about duty visits outside Hong Kong made by Secretary for Education (SED) and Political Assistant to Secretary for Education (PA/SED) as well as Under Secretary for Education (US(Ed)) in the past three years from 2013-14 to 2015-16 are at Annexes A to B respectively.

**Duty visits outside Hong Kong made by
Secretary for Education from 2013-14 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit (Note 1)	Total expenditure incurred by SED & official entourage from SED's Office (\$)(Notes 2 & 3)
2013-14 (10)	<ul style="list-style-type: none"> To learn about kindergarten education and information technology in education in Korea, Singapore and Australia To officiate and/or address in international forum/seminars in Singapore and United Kingdom and exchange views on education policies, co-operation and development, etc. with Minister of Education of other countries, local educational officials and institutions as well as students To make goodwill visits to education authorities and officials in Shenzhen, Guangzhou and Nansha to exchange views on the latest development on the educational front and visit local schools To lead a delegation of education professionals and sector representatives to Shanghai and Beijing for professional exchange To visit Indonesia for boosting educational co-operation and exchange with member states of the Association of Southeast Asian Nations and promoting Hong Kong's role as a regional education hub To lead a delegation from the education sector to attend an international convention in Shanghai To attend an international summit in New Zealand and to have bilateral meetings with Minister of Education of other countries 	1 - 2	688,414
2014-15 (10)	<ul style="list-style-type: none"> To visit Belgium and Finland to observe the education systems and good practices of European countries and visit Malaysia to enhance the education link with the ASEAN country and promote Hong Kong's role as an education hub To lead the "Passing on the Torch" Mainland Exchange Programme to Beijing and Shanghai to participate in visits and exchange activities To lead a delegation of the education sector to Ningbo for exchanges, and give opening remarks/witness the signing of higher education cooperation documents and sister school agreements To meet with Shenzhen Municipal Education Bureau officials to exchange views and deepen cooperation on education issues 	1 - 2	729,038

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit (Note 1)	Total expenditure incurred by SED & official entourage from SED's Office (\$)(Notes 2 & 3)
	<ul style="list-style-type: none"> To officiate at a ceremony and address in an education forum in Hangzhou and witness the signing of sister school agreements To lead an education delegation to study the vocational education systems and good practices in promoting young persons' career development in Germany and Switzerland To lead a delegation of secondary school students to participate in "Passing on the Torch" Mainland Exchange Programme in Nanjing To meet with Guangdong Party Secretary and Shenzhen Party Secretary To attend an international summit in Canada 		
2015-16 (13)	<ul style="list-style-type: none"> To meet with officials of the Ministry of Education in Beijing, Beijing Municipal Education Commission, Shenzhen Municipal Education Bureau, Department of Education of Guangdong Province and Zhongshan Municipal Government to exchange views on educational issues and co-operation To deliver a speech at the 10th anniversary celebratory event of the United International College, and to hold discussion with officials of the Zhuhai Municipal Education Bureau To lead Hong Kong university students to a career and life planning education programme and visit enterprises in Huizhou and Shunde To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities to exchange views with university leaders and Hong Kong students To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp, and to pay a courtesy visit to the Ministry of Education in Beijing To visit the United States and Belgium to exchange views with overseas funding and research agencies in the higher education sector on education and research policies and funding strategies To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression in Beijing To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde 	1 - 3	482,820

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit (Note 1)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (Notes 2 & 3)
	<ul style="list-style-type: none"> To attend an international education conference, and to hold discussion with officials of the Ministry of Education of Singapore To join a delegation of presidents or vice-presidents of the eight University Grants Committee-funded institutions for a visit to Guangdong Province, and to attend a Guangdong and Hong Kong university presidents' forum in Guangzhou To officiate at an opening ceremony of a national competition of extra-curricular academic and technological projects by university students in Guangzhou 		

* The above duty visits lasted for one to seven days per trip.

Notes :

- (1) The entourage included the Political Assistant to Secretary for Education in one visit in 2013-14, two visits in 2014-15 and five visits in 2015-16. He also separately made a duty visit with other officers of the Bureau to Shenzhen in 2015-16 incurring an expenditure of \$277.
- (2) In the period from 2013-14 to 2015-16, there were sponsorships for in-town transport and hotel accommodation in nine visits provided by the hosts. The amounts were around \$11,300 in 2013-14, \$7,300 in 2014-15 and \$3,800 in 2015-16, which are not included under the total expenditure.
- (3) The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visit outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

**Duty visits outside Hong Kong made by
Under Secretary for Education from 2013-14 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$)(Notes)
2013-14 (1)	<ul style="list-style-type: none"> To pay a courtesy visit to Shenzhen Education Bureau 	-	2,328
2014-15 (4)	<ul style="list-style-type: none"> To attend international conference/seminar in the USA and Japan To lead a delegation of the education sector to Beijing for professional exchanges To attend a working meeting of the Guangdong-Hong Kong Cooperation Joint Conference in Guangzhou 	-	106,527
2015-16 (5)	<ul style="list-style-type: none"> To lead a delegation to participate in interflow activities for the "Passing on the Torch" Platform Programme Series in Nanjing To attend an international conference and visit local schools in Australia To visit Zhongshan National Defense Education Base and exchange views on the organisation of a student camp for Hong Kong students To serve as the guest of honour at the contract signing ceremony for the Guangzhou-Hong Kong Sister Schools 10th Anniversary Sharing cum Guangdong-Hong Kong Sister School Scheme 2015 To sign a Memorandum of Understanding on education cooperation between Hong Kong and Indonesia, and launch a new scholarship scheme for Indonesian students 	-	84,748

* The above duty visits lasted for one to five days per trip.

Notes :

- (1) In 2014-15, there were sponsorships for in-town transport and hotel accommodation in two visits provided by the hosts. The amount was around \$4,800, which is not included under the total expenditure.
- (2) The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visit outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

- End -

CONTROLLING OFFICER'S REPLY**EDB136****(Question Serial No. 1867)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational and Professional Education, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Will the Education Bureau set out in the table below details and estimated cost of the studies that the Bureau commissioned consultancy firms or research institutions to conduct over the past 3 years?

Time of study	Scope of study	Objective of study	Area	Research institution	Manpower	Expenditure

Asked by: Hon CHAN Chi-chuen (Member Question No. 20)Reply:

The consultancy studies commissioned by the Education Bureau on public policy for which funds have been allocated from 2013-14 to 2015-16 are as follows –

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
June 2010	Completed (May 2013)	Impact Study on Quality Review To review the effectiveness of the Quality Review Framework that has been implemented since the 2007/08 school year and its impact on the pre-school education in Hong Kong.	East China Normal University	850,000

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
November 2010	Completed (June 2014)	<p>Impact Study on the Implementation of the 2nd Cycle of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong (Impact Study on the 2nd Cycle of SDA)</p> <p>To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.</p>	Learning Files Ltd.	749,700
July 2011	Completed (December 2013)	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2010</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	Consumer Search Hong Kong Ltd	1,080,000

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
September 2011	Completed (February 2015)	<p>Research Study on the Pilot Scheme on e-Learning in Schools (Part 1)</p> <p>To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in Schools.</p> <p>To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-learning as the major learning model for our students in future.</p>	Centre for Information Technology in Education of the University of Hong Kong	1,299,375
March 2013	Completed (March 2015)	<p>Analytical Study on “Free” Kindergarten Education</p> <p>To review and consolidate stakeholders’ views and analyses issues relating to the provision of free kindergarten education.</p>	Policy 21 Limited	496,000
May 2013	Completed (February 2015)	<p>Research Study on the Pilot Scheme on e-Learning in Schools (Part 2)</p> <p>To conduct in-depth case studies with qualitative analysis.</p> <p>To collect good school practices, sound e-learning solutions, e-pedagogies, etc of the pilot school projects.</p>	Department of Mathematics and Information Technology of the Hong Kong Institute of Education	1,428,000

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
July 2013	Completed (September 2014)	<p>Survey of Laboratory Technicians in Secondary Schools (2013-14)</p> <p>To collect information concerning the provision, roles, responsibilities, working conditions and training needs of laboratory technicians, and to solicit views from school principals, science teachers and laboratory technicians on the job duties and deployment of laboratory technicians in New Senior Secondary.</p>	Hong Kong Institute of Vocational Education (Sha Tin)	391,950
August 2013	Completed (August 2014)	<p>Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector</p> <p>To identify major development and models of good practices on governance and quality assurance for the operation of self-financing post-secondary programmes from the local, regional and international perspectives.</p>	Policy 21 Limited	520,000
November 2013	Completed (June 2014)	Project on the Development of Policy and Principles for Credit Accumulation and Transfer (CAT)	Hong Kong Shue Yan University	600,000

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
		<p>under the Qualifications Framework (QF)</p> <p>To develop the policy and principles for implementing CAT under the QF.</p>		
January 2014	Completed (June 2014)	<p>Feasibility Study on validation of Non-formal and Informal Learning (NFIL) under Hong Kong Qualifications Framework (HKQF)</p> <p>To formulate a set of territory-wide principles and guidelines on the validation of NFIL for adoption by QF stakeholders in Hong Kong.</p>	Mike Coles Limited	420,000
February 2014	Completed (September 2014)	<p>Consultancy Service on Evaluation Research Framework for the Support Measures to Chinese Language Learning of Non-Chinese Speaking (NCS) Students</p> <p>To formulate an evaluation research framework to evaluate the effectiveness of support measures on the learning of Chinese of NCS students.</p>	The Chinese University of Hong Kong	184,000

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
June 2014	Completed (November 2014)	<p>Focus group interviews for promotion of vocational education and identification of workplace skills for post-secondary education</p> <p>(i) To measure the perception of vocational education of different stakeholders and identify effective means to promote vocational education; and</p> <p>(ii) To identify essential skills required in the workplace that can be incorporated in the curriculum design of post-secondary education programmes.</p>	Consumer Search Hong Kong Ltd.	398,000
July 2014	Completed (June 2015)	<p>Consultancy Study on Accommodation Requirements for Kindergartens</p> <p>To examine and analyze various issues relating to kindergarten accommodation, and to make recommendations on the future accommodation requirements for kindergartens as well as related issues.</p>	BARRIE HO Architecture Interiors Limited	300,000
July 2014	Completed	Consultancy Study on	CBRE Limited	998,000

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
	(June 2015)	<p>Rental and Related Issues on Kindergarten Premises</p> <p>To examine and analyze various issues relating to kindergarten rentals, and to make proposals on how to tackle the kindergarten rental and related issues.</p>		
August 2014	Completed (June 2015)	<p>Consultancy Study on the Human Resources Requirements and Salary Structure in Kindergartens</p> <p>To examine and analyze various issues relating to the human resources requirements and remuneration in kindergartens, and to make recommendations on the future requirements for teaching and non-teaching staff in KG and their remuneration.</p>	Towers Watson Hong Kong Limited	839,000
October 2014	In progress	Provision of Services for Study on the Provision of International School Places in Hong Kong	Policy 21 Limited	1,080,000
November 2014	Completed (January 2016)	<p>Pilot Exercises for Development of a Credit Accumulation and Transfer (CAT) System under the Qualifications Framework</p> <p>To distil the good practices under three pilot exercises in order</p>	Federation for Self-financing Tertiary Education	650,000

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
		to develop a set of practical guidelines for CAT implementation.		
November 2014	Completed (December 2015)	<p>Project on Technical Alignment of the Hong Kong Qualifications Framework (HKQF) and the European Qualifications Framework (EQF)</p> <p>To advise on the strategy, methodology, criteria and work plan for the project, to conduct a level-to-level comparison between HKQF and EQF and to prepare a report.</p>	Hong Kong Shue Yan University	1,210,000
December 2014	In progress	<p>Evaluation of the Native-speaking English Teacher Scheme in Primary Schools(PNET Scheme)</p> <p>The objectives are to:</p> <p>(i) inform the public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools;</p> <p>(ii) identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and</p> <p>(iii) inform policy</p>	<p>1. Dr Mary Shepard WONG, Azusa Pacific University</p> <p>2. Dr Peter STOREY, Open University of Hong Kong</p> <p>3. Dr Icy LEE, Chinese University of Hong Kong</p> <p>4. Dr Andy GAO, University of Hong Kong</p> <p>5. Dr Alex YU, Azusa Pacific University</p>	1,398,952.21

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
		making regarding the development and implementation of the PNET Scheme.		
December 2014	Completed (March 2016)	<p>Territory-wide System Survey on the Capabilities and Attributes Expected of Novice Teachers and School Leaders, and the Continuing Professional Development of Teachers and School Leaders</p> <p>To find out the expectations of novice teachers and school leaders on the capabilities and attributes required for performing their duties, and the professional development needs of teachers and school leaders with reference to the Teacher Competencies Framework.</p>	Policy 21 Limited	660,400
February 2015	In progress	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2013</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	Consumer Search Hong Kong Ltd.	1,198,000
June 2015	In progress	Consultancy Service for the Brand Building	Asia One Communications	1,190,000

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
		Project for Hong Kong Qualifications Framework (HKQF) To enhance public recognition and awareness of HKQF among its stakeholders.	Group	
August 2015	In progress	Feasibility Study on Alignment/Recognition of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF) To explore possible ways of aligning or recognising professional qualifications under the HKQF in the light of oversea experiences.	Hong Kong Council for Accreditation of Academic and Vocational Qualifications	509,010
September 2015	In progress	Perception Surveys for Vocational and Professional Education and Training (VPET) To compare the change in public perception of VPET with the Government's implementation of a series of promotion strategies.	Aristo Market Research & Consulting Co., Ltd	490,000
December 2015	In progress	Research study on the impact of e-learning in schools	Centre for Learning Enhancement and Research (CLEAR) of the Chinese University of Hong Kong	1,430,000
January 2016	In progress	Evaluation of the Enhanced Native-speaking English Teacher	1. Dr Mary Shepard WONG, Azusa Pacific	1,392,113.42

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
		<p>(ENET) Scheme in Secondary Schools</p> <p>The objectives are to:</p> <p>(i) To inform the public of the effectiveness of the ENET Scheme as a territory-wide initiative in support of English language education in public-sector secondary schools;</p> <p>(ii) To identify areas for improvement and recommend strategies for enhancing the impact and effectiveness of the ENET Scheme including the provision of a support structure; and</p> <p>(iii) To inform policy making regarding the development and implementation of the ENET scheme.</p>	<p>University</p> <p>2. Dr Peter STOREY, Open University of Hong Kong</p> <p>3. Dr Icy LEE, Chinese University of Hong Kong</p> <p>4. Dr Andy GAO, University of Hong Kong</p> <p>5. Dr Alex YU, Azusa Pacific University</p>	
January 2016	In progress	Pilot Project on extending the Recognition of Prior Learning (RPL) to cover Non-formal and Informal Learning for the Elderly Care Service industry under the Hong Kong Qualifications Framework (QF)	Institute of Professional Education and Knowledge of Vocational Training Council	599,949

Time of study (i.e. Start date of the study)	Progress of study (under planning/ in progress / completed)	Scope of study / Objective of study / Area	Research institution	Expenditure (\$) (i.e. Consultancy fee of the study)
		To facilitate the possible acquisition of QF-recognised RPL qualifications of the experienced care-givers, which they may use for job entry, learning progression and/or career advancement purposes.		
January 2016	In progress	<p>Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Automotive Industry under the Hong Kong Qualifications Framework</p> <p>To develop the VQP for the Automotive industry so as to support lifelong learning and to enhance the capability and competitiveness of the automotive workforce.</p>	The Institute of the Motor Industry Hong Kong	798,000

The relevant manpower expenses of each study incurred by the research institution were subsumed under the consultancy fee of each study and therefore could not be identified separately. Manpower of this Bureau involved in the monitoring of each study and the relevant expenditure involved have been absorbed by this Bureau.

- End -

CONTROLLING OFFICER'S REPLY

EDB137

(Question Serial No. 1826)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (-) Not Specified
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Belt and Road Initiative will have far-reaching implications on the economy of Hong Kong. In this connection, please provide information on the expenditure and manpower for the promotion of the Belt and Road Initiative at primary and secondary schools and universities.

Asked by: Hon CHAN Han-pan (Member Question No. 9)

Reply:

In the 2016/17 school year, the expenditure and manpower involved in the promotion of the "Belt and Road" initiative at primary and secondary schools are absorbed by the recurrent estimate and the establishment of the Education Bureau (EDB). Therefore, we are not able to provide a separate breakdown of the expenditure and the manpower for the promotion of the "Belt and Road" initiative in terms of these 2 levels.

In terms of higher education, to encourage more outstanding students from countries and regions along the "Belt and Road" to pursue university studies in Hong Kong, we propose to, starting from the 2016/17 academic year, introduce the Hong Kong Scholarship for "Belt and Road" Students by expanding the Targeted Scholarship Scheme under the HKSAR Government Scholarship Fund (Scholarship Fund) from 10 offers per year at present to cover 100 additional offers per year by phases. In this connection, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income thus generated to increase the number of additional offers for the Hong Kong Scholarship for "Belt and Road" Students to 100 by phases.

Apart from the proposed injection of \$1 billion into the Scholarship Fund as mentioned above, the expenditure and manpower involved in promoting the "Belt and Road" initiative in the higher education sector will be funded by existing resources of EDB and subsumed under the establishment and provision for EDB. It is difficult to quantify them separately.

- End -

CONTROLLING OFFICER'S REPLY**EDB138****(Question Serial No. 1827)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Career and life planning is crucial to the development of students. What were the expenditure and manpower involved with the career and life planning in the past 3 years?

Asked by: Hon CHAN Han-pan (Member Question No. 10)

Reply:

Starting from the 2014/15 school year, Education Bureau (EDB) has provided public sector and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent Career and Life Planning Grant (CLPG) to strengthen life planning education for secondary students. The CLPG per school is benchmarked to the mid-point salary of the Graduate Master pay scale. The expenditure for the provision of the CLPG for the 2014/15 school year is \$264.6 million while the estimated expenditure for the 2015/16 school year is \$273.8 million.

Besides, to enhance the readiness of non-Chinese speaking students and students with specific learning difficulties for work and further studies, EDB has also commissioned non-governmental organisations, on a pilot basis, to organise work experience programmes for these students over a three-year period as from the 2015/16 school year. The total expenditure for the above three-year pilot projects is estimated to be about \$16.6 million.

Apart from the provision of the CLPG, EDB has also taken a range of measures to strengthen professional support for schools and teachers in providing life planning and career guidance services for students, such as increasing the number of structured teacher training places, organising seminars/workshops on specific themes, promoting professional exchanges among schools and teachers, conducting advisory visits to provide professional advice to schools, engaging business organisations to provide students with career exploration opportunities via the Business School Partnership Programme (BSPP), disseminating updated information on further studies and career opportunities on the webpage, issuing a Guide on Life Planning Education and Career Guidance for Secondary Schools for reference, etc. To nurture the culture of supporting the young generation for life planning, EDB has been making vigorous efforts to engage various stakeholders in schools and reach out to parents, business organisations and the community at large through social media, issuing newspaper supplements and sharing highlights of BSPP activities on the BSPP homepage throughout the year. The whole Career Guidance Section with EDB staff and seconded teachers is committed to carrying out the above duties to support schools in the implementation of life planning education. The required manpower and related expenditure are subsumed into EDB's recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY**EDB139****(Question Serial No. 0053)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational and Professional Education, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

a) Over the past 5 years, how many post-secondary, secondary and primary school students received subsidies respectively to join the Mainland exchange? What were the details and expenditure involved?

b) In 2016/17, according to the Government's estimation, how many post-secondary, secondary and primary school students will be subsidised by the Government respectively to join the Mainland exchange? What are the details and the estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 7)Reply:

a) The number of post-secondary, secondary and primary school students who had received subsidies to join the Mainland exchange programmes over the past five years (2011-12, 2012-13, 2013-14, 2014-15 and 2015-16) and the expenditure involved are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)			Expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2011-12	1 200	19 700	19 900	3.7	33.1	13.6
2012-13	5 900	12 800	7 400	17.8	27.8	4.5
2013-14	7 100	26 200	16 700	21.4	30.6	10.6
2014-15 [#]	4 500	26 600	17 400	13.8	34.6	11.3
2015-16 ⁺	4 000	37 300	20 700	12.3	48.0	14.7

[#] Actual figures revised from last year's estimates⁺ Provisional figures

b) The estimated number of places to be offered for post-secondary, secondary and primary school students to join Mainland exchange programmes in 2016-17 and the estimated expenditure are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)			Estimated expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2016-17	3 500	53 300	32 900	10.6	71.7	24.7

- End -

CONTROLLING OFFICER'S REPLY**EDB140****(Question Serial No. 0073)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the respective number of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by District Council district in the past 3 school years.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 4)

Reply:

The respective numbers of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by District Council district in the 2013/14, 2014/15 and 2015/16 school years are tabulated as follows:

2013/14 school year	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Existing	Closed	Newly operated	Existing
Central & Western	1	2	17	1	2	24
Wan Chai	0	0	14	0	0	15
Southern	0	0	17	1	1	24
Eastern	1	0	33	0	2	48
Yau Tsim Mong	0	0	15	0	0	22
Sham Shui Po	0	0	25	0	0	19
Kowloon City	2	2	44	0	0	46
Wong Tai Sin	0	0	22	0	0	25
Kwun Tong	1	5	36	1	0	37
Sai Kung	2	2	28	1	0	31
Sha Tin	0	0	34	0	3	41
Tai Po	0	0	19	0	0	16
North	0	0	28	0	0	18
Yuen Long	0	0	43	0	0	29
Tuen Mun	0	1	32	0	0	32
Tsuen Wan	0	0	16	0	1	21
Kwai Tsing	0	0	34	0	1	30
Islands	0	1	19	0	0	15

2014/15 school year	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Existing	Closed	Newly operated	Existing
Central & Western	1	0	15	2	1	24
Wan Chai	1	0	13	1	1	15
Southern	0	1	18	1	1	24
Eastern	0	2	35	0	0	48
Yau Tsim Mong	0	0	15	0	1	23
Sham Shui Po	1	2	26	1	0	18
Kowloon City	0	2	46	0	2	48
Wong Tai Sin	0	1	23	0	0	25
Kwun Tong	0	0	35	0	0	38
Sai Kung	0	0	27	0	0	32
Sha Tin	0	1	35	0	0	41
Tai Po	0	0	19	0	0	16
North	0	0	28	0	1	19
Yuen Long	2	3	44	2	0	27
Tuen Mun	0	0	32	1	1	32
Tsuen Wan	0	3	19	1	1	21
Kwai Tsing	1	0	33	0	0	30
Islands	0	0	19	0	0	15

2015/16 school year	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Existing	Closed	Newly operated	Existing
Central & Western	0	2	17	0	0	24
Wan Chai	0	0	13	0	1	16
Southern	0	1	19	0	0	24
Eastern	1	2	35	0	0	49
Yau Tsim Mong	0	1	16	0	0	23
Sham Shui Po	0	2	27	0	1	20
Kowloon City	0	4	49	1	1	49
Wong Tai Sin	1	1	23	0	0	25
Kwun Tong	0	0	35	0	0	38
Sai Kung	1	3	29	0	0	32
Sha Tin	0	1	36	0	0	41
Tai Po	0	1	19	0	0	17
North	0	0	28	0	0	19
Yuen Long	0	3	45	0	0	29
Tuen Mun	0	2	34	0	0	32
Tsuen Wan	1	2	19	0	0	22
Kwai Tsing	1	0	32	0	0	30
Islands	1	1	19	0	0	15

- End -

CONTROLLING OFFICER'S REPLY

EDB141

(Question Serial No. 0148)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- a) What are the details of the idle sites which have currently been planned for educational purposes, including their locations, areas, the numbers of years for which they have been left idle, their planned uses and latest situations?
- b) What are the details of the existing vacant school premises, including their addresses, the numbers of classrooms and facilities available therein, their areas, original uses, the number of years for which they have been left vacant, their planned uses and latest situations?
- c) Has the Government drawn up specific work plans and timetables in respect of the planned uses of all sites for educational purposes and vacant school premises? If it has, what are the details? If not, will the Government draw up such plans and timetables shortly? If it will draw up such plans, what are the details? If not, what are the reasons for that?
- d) Had the Government and other bureaux asked the Education Bureau (EDB) to rezone idle sites planned for educational purposes to other uses in the past three years? If they had, please set out in table form the locations, areas, expected uses and development plans of such sites.
- e) Does the EDB have plans to strive for rezoning more idle sites earmarked for educational purposes in 2016/17? If it has, what are the details? If not, what are the reasons for that?
- f) Last November, the Report No. 65 of the Director of Audit stated that of the 234 vacant school premises recorded in the EDB's database, only 102 were being used, while 105 were not being used and had ceased operation for an average of 6 to 12 years. The Audit Commission criticised the EDB that the numbers maintained in the database were inaccurate and the public also had difficulty in accessing the list of vacant premises for short-term use. Will the EDB earmark expenditure for improving the said situation? If yes, what are the details? What is the estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 2)

Reply:

(a) & (c) As at March 2016, there are a total of 22 reserved school sites (including primary, secondary and special school use) in the territory with concrete School Building Programmes and the timeframe of the development would be subject to, among others, views of the District Councils, progress of technical works and funding approval. Project planning and preparation work for these school building projects, such as technical feasibility study and school design, are being carried out in accordance with the prevailing procedure. A breakdown of the 22 reserved school sites by districts with their location, site area and planned

use is set out in Table (1). Among them, funding approval for two was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2012-13 LegCo Session with the school building works already underway; six were approved in the LegCo Session in 2014-15 with the school building works commenced in 2015 or to be commenced soon; while projects on another three sites would be submitted for funding approval from FC in the 2015-16 LegCo Session. For the remaining 11 sites, four fall within or site availability is affected by a private development project while the rest are either being deployed for temporary use or with detailed design being undertaken for school building.

Table (1) – Reserved School Sites by District

No.	District	Location	Site Area (rounded to the nearest hundred m ²)	Planned use	Number of classrooms	Remark
1	Kowloon City	Kai Tak Development	6 600	Primary School	30	(i)
2	Kowloon City	Kai Tak Development	6 600	Primary School	30	(i)
3	Kowloon City	Kai Tak Development	8 000	Two Special Schools	12 each	(i)
4	Kowloon City	Kai Tak Development	7 500	Secondary School	30	(ii)
5	Kowloon City	Kai Tak Development	7 700	Secondary School	30	(iii)
6	Kowloon City	Ho Man Tin	7 700	Primary School	24	(iv)
7	Kwun Tong	Jordan Valley	6 900	Special School	18	(i)
8	Kwun Tong	Anderson Road	7 200	Secondary School	30	(iii)
9	Kwun Tong	Anderson Road	6 400	Primary School	30	(ii)
10	Kwun Tong	Anderson Road	6 200	Primary School	30	(iii)
11	Eastern	North Point	12 300	Primary School	24	(i)
12	Eastern	North Point	(Total)	Primary School	24	(i)
13	North	Fanling	7 100	Primary School	36	(i)
14	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	(iii)
15	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	(i)
16	Sai Kung	Tseung Kwan O	6 200	Primary School	30	(iv)
17	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	(iv)
18	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	(iii)
19	Tuen Mun	Tuen Mun West	7 100	Special School	16	(ii)
20	Islands	Tung Chung	5 800	Special School	18	(iii)
21	Sha Tin	Shui Chuen O	8 700	Primary School	30	(iii)
22	Tsuen Wan	Tsuen Wan West	5 800	Primary School	30	(iv)

Remarks:

- (i) Funding approval has been obtained from the Finance Committee of the Legislative Council for the school building project.
- (ii) Funding approval would be sought from the Finance Committee of the Legislative Council in the 2015-16 Legislative Council Session for the school building project.
- (iii) The site is either being deployed for temporary use or with detailed design being undertaken for the school building project thereon.

(iv) The site falls within a private development project and is not regarded as Government land or the site availability is affected by a private development project.

(b) & (c) It has all along been EDB's policy objective to put vacant school premises (VSP) into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will consider factors including the size, location, physical conditions etc. of the relevant premises with a view to assessing the VSP's suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. In addition, EDB will also take into account factors like the demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district, the need for decanting premises for in-situ redevelopment or extension of existing schools, and the need to provide diversity in the school system etc., with a view to meeting various educational needs in the territory and supporting relevant policy initiatives.

While EDB is allowed to retain VSP for school uses, for premises which are proposed to be used for educational uses other than school uses, EDB needs to put forward its proposed use with justification to the Planning Department (PlanD) for assessment and may need to compete with other government departments on use of such VSP. Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism.

As stated in the Report No. 65 of the Director of Audit (Audit Report) on the use and disposal of VSP, as at 30 April 2015, there were records of 234 VSP in EDB's database. Among these 234 VSP, 105 were not being used, of which 29 were under EDB; 102 were being used, of which 77 were under EDB; and 27 have been or were going to be demolished for housing or other developments. In other words, 106 ex-school premises were under EDB with 29 not being used.

Among these 29 premises under EDB's purview, as at end December 2015, four have been referred to PlanD for consideration of suitable alternative uses in accordance with the above-mentioned central clearing house mechanism; 14 have been reused or reallocated/ planned for educational use; nine are earmarked for educational use; and the remaining two premises which are on private land require further discussion between EDB and relevant departments on the way forward. Detailed breakdown of the 29 VSP are in Table (2) below:

Table (2) – 29 VSP under EDB which were not being used as mentioned in the Audit Report (position as at end-December 2015)

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
A. Four premises that have been referred to PlanD under the Central Clearing House Mechanism				
1	Central and Western	2005/06	1 600	Not Applicable
2	Southern	2004/05	2 400	Not Applicable
3	Wan Chai	2008/09	2 700	Not Applicable
4	Yuen Long	2004/05	2 300	Not Applicable
B. 14 premises that have been reused or reallocated/planned for educational use				
1	Southern	2013/14	3 300#	School Use
2	Southern	2011/12	2 000	Other educational use

3	Wan Chai	2006/07	1 600	School Use
4	Kowloon City	2003/04	3 000	School Use
5	Kwun Tong	2007/08	3 100#	School Use
6	Kwun Tong	2008/09	3 200#	School Use
7	Sham Shui Po	2008/09	1 300	School Use
8	Sham Shui Po	2007/08	1 200	Other educational use
9	Yau Tsim Mong	2006/07	1 200	Other educational use
10	North	2004/05	700	School Use
11	Sha Tin	2009/10	5 200#	School Use
12	Sha Tin	2012/13	6 400	Other educational use
13	Tai Po	2012/13	5 800	School Use
14	Yuen Long	2012/13	3 050	School Use
C. Nine premises earmarked for educational use				
1	Central and Western	2008/09	1 600	School Use
2	Eastern	2010/11	4 300#	School Use
3	Kwun Tong	2011/12	3 700#	School Use
4	Kwun Tong	2010/11	2 900	School Use
5	Sham Shui Po	2013/14	3 700	School Use
6	Tai Po	1999/00	2 400	School Use
7	Tsuen Wan	2010/11	3 600#	School Use
8	Tuen Mun	2010/11	5 300#	School Use
9	Islands	2006/07	5 800	School Use
D. Two premises which require further discussion				
1	Southern	2012/13	6 000	Not Applicable
2	Kowloon City	2013/14	3 200	Not Applicable

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises is only a rough estimate based on records available to EDB and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the table above.

EDB would take into account a basket of factors and periodically assess the possible educational use of the VSP under EDB. As there is a need to earmark/retain some VSP to cater for the anticipated increase in demand for school places and to allow flexible arrangements required for meeting the changing demand, including the uncertainty involved, and various needs, it is not practicable to set a fixed target of vacancy period or number of VSPs to be retained. Nevertheless, with the policy objective of putting VSP into gainful use in mind, EDB strives to facilitate the utilisation of VSP in an expeditious manner as far as practicable. In this regard, we circulate the list of VSP within EDB on a half-yearly basis to invite new and/or updated proposals on educational uses and/or short-term uses (where appropriate). We also circulate, on a half-yearly basis, a list of VSP already earmarked for educational use but suitable for short-term use to relevant bureaux/departments with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

(d) & (e) Under the established mechanism, PlanD will reserve sites for school development when preparing town plans and planning large-scale residential developments having regard to the planned population intake and on the basis of the needs for community services in accordance with the guidelines set out in the Hong Kong Planning Standards and Guidelines. In the process, EDB will be consulted on whether school sites should be reserved. As far as long-term planning in primary and secondary education is concerned, EDB will make reference to the school-age population projections, which are compiled based on the population projections updated regularly by the Census and Statistics Department^{Note 1}, and take into account the actual number of existing students at various levels and the estimated number of cross-boundary students^{Note 2} as well as the latest demographic changes, including the number of newly-arrived children from the Mainland, in estimating the future demand for school places and relevant resources. When planning the School Building Programme for reserved school sites, EDB will consider the latest projections, the prevailing educational initiatives, other factors that may affect the demand for school places in certain districts and different options to increase the supply of places (e.g. utilising vacant classrooms in existing schools) in particular districts. We will consider if there is a long-term need to identify reserved school sites to meet the projected demand^{Note 3} and relevant educational initiatives, and liaise with PlanD accordingly when such need arises. We will also consider the projected demand for school places in the district in the medium and the longer term, the technical feasibility of developing the site and the likelihood of acquiring alternative school sites in the district, etc., before we decide to retain or release a particular reserved school site so as to facilitate better utilisation of valuable land resources. For example, the ex-reserved secondary school site at Choi Hing Road, Kwun Tong has been released to PlanD for alternative use following the earlier review of the School Building Programme in 2011. PlanD has already identified a replacement site for school development for meeting future educational needs.

As regards the publicly-funded post-secondary education sector, the Government and the University Grants Committee (UGC) are committed to supporting the development of publicly-funded teaching facilities and student hostels by UGC-funded institutions in accordance with the established policies and calculation criteria. To ensure optimal use of limited land resources, the Government and UGC encourage UGC-funded institutions to identify suitable sites within campus or consider the conversion or expansion of existing campus structures so as to make the best use of campus land. Where necessary, we will also identify suitable government land outside the campus for UGC-funded institutions to meet their development needs under the prevailing policies and calculation criteria.

As for the self-financing post-secondary education sector, the Government has been actively identifying suitable sites and vacant government premises (including VSP) to facilitate the operation of quality self-financing locally-accredited post-secondary programmes by non-profit-making institutions. Subject to the demand of the self-financing post-secondary education sector, the Government will identify suitable sites/premises for campus development of the institutions concerned.

Note 1 : The latest set of population projections (i.e. 2014-based Population Projections) was released in September 2015, which had adopted the latest assumptions on fertility of local women, time and rate of return of over 180 000 babies born to Mainland women in Hong Kong whose fathers are non-permanent

residents of Hong Kong (i.e. Type II babies) during 2006 to 2012, and children admitted under One-way Permits. It is worth noting that the actual number of Type II babies who would settle in Hong Kong and if so, when, is subject to high uncertainty and that should they settle and live in Hong Kong, it is more difficult to predict their demand for school places in individual districts.

Note 2 : Cross-boundary students (CBS) are not counted as part of Hong Kong resident population. Their numbers and choice of the boundary control points through which they would access Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their place of residence, and adjustment of related policies, etc. Therefore, it is not plausible to accurately project the overall number of CBS and their geographical distribution.

Note 3 : If it is established that there is a need for more public sector school places in individual district, we will, as a general rule, first consider providing additional classrooms within the existing school premises and recycling suitable vacant school premises for school use. We will implement school building projects to increase the supply when the above measures are unable to meet the expected and sustainable demand. Flexible measures such as converting other rooms into classrooms, borrowing school places from other school nets etc. will be adopted if the demand is believed to be temporary in nature.

(f) In light of the recommendations of the Audit Report and the related report of the Public Accounts Committee tabled at LegCo on 17 February 2016, EDB is undertaking a series of measures to improve the handling and disposal of VSP. Firstly, we are reviewing the mechanism for identifying and allocating VSP for school or other educational uses, including defining and clarifying what constitutes VSP that should be handled with a view to drawing up a genuine database on VSP for better management of the use and disposal of VSP instead of simply keeping a record of ex-school premises. In addition, we are also conducting a stock-taking exercise by comparing the existing VSP records with the school registration records and conducting site visits where necessary to ascertain if there are any possible missed cases of VSP and to enhance the comprehensiveness of the VSP database. This will be followed by revamping the existing database with the objective of facilitating the management of those VSP that requires follow-up action or monitoring. An internal manual will be drawn up to set out the requirements and guidelines on the identification, screening, allocation and management of VSP for all related EDB sections to follow. We strive to complete the above tasks by June 2016.

We will continue to circulate the list of VSP within EDB, on a half-yearly basis, for new/updated proposals on educational uses and/or short-term uses (where appropriate). EDB will also continue to circulate, on a half-yearly basis, a list of VSP earmarked for medium or long-term educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau, Home Affairs Department, LandsD, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

The relevant manpower expenses in carrying out the above improvement measures will be absorbed by the recurrent expenditure of EDB. We do not have a separate breakdown on expenditure in this regard.

- End -

CONTROLLING OFFICER'S REPLY**EDB142****(Question Serial No. 0152)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- a) From 1 July 2012 onwards, what were the dates of Legislative Council meetings the Secretary for Education (SED) and the Under Secretary for Education (US(Ed)) had attended each year and the durations of their attendance (Please provide the attendance data of the two political appointees respectively)?
- b) From 1 July 2012 onwards, what were the details of meetings of the Legislative Council's Panel on Education, Bills Committee and sub-committees the SED and the US(Ed) had attended each year, including the dates of meetings, the respective committees, the agenda items and the number of hours of attendance?
- c) From 1 July 2012 onwards, what were the respective numbers of Legislative Council meetings, committee meetings, sub-committee meetings and other meetings the US(Ed) had attended on behalf of the SED each year due to his duty visits outside Hong Kong, absence on leave or other reasons?
- d) Does the Education Bureau has any mechanism for determining whether the SED or the US(Ed) should attend a Legislative Council meeting? If yes, what are the details?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 6)

Reply:

- (a)-(b) The numbers of Legislative Council (LegCo) meetings, committee meetings and sub-committee meetings the Secretary for Education (SED) and the Under Secretary to Education (US(Ed)) had attended since 1 July 2012 are tabulated as follows:

	LegCo Year 2011-2012	LegCo Year 2012-2013	LegCo Year 2013-2014	LegCo Year 2014-2015	LegCo Year 2015-2016 (up to 2 March 2016)
LegCo meetings	0	32	28	30	14
Committee Meetings	1	29	26	23	11
Sub-committee meetings	0	9	10	13	0

- (c) Since his assuming the office on 5 November 2012, US(Ed) had attended a total of 9 LegCo meetings and 3 committee meetings in the capacity of Acting SED during the LegCo year 2012-2013 to 2015-2016 (up to 2 March 2016).
- (d) SED and US(Ed) attend LegCo meetings on the basis of operational needs and in accordance with relevant internal government circulars.

- End -

CONTROLLING OFFICER'S REPLY**EDB143****(Question Serial No. 0170)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Would the Education Bureau provide the attendance rates of members at meetings of the Committee on Free Kindergarten Education (Committee) and its sub-committees since its establishment? (Please set out the attendance rate of each member by Committee meeting and sub-committee meeting.)

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 33)

Reply:

There were changes in the membership of the Committee on Free Kindergarten Education (Committee) and its sub-committees during the two years of work. The average attendance rates of members at the Committee and individual sub-committee meetings reflect the participation of the members in the Committee/sub-committees. The relevant information is as follows:

Committee/Sub-committee	Average attendance rate
The Committee	87%
Sub-committee on Objectives, Teacher Professionalism and Research	84%
Sub-committee on Operation and Governance	76%
Sub-committee on Funding Modes	76%
Sub-committee on Catering for Student Diversity	78%
Sub-committee on Communication Strategy	75%

- End -

CONTROLLING OFFICER'S REPLY**EDB144****(Question Serial No. 0180)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (001) Salaries

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- a) What were the pay and allowances for the Secretary for Education, the Under Secretary and the Political Assistant respectively for each year from 1 July 2012 onwards? What were the respective numbers of paid leave days to which they were entitled and the respective numbers of paid leave days they took for each year?
- b) Please list respectively the dates of leave of the Secretary for Education, the Under Secretary and the Political Assistant in 2015-16.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 40)

Reply:

The salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education from 1 July 2012 onwards is as follows –

	<u>Salary (\$million)</u>			
	2012-13	2013-14	2014-15	2015-16
	<i>(from 1 July 2012 to 31 March 2013)</i>			
Secretary for Education	2.54	3.38	3.42	3.58
Under Secretary for Education	0.89*	2.20	2.22	2.33
Political Assistant to Secretary for Education	0.48*	1.18	1.20	1.25

* The respective posts were vacant from 1 July 2012 to 4 November 2012.

Since assuming the positions in 2012, the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education were entitled to paid vacation leave of 22 working days per year of service or such proportion of it on a pro rata basis. They all took their vacation leave within their entitlement.

- End -

CONTROLLING OFFICER'S REPLY**EDB145****(Question Serial No. 1945)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Regarding the overseas duty visits made by officials and departmental staff of the Education Bureau, please itemise the programmes of these visits and using the table below, provide details on the destinations, purposes, size of tour and expenditures involved in each of the past 5 years:

Year	Programmes of overseas duty visits and destinations	Purpose of visit	Number of participating officials	Expenditures involved

2. In connection with the above overseas duty visits, please provide by programme the annual figures on total carbon footprints (including carbon footprints from flights and those from city transport used at the destinations) in the table below and provide the method for measuring carbon footprints:

Year	Programmes of overseas duty visits	Total carbon footprints	Carbon footprints from flights	Footprints from city transport

3. Have carbon offsets been purchased for the above overseas duty visits by the Administration using public funds or private money of the Secretary for Education and other officials? If yes, please use the table below to provide figures on carbon offsetting in each of the past 5 years:

Year	Programmes of overseas duty visits	Emission of carbon dioxide offset	Methods for carbon offsetting	Expenditures involved

Asked by: Hon Kenneth LEUNG (Member Question No. 3.19)

Reply:

1. Information about duty visits outside Hong Kong made by Education Bureau officials in the past 5 years is as follows:

Financial Year	Purpose of visits	No. of Visits	No. of Officials	Expenditure (\$'000)
2011-12	The major objectives of the duty visits were to promote the education initiatives of Hong Kong, share experience on education reforms, explore co-operation on other educational fronts and attend international conferences on education issues.	111	297	4,708
2012-13		114	349	4,911
2013-14		98	306	5,109
2014-15		131	327	4,098
2015-16		148	398	3,435

The destinations of the duty visits include the Mainland, Argentina, Australia, Belgium, Canada, Colombia, Czech, Estonia, Finland, France, Germany, Indonesia, Iran, Ireland, Italy, Japan, Kazakhstan, Malaysia, Mexico, New Zealand, Norway, Philippines, Portugal, Singapore, South Africa, South Korea, Spain, Switzerland, Taiwan, Thailand, United Kingdom, United Arab Emirates and United States of America.

2. The total carbon footprint for each duty visit outside Hong Kong cannot be calculated as the Bureau does not have details of the local transport taken in the destinations visited.

3. Currently there is no requirement of carbon offsetting for visits undertaken by government officials in the Administration.

- End -

CONTROLLING OFFICER'S REPLY

EDB146

(Question Serial No. 2016)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (001) Salaries
Programme: (1) Director of Bureau's Office
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please give a breakdown of the actual expenditures on salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Secretary for Education in 2015-16, as well as the estimates for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Secretary for Education in 2016-17.

Asked by: Dr Hon KWOK Ka-ki (Member Question No. 550)

Reply:

The salary expenditure and estimate for the salary for the Secretary for Education (SED) in 2015-16 and 2016-17 are both \$3.58 million. No expenditure has been incurred for regularly-paid allowances, job-related allowances and non-accountable entertainment allowance for SED in 2015-16 and there is no such provision in the estimate for 2016-17.

- End -

CONTROLLING OFFICER'S REPLY

EDB147

(Question Serial No. 2036)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (001) Salaries
Programme: (1) Director of Bureau's Office
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please give a breakdown of the actual expenditures on salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Under Secretary in 2015-16, as well as the estimates for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Under Secretary in 2016-17.

Asked by: Dr Hon KWOK Ka-ki (Member Question No. 551)

Reply:

The salary expenditure and estimate for the salary for the Under Secretary for Education (US(Ed)) in 2015-16 and 2016-17 are both \$2.33 million. No expenditure has been incurred for regularly-paid allowances, job-related allowances and non-accountable entertainment allowance for US(Ed) in 2015-16 and there is no such provision in the estimate for 2016-17.

- End -

CONTROLLING OFFICER'S REPLY

EDB148

(Question Serial No. 2037)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (001) Salaries
Programme: (1) Director of Bureau's Office
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please give a breakdown of the actual expenditures on salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Political Assistant in 2015-16, as well as the estimates for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Political Assistant in 2016-17.

Asked by: Dr Hon KWOK Ka-ki (Member Question No. 552)

Reply:

The salary expenditure and estimate for the salary for the Political Assistant to Secretary for Education (PA/SED) in 2015-16 and 2016-17 are both \$1.25 million. No expenditure has been incurred for regularly-paid allowances, job-related allowances and non-accountable entertainment allowance for PA/SED in 2015-16 and there is no such provision in the estimate for 2016-17.

- End -

CONTROLLING OFFICER'S REPLY**EDB149****(Question Serial No. 2499)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the Mainland University Study Subsidy Scheme (MUSSS), please provide:

1. the number of students applying for the MUSSS, the distribution of successful applicants by institution and programme; and
2. the staffing and expenditure involved in implementing the MUSSS in the past year.

Asked by: Hon KWOK Wai-keung (Member Question No. 34)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

Of the 448 applications received for the 2014/15 academic year, 263 applicants pass the means test, with 152 eligible to receive the full-rate subsidy and the remaining 111 to receive the half-rate subsidy. As for the 2015/16 academic year, 336 new applications were received. Of them, 236 applicants pass the means test, with 161 eligible to receive the full-rate subsidy and the remaining 75 to receive the half-rate subsidy. Including both newly approved applications and subsidy renewal, subsidy was provided to 479 students in total, with 304 receiving the full-rate subsidy and 175 receiving the half-rate subsidy. Breakdowns of the MUSSS recipients by different Mainland higher education institutions and disciplines are set out in the Annex.

The total expenditures for implementing the MUSSS in the 2014/15 and 2015/16 academic years were about \$4 million and \$6.3 million respectively. As for the manpower and related expenditure involved in implementing the MUSSS, apart from the three time-limited civil service posts (namely, one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) created to cope with the additional workload arising from the implementation of the scheme, the Education Bureau (EDB) and Working Family and Student Financial Assistance Agency (WFSFAA) have been handling the work with their existing resources. The manpower and related expenditure involved have been subsumed under the establishment and provision for EDB and WFSFAA.

Mainland University Study Subsidy Scheme

Breakdowns of the Recipients
in the 2014/15 and 2015/16 Academic Years

(A) By Mainland Higher Education Institution

Institution	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
Beijing Institute of Fashion Technology	1	2
Beijing Language and Culture University	2	4
Beijing Normal University	7	11
Beijing Normal University, Zhuhai	3	8
Beijing University of Chinese Medicine	15	29
Central China Normal University	3	4
Chengdu University of Traditional Chinese Medicine	1	1
China Three Gorges University	-	1
China University of Geosciences(Wuhan)	-	3
China University of Political Science and Law	11	21
Communication University of China	3	5
Donghua University	2	5
East China Normal University	1	2
East China University of Political Science and Law	2	3
East China University of Science And Technology	3	5
Fudan University	1	1
Fuzhou University	2	3
Guangdong Pharmaceutical University	1	-
Guangdong University of Foreign Studies	3	6
Guangdong University of Technology	1	1
Guangzhou University	6	6
Guangzhou University of Chinese Medicine	60	103
Huaqiao University	6	10
Hunan Normal University	3	7
Jimei University	-	2
Jinan University	11	24
Nanjing Normal University	3	7
Nanjing University	2	4
Nanjing University of Chinese Medicine	1	1
Nankai University	1	3
Peking University	-	1
Renmin University of China	4	12
Shandong University	19	18
Shanghai International Studies University	1	5
Shanghai Jiao Tong University	-	3
Shanghai University of Finance and Economics	1	1
Shanghai University of Traditional Chinese Medicine	5	7
Shantou University	1	2
Shaoguan University	-	1
Shenzhen University	7	11

Institution	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
Sichuan University	6	9
Sichuan Normal University	-	1
South China Normal University	3	6
South China University of Technology	1	1
Southern Medical University	4	6
Southwest University	3	11
Southwest University of Political Science and Law	4	4
Sun Yat-sen University	21	34
The Guangzhou Academy of Fine Arts	1	1
Tianjin University	1	2
Tianjin Normal University	-	1
Tongji University	-	4
Tsinghua University	-	1
University of International Business and Economics	2	3
Wuhan University	5	10
Xiamen University	7	19
Xinghai Conservatory of Music	6	6
Yunnan University	1	2
Zhejiang University	2	3
Zhejiang Sci-Tech University	-	4
Zhongnan University of Economics and Law	3	8
Total:	263	479

(B) By Discipline

Discipline	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
Architecture	3	7
Arts	41	78
Business, Economics and Finance	41	83
Chinese Medicine	83	140
Communications and Journalism	9	24
Dentistry, Medicine and Veterinary Medicine	11	27
Design	9	19
Education	6	10
Engineering	5	12
Law	19	33
Performing Arts	7	8
Politics and Public Administration	7	11
Science	12	14
Others	10	13
Total:	263	479

- End -

CONTROLLING OFFICER'S REPLY**EDB150****(Question Serial No. 0417)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

The integrated education policy in mainstream schools at the primary level has been implemented by the Government since 1997 to facilitate students with special educational needs (SEN) to study in mainstream schools. Will the Administration please provide the following information:

(a) the average unit cost of school places for students with different types of SEN studying in mainstream primary schools in the past 5 years;

(b) the number of students with SEN in table form:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2013/14									
2014/15									
2015/16									

(c) the distribution of students with SEN in mainstream primary schools in the territory by severity (i.e. tiers 1, 2 and 3):

	Tier 1	Tier 2	Tier 3
2011/12			
2012/13			
2013/14			
2014/15			
2015/16			

(d) the statistics on primary schools implementing the Individual Education Plan (IEP) in the territory:

Number of IEP Implemented	Number of Schools
1	
2	
3	
4	
5	
6	
7 or above	
Total	

Asked by: Hon Dennis KWOK (Member Question No. 19)

Reply:

(a)

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

To support schools to cater for their students with SEN, EDB has been providing public sector schools with additional resources, professional support and teacher training. The estimated additional expenditures on support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2015/16 school year is \$1,315 million. It should be noted that schools are required to deploy the resources flexibly and holistically to provide support for their students with SEN, having regard to their individual needs, not according to their type of SEN. Hence, we are unable to provide the average cost of students with different types of SEN in mainstream schools.

(b)

The number of students with SEN studying in public sector mainstream primary schools by SEN type in the 2013/14 to 2015/16 school years are as follows:

School Year	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2013/14	8 190	750	3 310	2 850	120	30	260	1 880	17 390
2014/15	8 090	740	3 800	3 270	110	30	270	1 890	18 200
2015/16	8 370	660	4 420	3 850	120	30	280	2 100	19 830

(c) & (d)

All schools are requested to adopt the Whole School Approach to support these students through a 3-Tier Intervention Model, taking into account their support needs. Tier-1 support refers to helping students with mild or transient learning difficulties through the use of basic resources and quality teaching in regular classrooms. Tier-2 support refers to “add on” intervention, such as small group learning and pull-out programmes etc., for students with persistent learning difficulties, including those with SEN. Tier-3 support refers to intensive individualised support for students with severe learning difficulties and SEN under which schools are required to draw up an individual education plan (IEP) for each of these students. Irrespective of the tier of support required by the students with SEN and whether the student may require an IEP, schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward, and the need for providing an IEP may change, from time to time according to the performance and prevailing support needs of the students. Hence, we are unable to provide the distribution of students in each tier and the number of students provided with IEP in schools under the 3-Tier Intervention Model.

- End -

CONTROLLING OFFICER'S REPLY**EDB151****(Question Serial No. 0418)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the policy of integrated education, please advise this Committee on the following:

- (a) In 2014/15, there were 18 900 teachers teaching in mainstream primary schools. Please provide information on the changes in the number of teachers and the changes in the number of serving teachers who had received the following training courses in the past 5 years:
- i. 30-hour basic course;
 - ii. 90-hour advanced course;
 - iii. 90-hour to 120-hour thematic course
- (b) Please tabulate the data on expenditure involved for providing each of the above training courses by the Administration and its breakdown in the past 5 years.
- (c) Among those teaching in mainstream primary schools, how many teachers have possessed higher and more professional qualifications on special education than the above courses offered? What are the details of the qualifications? Please provide the information in table form.

Asked by: Hon Dennis KWOK (Member Question No. 20)

Reply:

- (a)
The number of public sector mainstream primary school teachers from the 2010/11 to 2014/15 school years is as follows:

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
No. of teachers	18 000	17 900	17 900	18 300	18 900

The Education Bureau (EDB) launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers.

The number of public sector mainstream primary school teachers having completed the BAT Courses from the 2010/11 to 2014/15 school years is as follows:

Course	2010/11	2011/12	2012/13	2013/14	2014/15
Basic	97	147	120	215	215
Advanced	118	160	89	92	74
Thematic	531	592	144	200	152

Note: As at the end of the 2014/15 school year, 94%, 90% and 93% of public sector mainstream primary schools have achieved the training targets of the basic course; advanced course and thematic courses respectively. Schools have to continue to arrange for further training to fill the gap arising from trained teachers' leaving / resignation from service. Taking into account the situation of teachers trained in public sector mainstream schools and the types and number of students with SEN enrolled in mainstream schools, we have further raised the training targets for each of the public sector mainstream schools to be achieved by the end of the 2019/20 school year. The training targets will be reviewed with regard to the training situation of schools in due course.

(b)

The actual expenditure on the BAT Courses, which are open for both secondary and primary school teachers, from the 2010/11 to 2014/15 school years is as follows:

Course	Actual Expenditure (\$ million)				
	2010/11	2011/12	2012/13	2013/14	2014/15
Basic	4.1	4.3	6.3	7.9	7.3
Advanced	11.2	14.6	11.0	10.7	7.8
Thematic	25.1	25.1	18.4	24.5	24.4
TOTAL	40.4	44.0	35.7	43.1	39.5

(c)

Apart from the BAT Courses, there are courses on special education at certificate or degree level. EDB does not collect information on teachers who have studied courses on special education other than the BAT Courses, we are not able to provide the information in this respect.

- End -

CONTROLLING OFFICER'S REPLY**EDB152****(Question Serial No. 0419)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The integrated education policy in mainstream schools at the secondary level has been implemented by the Government since 1997 to facilitate students with special educational needs (SEN) to study in mainstream schools. Will the Administration please provide the following information:

- (a) the average unit cost of school places for students with different types of SEN studying in mainstream secondary schools in the past 5 years;
- (b) the number of students with SEN studying in mainstream secondary schools in table form:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2013/14									
2014/15									
2015/16									

- (c) the distribution of students with SEN in mainstream secondary schools in the territory by severity (i.e. tiers 1, 2 and 3):

	Tier 1	Tier 2	Tier 3
2011/12			
2012/13			
2013/14			
2014/15			
2015/16			

- (d) the statistics on secondary schools implementing the Individual Education Plan (IEP) in the territory:

Number of IEP Implemented	Number of Schools
1	
2	
3	
4	
5	
6	
7 or above	
Total	

Asked by: Hon Dennis KWOK (Member Question No. 21)

Reply:

(a)

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

To support schools to cater for their students with SEN, EDB has been providing public sector schools with additional resources, professional support and teacher training. The estimated additional expenditures on support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2015/16 school year is \$1,315 million. It should be noted that schools are required to deploy their resources flexibly and holistically to provide support for their students with SEN, having regard to their individual needs, not according to their type of SEN. Hence, we are unable to provide the average cost of students with different types of SEN in mainstream schools.

(b)

The number of students with SEN studying in public sector mainstream secondary schools by SEN type from the 2013/14 to 2015/16 school years is as follows:

School Year	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2013/14	9 890	930	1 660	3 010	240	100	400	210	16 440
2014/15	10 520	910	1 990	3 640	220	90	380	240	17 990
2015/16	11 020	930	2 380	4 350	190	80	390	300	19 640

(c) and (d)

All schools are requested to adopt the Whole School Approach to support these students through a 3-Tier Intervention Model, taking into account their support needs. Tier-1 support refers to helping students with mild or transient learning difficulties through the use of basic resources and quality teaching in regular classrooms. Tier-2 support refers to “add on” intervention, such as small group learning and pull-out programmes, etc., for students with persistent learning difficulties, including those with SEN. Tier-3 support refers to intensive individualised support for students with severe learning difficulties and SEN under which schools are required to draw up an individual education plan (IEP) for each of these students. Irrespective of the tier of support required by the students with SEN and whether the student may require an IEP, schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward, and the need for providing an IEP may change, from time to time according to the performance and prevailing support needs of the students. Hence, we are unable to provide the distribution of students in each tier and the number of students provided with IEP in schools under the 3-Tier Intervention Model.

- End -

CONTROLLING OFFICER'S REPLY**EDB153****(Question Serial No. 0420)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the policy of integrated education, please advise this Committee on the following:

- (a) In 2014/15, there were 23 300 teachers teaching in mainstream secondary schools. Please provide information on the changes in the number of teachers and the changes in the number of serving teachers who had received the following training courses in the past 5 years:
- i. 30-hour basic course;
 - ii. 90-hour advanced course;
 - iii. 90-hour to 120-hour thematic course
- (b) Please tabulate the data on expenditure involved for providing each of the above training courses by the Administration and its breakdown in the past 5 years.
- (c) Among those teaching in mainstream primary schools, how many teachers have possessed higher and more professional qualifications on special education than the above courses offered? What are the details of the qualifications? Please provide the information in table form.

Asked by: Hon Dennis KWOK (Member Question No. 22)

Reply:

- (a)
The number of public sector mainstream secondary school teachers from the 2010/11 to 2014/15 school years is as follows:

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
No. of teachers	24 400	25 700	24 100	23 500	23 300

The Education Bureau (EDB) launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers.

The number of public sector mainstream secondary school teachers having completed the BAT Courses from the 2010/11 to 2014/15 school years is as follows:

Course	2010/11	2011/12	2012/13	2013/14	2014/15
Basic	264	211	339	356	295
Advanced	169	213	152	141	86
Thematic	484	386	222	281	316

Note: As at the end of the 2014/15 school year, 82%, 83% and 89% of public sector mainstream secondary schools have achieved the training targets of the basic course; advanced course and thematic courses respectively. Schools have to continue to arrange for further training to fill the gap arising from trained teachers' leaving / resignation from service. Taking into account the situation of teachers trained in public sector mainstream schools and the types and number of students with SEN enrolled in mainstream schools, we have further raised the training targets for each of the public sector mainstream schools to be achieved by the end of the 2019/20 school year. The training targets will be reviewed with regard to the training situation of schools in due course.

(b)

The actual expenditure on the BAT Courses, which are open for both secondary and primary school teachers, from the 2010/11 to 2014/15 school years is as follows:

Course	Actual Expenditure (\$ million)				
	2010/11	2011/12	2012/13	2013/14	2014/15
Basic	4.1	4.3	6.3	7.9	7.3
Advanced	11.2	14.6	11.0	10.7	7.8
Thematic	25.1	25.1	18.4	24.5	24.4
TOTAL	40.4	44.0	35.7	43.1	39.5

(c)

Apart from the BAT Courses, there are courses on special education at certificate or degree level. EDB does not collect information on teachers who have studied courses on special education other than the BAT Courses, and is therefore not able to provide the information in this respect.

- End -

CONTROLLING OFFICER'S REPLY**EDB154****(Question Serial No. 0421)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As stated in this year's Policy Address, the Hong Kong Scholarship for "Belt and Road" Students will be set up to attract outstanding overseas students to pursue undergraduate programmes in Hong Kong. Do the places concerned belong under University Grants Committee-funded places? What are the expenditures relating to the Hong Kong Scholarship for "Belt and Road" Students, including administration expenses, the expenditure on subsidising such places and the amount of scholarship to be offered to the students themselves? Does the amount of \$1 billion cover all the related expenses? Please explain in details in tabular form.

Asked by: Hon Dennis KWOK (Member Question No. 23)

Reply:

Starting from the 2012/13 academic year, the Government set up a Targeted Scholarship Scheme (TSS) under the HKSAR Government Scholarship Fund (Scholarship Fund) to offer up to 10 scholarships per year to students from the targeted regions (i.e. ASEAN countries, India and Korea) to encourage them to pursue studies in Hong Kong. In December last year, the Government announced the provision of 10 additional offers for students from Indonesia under the existing TSS starting from the 2016/17 academic year so as to attract outstanding students from Indonesia to pursue undergraduate studies in Hong Kong and facilitate academic exchanges and connection of the two places. Under this new scheme, namely, the Hong Kong Scholarship for "Belt and Road" Students (Indonesia), which forms part of the existing TSS, up to 10 scholarships will be offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. Thus, the expenditure involved for the first academic year will be at most \$1.2 million. Same as the TSS, scholarship recipients will be admitted to publicly-funded degree programmes in Hong Kong as non-local students, and they will be counted outside the University Grants Committee (UGC)-funded student number. To encourage more outstanding students from countries and regions along the "Belt and Road" to pursue studies in Hong Kong, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income thus generated to further increase the number of additional offers for the Hong Kong Scholarship for "Belt and Road" Students to 100 by phases. We note that there are views in the community that the Government should also provide scholarship to Hong Kong students to encourage them to pursue study in the universities along the Belt and Road regions. The Government will take this into account in working out the detailed proposals.

In terms of expenditures, the scholarship to be granted under the Hong Kong Scholarship for "Belt and Road" Students will only be used to cover the tuition fees payable by the students, subject to a ceiling of \$120,000 per student per annum, and it will be funded by the investment income generated from the Scholarship Fund. Administration of the scholarship will be funded by existing resources of the Education Bureau (EDB). The manpower and related expenditure will be subsumed under the establishment and provision for EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB155

(Question Serial No. 0422)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

It is indicated under "Matters Requiring Special Attention in 2016-17" that the Bureau will provide financial and professional support on a pilot basis to local public sector and DSS schools having formed sister schools with their counterparts in the Mainland. Would the Government inform this Committee:

(a) The number of primary and secondary schools in the territory that have formed sister schools with their counterparts in the Mainland and the number of primary and secondary schools that have received financial support. Please make a list of the above school names in a table format.

(b) Please make a list of the primary and secondary schools that have received financial support, indicating the average funding received by each school, the funding items, year of funding and the progress of each school in a table format.

Asked by: Hon Dennis KWOK (Member Question No. 24)

Reply:

(a) Since 2004, 334 schools (including 136 primary schools, 193 secondary schools and 5 special schools) in Hong Kong have participated in the Sister School Scheme and formed 489 pairs of sister schools with their counterparts in the Mainland through the coordination of the Education Bureau (EDB). In addition, many schools in Hong Kong have formed sister schools with their counterparts in the Mainland on their own initiative and through other means and no reporting of this kind of pairing up to EDB is required. As such, we do not have an exhaustive list of schools in Hong Kong that have formed sister schools in the Mainland. At present, there is no designated funding for sister school exchanges provided for schools in Hong Kong.

(b) EDB has earmarked a total provision of \$200 million for the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and Mainland and plans to provide an annual grant of \$120,000 through a three-year pilot scheme from the 2015/16 school year to local public sector and Direct Subsidy Scheme schools, including special schools, that have formed sister schools with their counterparts in the Mainland to support the multifaceted development of sister school activities. Since the Pilot Scheme has yet to be launched, we are unable to advise about the names of schools and their implementation progress at this stage.

- End -

CONTROLLING OFFICER'S REPLY**EDB156****(Question Serial No. 0427)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the number of teachers and teacher assistants for schools for children with intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of hospital schools etc. which provide special education services, will the Administration inform this Committee of the following:

- (a) What are the current teacher-to-student and teacher assistant-to-student ratio in special schools? What are the total number of teachers and teacher assistants in special schools in Hong Kong? Please provide data with regard to the number of teachers and teacher assistants in the above-mentioned special schools in the past 5 years.
- (b) What are the general starting salary of teachers and teacher assistants in special schools and their duties?
- (c) What is the expenditure involved for employing teachers and teacher assistants in the above-mentioned special schools in the past 5 years?

Asked by: Hon Dennis KWOK (Member Question No. 36)

Reply:

- (a) The current teacher-to-student ratio in each type of aided special schools is tabulated below.

School Type	Teacher-to-Student Ratio
Visual Impairment	1 : 3.3
Hearing Impairment	1 : 2.8
Physical Disability	1 : 4.6
Mild Intellectual Disability ^{Note}	1 : 5.8
Moderate Intellectual Disability ^{Note}	1 : 4.0
Severe Intellectual Disability	1 : 3.8
School for Social Development	1 : 3.8
Hospital School	1 : 6.1

Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.

For teacher assistants (TAs), they are provided for some types of schools, such as schools for children with severe intellectual disability, schools for children with physical disability etc. to cater for the specific needs of their students. As the provision under the Code of Aid for Special Schools / Code of Aid for Aided Schools does not cover all types of aided special schools, providing the TA-to-student ratio in aided special schools is inappropriate and may be misleading.

The number of teachers and TAs in the schools that are provided with TAs in the past five years is as follows:

School Year	Number of teachers¹	Number of TAs²
2011/12	1 339.9	117.5
2012/13	1 368.1	116.5
2013/14	1 397.7	115.0
2014/15	1 427.6	329.5
2015/16	1 445.4	336.0

Note:

- 1 Number of teachers exclude school heads of aided special schools and the teachers for Home-bound Teaching Programme in hospital school.
- 2 The Education Bureau has introduced an improvement measure to provide additional TAs for the above-mentioned schools starting from the 2014/15 school year.

- (b) Teachers in aided special schools are required to perform teaching duties or other duties directly related to teaching as well as duties of special responsibility, such as curriculum planning and development, counselling, organizing extra-curricular activities, providing remedial teaching/support and other related duties as considered appropriate. TAs are required to assist teachers in arranging learning activities, production of teaching aids, preparing students' performance records, and providing individual care and support for the students as and when required, etc. The starting salary of teachers and TAs in aided special schools is as follows:

Post	Starting Salary in the 2015/16 School Year
Certificated Master/Mistress	\$25,505
Assistant Master/Mistress	\$43,105
Senior Assistant Master/Mistress	\$54,220
Assistant Primary School Master/Mistress	\$26,785
Primary School Master/Mistress	\$54,220
Senior Primary School Master/Mistress	\$63,095
Graduate Master/Mistress	\$26,785
Senior Graduate Master/Mistress	\$63,095
Principal Graduate Master/Mistress	\$74,210
Teacher Assistant	\$11,570

- (c) The expenditure for employing teachers and TAs in the past 5 years is as follows:

School Year	Teachers (in million)	Teacher Assistants (\$ million)
2010/11	632.18	14.32
2011/12	701.84	15.86
2012/13	750.16	16.70
2013/14	780.55	16.74
2014/15	867.63	46.26

- End -

CONTROLLING OFFICER'S REPLY**EDB157****(Question Serial No. 1468)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What was the financial provision for improving the learning and teaching of the English Language in primary schools in each of the past 3 years? What were the details and the effectiveness? How much does the Administration plan to allocate to this area for the 2016-17 financial year? What are the details and the intended effects?

Asked by: Hon Christopher CHEUNG Wah-fung (Member Question No. 27)

Reply:

In the past three years, we have been implementing various measures for improving the learning and teaching of English Language in primary schools. The provision for the purpose totalled \$390.84 million (of which \$33.55 million is from Language Fund) in 2013-14 financial year, \$404.54 million (of which \$35.64 million is from Language Fund) in 2014-15 financial year, \$434.38 million (of which \$32.95 million is from Language Fund) in 2015-16 financial year. The measures taken have built up the capacity of the schools for raising students' English proficiency, developed students' reading interest, facilitated whole-school curriculum planning, enhanced professionalism and pedagogy of English teachers, provided students with a rich and authentic language environment in schools for further raising their interest in learning and using English.

In 2016-17 financial year, we will continue to improve the teaching and learning of English Language in primary schools. The estimated provision in the 2016-17 financial year is \$445.65 million, of which \$32.74 million is from the Language Fund.

The objectives and details of the support measures implemented since 2013-14 financial year are tabulated as below:

No.	Name of Project	Objectives and Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.

No.	Name of Project	Objectives and Details
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme in Primary Schools (PNET Scheme)	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	English Alliance 2014/15	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.
*3.	Sponsorship Projects 2015/16	To engage community partners in organising language-related events/competitions in the community.

* Initiatives funded by Language Fund

** Initiative is funded out of Head 173 Student Financial Assistance Agency

- End -

CONTROLLING OFFICER'S REPLY

EDB158

(Question Serial No. 2838)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (1) Director of Bureau's Office
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

The revised estimate for Director of Bureau's Office has increased by 6% to \$12.4 million for this year, what are the reasons? Besides, the estimate for 2016-17 has also increased to \$12.4 million, i.e. 6% higher than last year's original estimate, what are the reasons? For 2015-16, what are the total number of duty visits outside Hong Kong made by the Secretary for Education (SED) and total expenditure incurred? What is the estimated expenditure on duty visits outside Hong Kong made by the SED for the coming year?

Asked by: Hon Christopher CHEUNG Wah-fung (Member Question No. 38)

Reply:

The increased estimate is mainly attributable to pay adjustments of the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education with effect from 1 February 2015.

In 2015-16, the Secretary for Education has made 13 duty visits outside Hong Kong. The total expenditure is \$482,820.

In 2016-17, duty visits will be conducted based on operational needs and prior approval is needed before related expenses are incurred. In making an application for duty visit, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. The duty visit expenditure will be governed by relevant regulations and guidelines and charged to the relevant votes to ensure effective control and use of public money.

- End -

CONTROLLING OFFICER'S REPLY**EDB159****(Question Serial No. 2839)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau stated that it would continue to improve the learning and teaching of the English Language in primary schools, and what are the details of the related policies? Will there be more resources allocated to the English teaching in primary schools? Currently, how many teachers have been employed under the Native-speaking English Teachers (NET) Scheme? Will there be any additional resources injected in this respect?

Asked by: Hon Christopher CHEUNG Wah-fung (Member Question No. 39)

Reply:

- (a) The Government is committed to implementing various support measures to enhance the learning and teaching of English Language in primary schools. The provision for the purpose totalled \$390.84 million (of which \$33.55 million is from Language Fund) in 2013-14 financial year, \$404.54 million (of which \$35.64 million is from Language Fund) in 2014-15 financial year, \$434.38 million (of which \$32.95 million is from Language Fund) in 2015-16 financial year.

In the 2016-17 financial year, the estimated provision is \$445.65 million, of which \$32.74 million is from the Language Fund, representing an increase of \$11.27 million over the previous year. Details of the support measures implemented since 2013-14 financial year are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their

No.	Name of Project	Details
		professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4.	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme in Primary Schools (PNET Scheme)	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	English Alliance 2014/15	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.
*3.	Sponsorship Projects 2015/16	To engage community partners in organising language-related events/competitions in the community.

* Initiatives funded by Language Fund

** Initiative is funded out of Head 173 Student Financial Assistance Agency

- (b) In the 2015/16 school year, under the Native-speaking English Teacher (NET) Scheme in Primary Schools, 459 NETs are engaged in public sector primary schools. The Education Bureau is currently exploring means of enhancing the English learning environment in primary schools further.

- End -

CONTROLLING OFFICER'S REPLY**EDB160****(Question Serial No. 2006)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide:

1. the percentages (under 5%, 5-10%, 11-20%, 21-30%, above 30%) of Learning Support Grant (LSG) clawed back from schools in the past 4 years;
2. the amount of LSG clawed back and the number of schools concerned in the past 4 years;
3. the total amount of LSG clawed back.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 22)

Reply:

(1) – (3)

Schools are encouraged to fully utilise, in the respective school year, the Learning Support Grant (LSG) provided every school year to cater for the needs of their students with special educational needs. For schools which have accumulated a surplus in excess of 30% of the 12 months' provision of LSG at the end of the respective school year (for aided and caput schools) or financial year (for government schools), the excess surplus will be clawed back. This arrangement was introduced in the 2011-12 financial year ^{Note 1}.

The number of schools with LSG clawed back at the end of the 2011/12, 2012/13 and 2013/14 school years (aided and caput schools)/ 2011-12, 2012-13 and 2013-14 financial years (government schools) by percentage range in relation to 12 months' provision and the amount of LSG clawed back in the school years/ financial years concerned are tabulated below. The total amount of LSG clawed back in the above period is \$12.34 million. As the amount to be clawed back from aided and caput schools for the 2014/15 school year will be confirmed only after the schools' submission of audited accounts by end of February 2016 and verification by the Education Bureau, we are unable to provide the claw-back information for the 2014/15 school year and beyond. With our stepped-up efforts to monitor the utilization of LSG by schools through providing schools with guidelines on the deployment of LSG and claw-back mechanism, conducting regular school visits to advise on the deployment of resources for SEN support, organising experience sharing activities among schools, and issuing reminders to individual schools concerned for making improvement should undesirable situation be detected, the surplus situation of LSG in schools has started to improve in the 2013/14 school year/ 2013-14 financial year.

Claw-back percentage and amount \ No. of schools ^{Note 2}	2011/12 school year (aided primary schools)/ 2011-12 financial year (government schools)	2012/13 school year (aided & caput schools)/ 2012-13 financial year (government schools)	2013/14 school year (aided & caput schools)/ 2013-14 financial year (government schools)
Under 5%	19	35	21
5–10%	5	23	15
11–20%	8	23	15
21–30%	7	14	8
Over 30%	12	36	22
LSG claw back amount (\$ million)	3.96 ^{Note 3}	5.33 ^{Note 3}	3.05

Note 1: This arrangement was first implemented in government schools in the 2011-12 financial year. It came into effect in aided primary schools and aided/caput secondary schools starting from the 2011/12 and 2012/13 school years respectively.

Note 2: The figures denote position as at March 2016.

Note 3: The LSG claw-back amount in the 2011/12 school year/2011-12 financial year included that of aided primary schools and government schools only. Since the claw-back mechanism for aided and caput secondary schools came into effect starting from the 2012/13 school year, both the number of schools having LSG clawed back and the claw-back amount increased in the 2012/13 school year/2012-13 financial year.

- End -

CONTROLLING OFFICER'S REPLY**EDB161****(Question Serial No. 2007)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education
(3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

With regard to the admission of students with special needs by primary and secondary schools over the past 5 years, please provide the respective numbers of schools which have admitted the following numbers of students:

Number of Students with Special Needs Admitted	Number of Primary Schools	Number of Secondary Schools
0		
1-5		
6-10		
11-20		
21-30		
31-40		
41-50		
Over 50		

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 24)Reply:

The number of primary and secondary schools by number of students with special educational needs (SEN) admitted from the 2011/12 to 2015/16 school years (position as at September of the respective school year) is tabulated below.

School Year No. of students with SEN admitted	2011/12		2012/13		2013/14		2014/15		2015/16	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	1	7	1	6	0	2	0	0	0	0
1-5	4	69	2	50	5	35	5	24	5	14
6-10	20	64	21	60	18	52	13	51	13	37
11-20	46	63	44	69	45	80	31	73	29	73
21-30	94	38	76	41	78	41	82	46	50	57
31-40	138	26	130	23	106	21	106	32	110	30
41-50	96	27	97	23	95	29	89	21	87	22
More than 50	58	103	84	122	106	133	126	145	160	157

- End -

CONTROLLING OFFICER'S REPLY**EDB162****(Question Serial No. 2504)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown by using the following table, by types of disabilities, of the distribution and data of students with special educational needs in each of the 3 tiers under the 3-Tier Intervention Model in each of the past 4 years.

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 20)

Reply:

The Education Bureau encourages schools to adopt the Whole School Approach to supporting these students through a 3-Tier Intervention Model, taking into account their need and the tier of support required. Under the Model, appropriate support measures are adopted to cater for the students' diverse needs. Tier-1 support refers to helping students with mild or transient learning difficulties through the use of basic resources and quality teaching in regular classrooms. Tier-2 support refers to "add on" intervention, such as small group learning and pull-out programmes etc., for students with persistent learning difficulties, including those with special educational needs (SEN). Tier-3 support refers to intensive individualised support for students with severe learning difficulties and SEN. Schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward from time to time according to the performance of the students. Hence, we are unable to provide the distribution of students in each tier under the 3-Tier Intervention Model.

The number of students with SEN studying in public sector mainstream primary and secondary schools by SEN types from the 2012/13 to 2015/16 school years is set out at the Appendix.

**Number of students with SEN studying in public sector mainstream primary and secondary schools by major SEN Types
from the 2012/13 to 2015/16 school years**

School Year	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/ Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2012/13	17 440	1 690	4 150	4 780	380	130	690	2 130
2013/14	18 080	1 680	4 970	5 860	360	130	660	2 090
2014/15	18 610	1 650	5 790	6 910	330	120	650	2 130
2015/16	19 390	1 590	6 800	8 200	310	110	670	2 400

- End -

CONTROLLING OFFICER'S REPLY**EDB163****(Question Serial No. 2507)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please use the following table to provide the distribution of students with special educational needs in the 3 bands of secondary schools in each of the past 4 years by categories of disabilities.

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 21)

Reply:

“Banding of a student or secondary school” is a misconception. In brief, the Secondary School Places Allocation (SSPA) System is designed for, among other objectives, allocation of a Secondary One place to each participating student in an orderly manner to reduce undue pressure on students when seeking admission to Secondary One through the SSPA System. The so-called “banding” is merely an intermediary product in the computer-processing of school choice during the Central Allocation (CA) of the SSPA System to differentiate the order of allocation of participating students to a secondary school when the number of students making the choice to the secondary school exceeds the CA quota of the school. To avoid labelling of students and schools, and adverse impact on learning and teaching in schools, there is a consensus in the school sector that any information related to the “banding” of students should not be disclosed. The Education Bureau has been, through various means of parent education, calling for parents’ consideration of the needs, aptitudes and abilities of children when making school choice to reduce unnecessary competition for school places and alleviate undue pressure on students. The number of students with special educational needs (SEN) studying in Secondary One in public sector mainstream secondary schools by SEN type in the past four years (from the 2012/13 to 2015/16 school years) is tabulated at the Annex. However, like other SSPA applicants, we do not have the number of students with SEN by SEN type in secondary schools of different “banding”.

**Number of Secondary One students with SEN studying in public
sector mainstream secondary schools by SEN type from the 2012/13 to 2015/16 school years**

School Year	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2012/13	2 267	149	294	577	33	8	66	73
2013/14	2 297	183	396	710	32	12	60	65
2014/15	2 259	180	435	847	18	3	57	70
2015/16	2 198	219	495	938	18	8	63	107

Note: Figures as at September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB164

(Question Serial No. 2552)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the distribution of all students with special educational needs (SEN) by grade level (from K1 to F.6) in Hong Kong for the past 5 school years, as well as the total number of students with SEN proceeding to study sub-degree programmes, the total number of students with SEN proceeding to study UGC-funded degree programmes, the total number of students with SEN proceeding to study self-financing degree programmes, the total number of students with SEN proceeding to study postgraduate level programmes and the total number of students with SEN proceeding to overseas studies at tertiary institutions. The above information is to be broken down by the 8 types of SEN.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 113)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools from the 2011/12 to 2015/16 school years by grade level and SEN types is set out at Appendix 1. At pre-primary levels, services for children with SEN are provided by the Social Welfare Department. The Education Bureau does not have the related data.

Based on the information provided by the post-secondary institutions, the number of students with SEN pursuing full-time locally-accredited sub-degree and undergraduate programmes under the University Grants Committee-funded (UGC-funded) and non-UGC-funded institutions from the 2011/12 to 2015/16 academic years is set out at Appendix 2. We do not have information on the number of students with SEN proceeding to study postgraduate level programmes and overseas studies at tertiary institutions.

**Number of Students with SEN Studying in
Public Sector Mainstream Primary and Secondary Schools by Grade Levels by SEN Types
from the 2011/12 to 2015/16 School Years**

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934	N/A
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982	N/A
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203	N/A

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A
2013/14	97	88	98	130	181	157	183	137	175	161	125	145	N/A
2014/15	76	120	126	103	134	181	180	182	152	145	130	116	N/A
2015/16	87	89	140	122	95	130	219	168	181	117	121	122	N/A

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A
2013/14	547	662	624	533	502	444	396	345	298	246	199	179	N/A
2014/15	571	684	746	694	574	532	435	442	371	314	233	190	N/A
2015/16	633	803	816	814	750	604	495	471	497	384	309	227	N/A

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A
2013/14	45	200	508	648	700	751	710	709	589	482	320	204	N/A
2014/15	77	207	515	807	853	811	847	797	736	552	418	291	N/A
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381	N/A

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A
2013/14	12	18	23	25	16	21	32	37	43	46	33	44	N/A
2014/15	12	16	21	23	26	16	18	33	47	46	38	34	N/A
2015/16	18	15	15	17	25	26	18	21	36	47	38	34	N/A

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A
2013/14	4	5	3	5	7	4	12	12	19	18	20	19	N/A
2014/15	6	5	5	3	5	7	3	14	13	24	19	20	N/A
2015/16	7	8	6	5	3	5	8	3	16	13	23	19	N/A

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A
2013/14	38	36	43	44	51	52	60	68	55	76	58	83	N/A
2014/15	44	46	38	46	44	56	57	69	71	63	69	54	N/A
2015/16	36	49	59	46	44	45	63	58	72	74	59	68	N/A

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A
2013/14	36	815	447	271	178	130	65	41	40	19	18	24	N/A
2014/15	17	916	440	261	146	112	70	48	47	23	29	23	N/A
2015/16	31	772	585	361	209	141	107	36	51	49	31	26	N/A

Note: 1. Figures as at September of the respective school years.

2. N/A: Not applicable

**Number of Students with SEN ^(Note 1) Pursuing Full-time Locally-accredited
Sub-degree and Undergraduate Programmes from the 2011/12 to 2015/16 Academic Years**

2011/12 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	1	36	37	8	3	11
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	2	19	21	6	0	6
Attention Deficit / Hyperactivity Disorder	1	10	11	6	1	7
Physical Disability	3	43	46	32	13	45
Visual Impairment	1	27	28	35	10	45
Hearing Impairment	1	73	74	38	12	50
Speech and Language Impairment	1	6	7	1	0	1
Others ^(Note 3)	3	44	47	55	41	96
Total	13	258	271	181	80	261

2012/13 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded ^(Note 4)	Non-UGC funded	Total
Specific Learning Difficulties	1	47	48	13	11	24
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	2	21	23	9	1	10
Attention Deficit / Hyperactivity Disorder	0	9	9	10	3	13
Physical Disability	2	35	37	32	15	47
Visual Impairment	1	33	34	42	16	58
Hearing Impairment	1	64	65	55	19	74
Speech and Language Impairment	0	9	9	4	0	4
Others ^(Note 3)	5	64	69	79	25	104
Total	12	282	294	244	90	334

2013/14 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	0	65	65	18	7	25
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	1	27	28	9	2	11
Attention Deficit / Hyperactivity Disorder	0	16	16	12	3	15
Physical Disability	1	40	41	33	13	46
Visual Impairment	1	29	30	31	15	46
Hearing Impairment	1	63	64	62	22	84
Speech and Language Impairment	0	12	12	4	1	5
Others ^(Note 3)	7	45	52	80	25	105
Total	11	297	308	249	88	337

2014/15 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	0	121	121	23	13	36
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	0	40	40	8	7	15
Attention Deficit / Hyperactivity Disorder	0	33	33	10	9	19
Physical Disability	2	61	63	41	18	59
Visual Impairment	0	28	28	36	17	53
Hearing Impairment	1	64	65	82	37	119
Speech and Language Impairment	0	16	16	5	6	11
Others ^(Note 3)	7	91	98	99	47	146
Total	10	454	464	304	154	458

2015/16 Academic Year	Sub-degree			Undergraduate		
	UGC-funded (Note 5)	Non-UGC funded	Total	UGC-funded (Note 5)	Non-UGC funded	Total
Specific Learning Difficulties	0	154	154	26	25	51
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	0	51	51	16	9	25
Attention Deficit / Hyperactivity Disorder	0	52	52	14	24	38
Physical Disability	2	52	54	43	13	56
Visual Impairment	0	40	40	38	14	52
Hearing Impairment	1	64	65	85	27	112
Speech and Language Impairment	0	25	25	5	6	11
Others ^(Note 3)	6	100	106	127	42	169
Total	9	538	547	354	160	514

Note: 1. The number of students with SEN is based on information as declared by individual students.

2. There is no separate category for “Intellectual Disability” under the data collection of the UGC. Students with such type of disability, if any, would be covered under “Others”.
3. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.
4. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
5. Provisional figures
6. “N.A.” denotes “not available”.

- End -

CONTROLLING OFFICER'S REPLY

EDB165

(Question Serial No. 2553)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is stated in paragraph 194 of the Policy Address that the Government will further enhance the School-based Educational Psychology Service by progressively improving the ratio of educational psychologist to school to 1:4 for public sector primary and secondary schools with a large number of students with special educational needs. Please provide information on the details of this initiative, allocation of relevant resources and expected effectiveness. Please also explain the criteria for defining schools with a large number of students with special educational needs.

Asked by: Dr Hon Fernando CHEUNG Chiu Hung (Member Question No. 122)

Reply:

The School-based Educational Psychology Service (SBEPS) will cover all public primary and secondary schools by the 2016/17 school year. The Government will further enhance the SBEPS by progressively improving the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with special educational needs (SEN) from the 2016/17 school year. By the 2017/18 school year, the enhanced provision will cover about 80 primary and secondary schools. The Education Bureau (EDB) will accord priority to schools with reference to various factors such as the number of students with SEN, its proportion to the student population of the school, the number of students requiring individual support, etc.

With the enhanced provision, the schools will be better supported in catering for student diversity. Apart from helping the schools strengthen their preventive and developmental work, Educational Psychologists (EP) will pay regular and more frequent visits throughout the school year and provide comprehensive and regular follow-up to students and intervention services to the schools concerned based on the specific needs of the schools and their students.

The estimated additional expenditure incurred for the enhancement in the 2016/17 and 2017/18 school years is \$14.2 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB166

(Question Serial No. 2690)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

It is mentioned in Matters Requiring Special Attention that the Bureau will continue to provide more Mainland exchange opportunities for primary and secondary school students. Please list out:

1. The names of schools which participated in Mainland exchange programmes arranged or commissioned by the Education Bureau from 2013/14 to 2015/16;
2. The names of the exchange projects and their details;
3. The names of the organisers of the exchange projects and the receiving organisations in the Mainland;
4. The total expenditures for the projects and the expenditure for each individual Mainland exchange project in each of the past 3 years;
5. Details of Mainland exchange opportunities provided for primary and secondary school students and the estimated expenditure in 2016/17.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 24)

Reply:

1. The Education Bureau (EDB) does not keep information about whether and when individual schools have joined the Mainland exchange programmes (MEPs), and therefore EDB does not have a readily available list of schools participating in MEPs from 2013-14 to 2015-16.
2. MEPs for students include programmes commissioned by EDB and those organised by schools under EDB's subvention schemes. In 2013-14, 2014-15 and 2015-16, MEPs for students were mainly provided through the "Mainland Exchange Programme for Junior Secondary and Upper Primary Students" (「同根同心」－香港初中及高小學生內地交流計劃), the "Mainland Exchange Programme for Senior Secondary School Students" (「同行萬里」高中學生內地交流計劃), the "Mainland Exchange Programme for Student Leaders" (領袖生內地交流計劃), the "Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland" (初中及高小學生交流活動資助計劃－「赤子情 中國心」), the "Senior Secondary School Students Mainland Exchange Programme Subvention Scheme" (高中學生內地交流活動資助計劃) and some thematic MEPs.
3. The service providers for EDB-commissioned MEPs in 2013-14, 2014-15 and 2015-16 include China Travel Service (Hong Kong) Limited (香港中國旅行社有限公司), Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司), Hong Kong-Beijing

Management Promotion Centre Limited (港京管理人才交流中心有限公司), Hong Kong-Beijing Tourist Agency Limited (港京旅行社有限公司), Plate-Forme (Hong Kong) Limited (旅遊學庫(香港)), Wofoo Social Enterprises Limited (和富社會企業有限公司), Yazhou Travel Service Limited (亞洲旅行社有限公司), and Chinese Language Education Research Association Limited (中國語文教育研究學會). The service providers collaborate with different receiving organizations in the Mainland according to the terms of the respective contracts. EDB does not keep a list of the receiving organisations concerned.

4. In the past three years (2013-14, 2014-15, and 2015-16), the expenditure involved in MEPs for students is shown below:

Financial Year	Expenditure (\$million)
2013-14	41.2
2014-15#	45.9
2015-16*	62.7

Actual figures revised from last year's estimates

* Provisional figures

5. In 2016-17, EDB plans to provide more Mainland exchange opportunities for primary and secondary students on top of the existing provision. The estimated expenditure is \$96.4 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB167

(Question Serial No. 2691)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As mentioned under Matters Requiring Special Attention, the Hong Kong Scholarship for “Belt and Road” Students will be introduced to attract outstanding students from the Belt and Road regions to pursue undergraduate study in Hong Kong, please list:

1. the publicity means of the scholarship as well as the number of scholarship offers and estimated expenditure for 2016/17;
2. the names of programmes in which the awardees may enroll;
3. the names of countries at which the publicity will be targeted and the criteria for selecting such countries;
4. a forecast of the first date of promotion and total number of students applying for the scholarship;
5. the short, medium and long term benefits of the scholarship; and
6. the estimated manpower requirement and expenditure on creating posts of supervisory ranks for the project.
7. Will consideration be given to changing the policy from giving priority to the local people to allowing Hong Kong students to further their studies in the Belt and Road countries? If yes, what are the details? If not, what are the reasons?

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 25)

Reply:

Starting from the 2012/13 academic year, the Government set up a Targeted Scholarship Scheme (TSS) under the HKSAR Government Scholarship Fund (Scholarship Fund) to offer up to 10 scholarships per year to students from the targeted regions (i.e. ASEAN countries, India and Korea) to encourage them to pursue studies in Hong Kong. In December last year, the Government announced the provision of 10 additional offers for students from Indonesia under the existing TSS starting from the 2016/17 academic year so as to attract outstanding students from Indonesia to pursue undergraduate studies in Hong Kong and facilitate academic exchanges and connection of the two places. Under this new scheme, namely, the Hong Kong Scholarship for “Belt and Road” Students (Indonesia), which forms part of the existing TSS, up to 10 scholarships will be offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. Thus, the expenditure involved in 2016-17 will be at most \$1.2 million. Same as the TSS, the scholarship will be offered to students who are enrolled in publicly-funded degree programmes

in Hong Kong. Participating publicly-funded institutions will, having regard to the recommendations of the Indonesian Government, nominate students for selection by the Steering Committee of the Scholarship Fund. They have been requested to provide their nominations by 29 April 2016.

Given the objective of the Hong Kong Scholarship for “Belt and Road” Students to further strengthen the ties and educational exchanges between Hong Kong and the “Belt and Road” regions, the scheme will be implemented as a Government-to-Government collaborative initiative and introduced to students of individual “Belt and Road” regions separately by phases. Pursuant to the signing of a Memorandum of Understanding (MOU) on education co-operation between the Education Bureau (EDB) and the Ministry of Education and Culture of the Indonesian Government to enhance education collaboration between the two places in December 2015, the Hong Kong Scholarship for “Belt and Road” Students (Indonesia) was launched as a concrete deliverable of the MoU.

Publicity of the Hong Kong Scholarship for “Belt and Road” Students (Indonesia) included issue of press release, posting of the details of the scheme on the website of EDB, placement of newspaper advertisements in Indonesia, dissemination of the details of the scheme through the Hong Kong Economic and Trade Offices in Singapore and the office of the Hong Kong Trade Development Council in Jakarta, etc.

To encourage more outstanding students from countries and regions along the “Belt and Road” to pursue studies in Hong Kong, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income thus generated to further increase the number of additional offers for the Hong Kong Scholarship for “Belt and Road” Students to 100 by phases. We note that there are views in the community that the Government should also provide scholarship to Hong Kong students to encourage them to pursue study in the universities along the Belt and Road regions. The Government will take this into account in working out the detailed proposals.

The “Belt and Road” regions cover many countries/regions spanning Asia, Eastern Europe, Middle East and Africa. Encouraging more “Belt and Road” students to come to Hong Kong to pursue university study will help promote internationalisation of our institutions. Hong Kong is home to world-class universities which have the advantage of using English as the medium of instruction. This has all along been attracting students from all around the world. Recruiting non-local students for post-secondary programmes in Hong Kong will help diversify the local higher education sector and enhance the competitiveness of our students and Hong Kong as a whole. A multi-cultural learning environment, with students coming from other countries/regions, will help enhance cultural exchanges, broaden the horizons of the local students and help ensure that our graduates are globally competitive. While it is difficult to measure the abovementioned benefits by setting a rigid target, we believe that our drive to attract more students from all around the world, in particular outstanding students from the “Belt and Road” regions, to pursue studies in Hong Kong is the right direction. In the long run, it will help establish a platform for educational, cultural and youth exchanges between Hong Kong and the “Belt and Road” regions and bring benefits to Hong Kong.

Administration of the Hong Kong Scholarship for “Belt and Road” Students will be funded by existing resources of EDB. The manpower and related expenditure will be subsumed under the establishment and provision for EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB168****(Question Serial No. 2692)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is stated under Matters Requiring Special Attention that the Education Bureau will continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels. In this connection, please provide the following information:

1. the manpower and expenditures involved to develop resource packages and assessment bank for promoting Basic Law education in each of the years between 2013/14 and 2015/16;
2. names and particulars of persons and bodies that have participated in and offered advice on the development of the resource packages and assessment bank;
3. details and expenditures of activities held in relation to the resource packages and assessment bank between 2013/14 and 2015/16; and
4. details of projects to promote Basic Law education at senior primary and junior secondary levels in 2016/17.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 26)

Reply:

1. Expenditure for the Basic Law-related curriculum work and support measures, which include research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. is absorbed by the recurrent expenditure of the Education Bureau (EDB) as an integral part of day-to-day curriculum development work. Other than the expenditure on developing learning and teaching resources, there is no separate breakdown for individual items. The manpower requirement is being absorbed by the recurrent expenditure of EDB and we are not able to provide a separate breakdown of the manpower provisions of EDB for Basic Law education. The expenditure of EDB for developing resource packages and assessment bank on Basic Law education from 2013-14 to 2015-16 is as follows:

2013-14 [@]	2014-15 ^{@#}	2015-16 ^{@*}
0.65 million	2.07 million	3.65 million

[@] Manpower resources in the provision are absorbed by the recurrent expenditure of EDB

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

2. The Basic Law teaching resource packages were prepared by relevant colleagues of EDB and seconded teachers. Quite a number of people were involved in the development of resource packages by different means, including focus groups, meetings, etc. We do not possess specific information on the participants.
3. Expenditure for the Basic Law-related curriculum development work and support measures, which include research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. is absorbed by the recurrent expenditure of EDB as an integral part of day-to-day curriculum development work. Other than expenditure on developing learning and teaching resources, there is no separate breakdown for individual items, including the expenditure of activities (such as professional development programmes) held in relation to the resource packages and assessment bank.
4. Apart from developing the learning and teaching resources and assessment banks, and conducting professional development programmes for primary and secondary schools, EDB will organise the 2nd Basic Law Inter-school Competition for both primary and secondary schools students in July 2016.

- End -

CONTROLLING OFFICER'S REPLY

EDB169

(Question Serial No. 2693)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In respect of the programmes offered by self-financing post-secondary institutions, please provide a breakdown by institution:

- (1) The estimated intake, actual intake, unit cost as well as the tuition fees of the undergraduate, senior year top-up degree, sub-degree and higher diploma programmes offered by self-financing post-secondary institutions in the past 3 years (i.e. 2013/14 to 2015/16 academic years).
- (2) The estimated intake, unit cost as well as the tuition fees of the undergraduate, senior year top-up degree, sub-degree and higher diploma programmes offered by self-financing post-secondary institutions in the 2016/17 academic year.
- (3) Will the Government consider using voucher or other means to provide subsidy to students studying at self-financing post-secondary institutions? If yes, what are the details? If no, what are the reasons?

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 27)

Reply:

(1) and (2)

According to the information provided by institutions, the number of estimated intakes, actual intakes and average annual tuition fees of full-time locally-accredited self-financing sub-degree (including Associate Degree and Higher Diploma), first-year-first-degree and top-up degree programmes by institution from the 2013/14 to 2015/16 academic years are set out at **Annexes A to C** respectively. The estimated intakes of full-time locally-accredited self-financing sub-degree and undergraduate programmes (the figures for top-up degree programmes are not available) by institution in the 2015/16 academic year are set out at **Annex D**. We do not have information on the tuition fees for the 2016/17 academic year and the unit costs of the programmes.

(3)

It is the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary education sectors. We have implemented a basket of measures to support the quality and sustainable development of the self-financing post-secondary education sector including land at nominal premium and Government premises at nominal rent; interest-free start-up loans; a \$3.52 billion Self-financing Post-secondary Education Fund to provide scholarships and support quality enhancement efforts of institutions; Research Endowment Fund to support research activities; Matching Grant Scheme and student finances. Comparing with vouchers, these measures can enhance the quality of post-secondary education and facilitate the provision of quality pathways for students pursuing further studies.

Moreover, as one of the initiatives to broaden the opportunities for local students to receive higher education, the Government has, starting from the 2015/16 academic year, launched the Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts and we are reviewing its effectiveness.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2013/14 to 2015/16 Academic Years**

Institution	2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	400	-	-	400	290	-	-	290	270	-	-	270
Caritas Institute of Community Education	-	-	-	-	60	-	-	60	296	-	-	296
Caritas Institute of Higher Education	400	360	30	790	340	660	200	1 200	300	360	345	1 005
Centennial College	-	240	320	560	-	320	320	640	-	440	320	760
Chu Hai College of Higher Education	-	725	-	725	-	880	-	880	-	1 030	-	1 030
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 500	-	1 634	5 134	3 600	-	1 848	5 448	2 500	-	1 930	4 430
Gratia Christian College	-	-	-	-	-	-	-	-	-	180	-	180
Hang Seng Management College	140	801	69	1 010	140	1 513	99	1 752	-	1 282	215	1 497
HKCT Institute of Higher Education	-	-	-	-	-	20	20	40	-	25	25	50
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 040	-	-	2 040	2 000	-	-	2 000	1 900	-	-	1 900
Hong Kong Adventist College	40	-	-	40	-	-	-	-	-	-	-	-
Hong Kong Art School	55	65	-	120	80	65	-	145	80	65	-	145
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 055	-	730	2 785	1 957	120	900	2 977	1 993	120	1 450	3 563
Hong Kong College of Technology	1 030	-	-	1 030	1 005	-	-	1 005	375	-	-	375
Hong Kong Institute of Technology	662	210	130	1 002	300	250	170	720	300	100	191	591
Hong Kong Nang Yan College of Higher Education	300	-	-	300	90	120	40	250	90	120	80	290
Hong Kong Shue Yan University	-	1 500	-	1 500	-	1 323	-	1 323	-	1 283	-	1 283
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	2 000	-	-	2 000	1 665	-	-	1 665	680	-	-	680
Pui Ching Academy	150	-	-	150	260	-	-	260	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	175	-	175	-	225	-	225	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 650	-	270	1 920	1 500	-	415	1 915	1 400	-	455	1 855
The Hong Kong Institute of Education	250	355	112	717	226	380	139	745	126	379	139	644
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 000	-	1 877	5 877	4 000	-	2 230	6 230	3 640	-	2 065	5 705
The Hong Kong University of Science and Technology	-	-	-	-	-	45	-	45	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	740	371	886	1 997	1 035	1 796	1 256	4 087	1 440	1 460	1 380	4 280

Institution	2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	4 220	35	185	4 440	4 220	50	292	4 562	3 500	120	731	4 351
Tung Wah College	300	710	205	1 215	200	710	305	1 215	150	710	305	1 165
Vocational Training Council	5 056	495	1 235	6 830	3 740	660	2 340	6 740	3 030	650	2 705	6 385
Yew Chung Community College	420	-		420	180	-	-	180	120	-	-	120
YMCA College of Careers	40	-	-	40	90	-	-	90	90	-	-	90

Notes:

[1] Excludes sub-degree programmes provided under the old academic structure.

“-” Denotes no related programmes were offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2013/14 to 2015/16 Academic Years**

Institution	2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	215	-	-	215	191	-	-	191	162	-	-	162
Caritas Institute of Community Education	-	-	-	-	36	-	-	36	69	-	-	69
Caritas Institute of Higher Education	216	73	64	353	207	307	130	644	173	283	121	577
Centennial College	-	154	77	231	-	105	119	224	-	75	60	135
Chu Hai College of Higher Education	-	309	-	309	-	381	-	381	-	169	-	169
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 370	-	1 673	5 043	2 457	-	1 794	4 251	3 397	-	1 123	4 520
Gratia Christian College	-	-	-	-	-	-	-	-	-	52	-	52
Hang Seng Management College	106	755	65	926	85	1 479	89	1 653	-	983	143	1 126
HKCT Institute of Higher Education	-	-	-	-	-	@	@	@	-	0	8	8
HKU SPACE Po Leung Kuk Stanley Ho Community College	992	-	-	992	1 252	-	-	1 252	1 272	-	-	1 272
Hong Kong Adventist College ^[3]	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	54	42	-	96	60	61	-	121	41	132	-	173
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 750	-	693	2 443	1 861	132	982	2 975	1 949	132	1 076	3 157
Hong Kong College of Technology	336	-	-	336	268	-	-	268	209	-	-	209
Hong Kong Institute of Technology	587	71	127	785	230	193	248	671	238	13	102	353
Hong Kong Nang Yan College of Higher Education	20	-	-	20	5	8	15	28	12	25	13	50
Hong Kong Shue Yan University	-	1 495	-	1 495	-	1 262	-	1 262	-	1 306	-	1 306
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 333	-	-	1 333	601	-	-	601	503	-	-	503
Pui Ching Academy ^[4]	3	-	-	3	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	178	-	178	-	129	-	129	-	141	-	141
School of Continuing and Professional Studies, The Chinese University of Hong Kong	979	-	295	1 274	1 171	-	387	1 558	1 111	-	219	1 330
The Hong Kong Institute of Education	181	350	109	640	212	358	126	696	119	291	134	544
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	3 810	-	1 776	5 586	3 591	-	2 133	5 724	3 769	-	1 326	5 095
The Hong Kong University of Science and Technology	-	-	-	-	-	41	-	41	-	49	-	49
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	626	264	920	1 810	856	1 779	1 341	3 976	1 042	1 530	1 401	3 973
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 532	57	230	2 819	2 911	71	349	3 331	2 773	53	487	3 313

Institution	2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total
Tung Wah College	231	475	165	871	78	394	181	653	110	372	118	600
Vocational Training Council	3 662	522	1 227	5 411	3 570	494	2 594	6 658	3 002	480	3 190	6 672
Yew Chung Community College	44	-	-	44	84	-	-	84	107	-	-	107
YMCA College of Careers	23	-	-	23	32	-	-	32	37	-	-	37

Notes:

[1] Provisional figures as at late October 2015. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] Hong Kong Adventist College ceased to accept intake with effect from the 2013/14 academic year.

[4] Pui Ching Academy eventually decided not to offer any programmes in the 2014/15 academic year. As a result, there were no student intakes in this academic year.

“-” Denotes no related programmes were offered.

@ Figures not provided by the institution due to incomplete admission cycle.

Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes by Institution from the 2013/14 to 2015/16 Academic Years

Institution	Average Annual Tuition Fee (\$)								
	2013/14 Academic Year ^[1]			2014/15 Academic Year ^[1]			2015/16 Academic Year ^[1]		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
Caritas Bianchi College of Careers	51,015 - 56,540	-	-	51,800 - 57,705	-	-	54,000 - 60,500	-	-
Caritas Institute of Community Education	-	-	-	48,500	-	-	46,000 - 48,500	-	-
Caritas Institute of Higher Education	51,015 - 55,390	60,095 - 61,903	62,230	51,800 - 56,235	64,023 - 89,100	65,473 - 66,590	54,000 - 58,500	66,250 - 94,050	67,667 - 71,280
Centennial College	-	87,000	92,000	-	87,000	92,000	-	94,000	99,000
Chu Hai College of Higher Education	-	53,429 - 61,500	-	-	65,000 - 65,833	-	-	68,500 - 69,333	-
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University ^[2]	47,250 - 56,250	-	61,750 - 95,700	47,250 - 56,250	-	64,350 - 100,500	47,250 - 56,250	-	66,950 - 97,380
Gratia Christian College							-	62,500	-
Hang Seng Management College	48,000	66,500	68,000	49,500	69,000	70,500	-	77,250	82,300
HKCT Institute of Higher Education	-	-	-	-	64,750	66,000	-	64,750	66,000
HKU SPACE Po Leung Kuk Stanley Ho Community College	52,500	-	-	52,500	-	-	55,000	-	-
Hong Kong Art School ^[2]	45,000	81,400	-	46,500	81,400	-	48,000	84,000	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	48,750 - 66,978	-	63,000 - 82,500	47,250 - 55,000	58,720	50,463 - 108,000	47,250 - 55,000	58,720	50,463 - 108,000
Hong Kong College of Technology	43,740 - 51,600	-	-	47,100 - 54,120	-	-	47,100 - 54,120	-	-
Hong Kong Institute of Technology ^[2]	37,400	45,000	45,000	42,000	57,533	55,000 - 58,800	42,000 - 65,000	58,800	58,800
Hong Kong Nang Yan College of Higher Education	38,000	-	-	38,000	60,000	60,000	40,000	63,000 - 69,000	63,000 - 76,500
Hong Kong Shue Yan University	-	55,000	-	-	60,000	-	-	60,000	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	43,800 - 50,000	-	-	43,800 - 50,000	-	-	48,000 - 52,500	-	-
Pui Ching Academy	41,000	-	-	41,000 - 44,000	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. ^[2]	-	279,755	-	-	282,215	-	-	287,856	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong ^[2]	45,225 - 49,810	-	117,600	45,140 - 57,375	-	95,000 - 119,400	46,575 - 69,700	-	95,000 - 119,400
The Hong Kong Institute of Education	48,100	72,000 - 80,000	73,500 - 84,000	48,100 - 65,000	72,000 - 84,000	72,000 - 84,000	48,100	75,000 - 84,000	72,000 - 84,000
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	50,400 - 55,440	-	66,650 - 110,000	50,400 - 55,440	-	64,500 - 120,000	50,400 - 55,440	-	64,500 - 120,000

Institution	Average Annual Tuition Fee (\$)								
	2013/14 Academic Year ^[1]			2014/15 Academic Year ^[1]			2015/16 Academic Year ^[1]		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
The Hong Kong University of Science and Technology	-	-	-	-	247,759	-	-	251,649	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education ^[2]	45,000 - 66,365	52,000 - 65,000	52,000 - 77,440	48,000 - 72,700	54,600 - 68,250	54,600 - 78,667	51,000 - 72,900	60,060 - 111,800	54,600 - 82,107
The University of Hong Kong - HKU SPACE ^[2] & HKU SPACE Community College	52,500 - 72,000	59,200	46,200 - 108,500	52,500 - 72,000	48,000	46,200 - 108,500	55,000 - 75,500	50,000	46,200 - 108,000
Tung Wah College	52,500 - 79,200	66,000 - 108,800	66,000 - 90,600	52,500 - 76,250	66,000 - 108,800	42,000 - 90,600	60,000 - 76,250	68,100 - 115,600	42,000 - 105,700
Vocational Training Council ^[2]	46,500 - 47,750	66,150 - 75,900	57,800 - 75,400	48,600 - 49,800	66,000 - 79,200	58,700 - 86,800	51,200 - 52,400	68,640 - 82,500	61,000 - 90,250
Yew Chung Community College	60,500	-	-	63,150 - 63,650	-	-	64,900	-	-
YMCA College of Careers	44,250	-	-	46,000	-	-	43,200 - 46,000	-	-

Notes:

[1] Tuition fee information does not include the sub-degree programmes provided under the old academic structure.

[2] Institutions providing locally-accredited non-local first-year-first-degree and/or top-up degree programmes.

“-” Denotes no related programmes were offered.

**Estimated Intake Places of Institutions Offering Full-time Locally-Accredited Self-financing
Sub-degree and Undergraduate Programmes[^]
for the 2016/17 Academic Year (as at 31 October 2015)**

Institution	Estimated Intake Places [#]	
	Sub-degree	Undergraduate [^]
Caritas Bianchi College of Careers	270	-
Caritas Institute of Community Education	363	-
Caritas Institute of Higher Education	300	390
Centennial College	-	440
Chu Hai College of Higher Education	-	975
City University of Hong Kong - Community College of City University	2 800	-
Hang Seng Management College	-	1 457*
HKCT Institute of Higher Education	-	15
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 960	-
Hong Kong Art School	50	65
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 993	120
Hong Kong College of Technology	340	-
Hong Kong Institute of Technology	300	150
Hong Kong Nang Yan College of Higher Education	60	180
Hong Kong Shue Yan University	-	1 245
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	650	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 170	-
The Hong Kong Institute of Education	-	334
The Hong Kong Polytechnic University - Hong Kong Community College	3 540*	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 080*	1 700*
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 800*	85
Tung Wah College	100	600
Vocational Training Council ^{&}	2 610*	1 010*
Yew Chung Community College	120	-
YMCA College of Careers	80	-

Notes:

[^] Including 1 030 subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP).

[#] Figures are provided by institutions for planning of intake places. They may not be the admission targets of individual institutions. Updated figures will also be provided periodically.

* Provisional figure provided by institution.

& Excluding subvented programmes.

“-” Indicates that no such programmes will be offered by the institutions.

- End -

CONTROLLING OFFICER'S REPLY**EDB170****(Question Serial No. 2694)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

On the attendance at public examinations and other territory-wide examinations by students with special educational needs (SEN), please provide the information of the past 3 years (2013/14 to 2015/16 school years):

(1) among the students with SEN who attended the Hong Kong Diploma of Secondary Education (HKDSE) Examination, the number of students applying for special examination arrangements by category of SEN and category of special arrangements;

(2) the number of dropped out Secondary 4 and Secondary 5 students with SEN and the number of students with SEN who have studied Secondary 6 but eventually did not enrol in the HKDSE or have enrolled in the HKDSE but were absent at the examination, by category of SEN and category of special arrangements;

(3) the Hong Kong Examinations and Assessment Authority's expenditure on making special examination arrangements for candidates of public examinations;

(4) the details of the current special examinations arrangements made by mainstream schools for students with SEN to attend the Pre-Secondary One Hong Kong Attainment Test and Territory-wide System Assessment, as well as the Education Bureau's expenditure on making this kind of special examination arrangements in the past 3 years.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 28)

Reply:

(1) The number of students with SEN applying for special examination arrangements in the HKDSE Examination in the past three years (2013/14 to 2015/16 school years), listed by categories of SEN and special examination arrangements is at **Appendix**.

(2) For the 2013/14 and 2014/15 school years, about 400 and 410 students with SEN were reported to have left school after completing Secondary 4 (S4) or Secondary 5 (S5) respectively. According to the information reported by schools, the main reasons for these students leaving the schools include attending full-time or part-time courses run by the Vocational Training Council, joining the Apprenticeship schemes or pre-employment vocational training, continuing their studies in local private schools or pursuing overseas study, etc. With the implementation of the new senior secondary curriculum and the diversified articulation to different pathways for lifelong learning, all students,

including those with different types of SEN, will consider a variety of factors such as one's own academic/ vocational/ career/ life aspirations, interests, aptitude and educational needs to make an informed choice of their exit pathway. Providing a breakdown of S4 and S5 students who left school by their SEN types is not meaningful and can be misleading.

We do not have the information on the number of Secondary 6 students with SEN who did not enroll in the HKDSE Examination. The number of SEN absentees, listed by categories of SEN, is only available since the 2015 HKDSE and is set out as follows -

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2015	HKDSE	0	0	0	1	0	2	3

- (3) The expenditure incurred by the Hong Kong Examinations and Assessment Authority (HKEAA) on the provision of special examination arrangements for HKDSE Examination in the past three years is as follows -

School Year	Expenditure (\$ million)
2013/14	7.2
2014/15	10.7
2015/16	12.4*

Note: HKEAA's financial year runs from 1 September to 31 August.

* Figure projected based on the resources required in handling the increase in number of candidates with SEN and the complexity for special examination arrangements, and with reference to September 2015 to January 2016 actual expenditure.

- (4) For the Pre-Secondary One Hong Kong Attainment Test, the Education Bureau (EDB) has been facilitating primary schools to indicate the needs of their students with special educational needs as well as their recommendations of the support to be required in a prescribed form for Primary 6 parents/students to be delivered to the secondary schools to which each student is allocated a school place so that the secondary schools will provide the special arrangements accordingly. The special arrangements required mainly include extending the time of the test, exemption of the listening test and special seating arrangements. Secondary schools may request EDB's assistance, if necessary, such as provision of enlarged question and answer booklets. EDB incurred a total cost of about \$260,000 for this purpose in the past three years from the 2013/14 to 2015/16 school years.

For Territory-wide System Assessment (TSA), schools may select special arrangements for SEN students according to their needs. The special arrangements for Oral, Chinese audio-visual (CAV) and Written assessments are as follows -

(i) Oral and CAV assessments

CAV assessments for primary schools and Oral assessments are conducted on a sampling basis. Under normal circumstances, SEN students would not be included in the Student Sample List. However, depending on individual needs, schools may request in writing to put any SEN students in the pool for random selection. In that case, no special arrangements will be provided to those students concerned.

(ii) Written assessments

Schools may make reference to their own special arrangements for SEN students in recent internal examinations and adopt them in the TSA where appropriate. In addition, the Hong Kong Examinations and Assessment Authority would provide some major adjustment arrangements such as allowing students to take assessments separately, extending assessment duration, providing

auxiliary facilities and equipment (e.g. typewriter or magnifier for students with Visual Impairment), Braille scripts, enlarged scripts, single-paged printing of question papers, coloured question papers (e.g. ivory, green) as well as A3 question-answer booklets, allowing students to use screen readers and other answering methods (e.g. typing the answers through the use of computers) and other ways to present the questions such as reading aloud the questions for students with Severe Reading Difficulties sitting for Listening and Writing papers.

The expenditure on the provision of special examination arrangements for the TSA in the past three years is as follows –

School Year	Expenditure (\$ million)
2013/14	0.12
2014/15	0.13
2015/16	0.15*

Note: HKEAA's financial year runs from 1 September to 31 August.

*Projected figure

Numbers of Students Applying for Special Examination Arrangements in the HKDSE from 2013/14 to 2015/16
(by Categories of Special Educational Needs)

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2014	HKDSE	136	69	246	135	619	393	1 598
2015	HKDSE	147	79	217	139	697	467	1 746
2016	HKDSE *	113	54	268	128	881	591	2 035

Numbers of Students Applying for Special Examination Arrangements in the HKDSE from 2013/14 to 2015/16
(by Categories of Special Examination Arrangements)

Year of Examination	Examination	Sitting Examination at Special Centre	Extra Time Allowance	Special Question Papers			Special Answer Sheets	Exemption (Part / Whole)	Special Services		
				Braille	Enlarged	Abridged			Amanuensis	Use of Personal Computer	Use of Screen Reader
2014	HKDSE	1 216	1 065	3	75	0	146	105	1	23	86
2015	HKDSE	1 689^	1 271	9	98	1	151	89	2	24	95
2016	HKDSE *	1 985^	1 617	9	78	2	315	82	8	31	127

* Figures as at 4 March 2016

^ Including both written and speaking examinations

- End -

CONTROLLING OFFICER'S REPLY**EDB171****(Question Serial No. 2695)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee:

- (1) The number of ethnic minority students took part in the Primary 3 (P3), Primary 6 (P6) and Secondary 3 (S3) Territory-wide System Assessment (TSA) of the Chinese Language subject in 2015;
- (2) Among the students mentioned in (1), what is the number of students who had attained the basic competencies of the Chinese Language subject in the P3, P6 and S3 TSA respectively;
- (3) The number of non-Chinese speaking students took part in the P3, P6 and S3 TSA of the Chinese Language subject in 2015; and
- (4) Among the students mentioned in (3), what is the number of students who had attained the basic competencies of the Chinese Language subject in the P3, P6 and S6 TSA respectively.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 29)

Reply:

In brief, the Territory-wide System Assessment (TSA), underpinned by the concept of assessment for learning, is a standards-referenced assessment set against Basic Competencies (BCs) in the core subjects of Chinese, English and Mathematics. It aims to give a comprehensive picture of students' learning needs objectively and systematically and generate effective assessment data at both the system level in the form of a territory-wide, trend-analysis type of report and the school level in the form of individual school reports including item analysis reports. With such meaningful, measurable and reliable evidence, stakeholders may work individually and collaboratively to address, in a targeted fashion, the learning gap so identified or, generally, to raise the overall standards. TSA, complemented by findings of studies as appropriate and other relevant data, also forms an evidence-based feedback loop to facilitate reflection and refinement of teaching practices and provide an informed view on how to better ensure the continued relevance of the teacher competencies, which is crucial to teachers' continuing professional development.

In the 2014/15 school year, 1 395, 1 341 and 1 400 non-Chinese speaking (NCS) students participated in the Chinese Language assessment under TSA at Primary 3, Primary 6 and Secondary 3 respectively. According to our established practice, we will not disclose the attainment rate of individual groups of students to avoid labeling and piece-meal misinterpretation of the results. The information generated, though may not be fully representative in light of the relatively low participation, served as reference for the review of NCS students' learning of the Chinese language by the Education Bureau (EDB) and the schools

concerned in the manner as afore-mentioned. In fact, NCS students' learning of the Chinese language cannot simply be based on their attainment rates of BCs under TSA. With the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") from the 2014/15 school year, schools are provided with assessment tools in conjunction with the "Learning Framework" to enable them to conduct ongoing and systematic internal assessment of their NCS students at different learning stages according to individual learners' needs so as to keep track of their learning progress. EDB will, based on the research framework drawn up in light of advice from research and language experts, continue to collect and analyse data to evaluate the effectiveness of support measures for NCS students and refine them as appropriate.

- End -

CONTROLLING OFFICER'S REPLY**EDB172****(Question Serial No. 2696)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the expenditures and estimates of the Territory-wide System Assessment (TSA), please provide the following information:

- (1) In the past 5 years (school years 2011/12 to 2015/16), the manpower involved in TSA every year and the administrative salary expenditures involved;
- (2) In the past 5 years (school years 2011/12 to 2015/16), the details of expenditures of Hong Kong Examinations and Assessment Authority in processing and implementing TSA; and
- (3) In the past 5 years (school years 2011/12 to 2015/16), the number of staff required for providing feedback on learning and teaching to each school participated in TSA and the number of schools having made improvements in learning and teaching as a result of their participation in TSA.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 30)

Reply:

(1) and (2)

The manpower and the relevant staff costs in relation to the Basic Competency Assessment (BCA) project could not be identified separately as they are absorbed by the existing resources of the Education Bureau (EDB).

The EDB has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the BCA project, including Territory-wide System Assessment (TSA). The payment to the HKEAA is settled annually in compliance with the terms of the contract and service items (including item setting, printing and administration fees on administering schools' participation in the assessment). The expenditure on TSA under the 2011 to 2014 and the 2015 to 2018 contracts are as follows:

Contract period	Expenditure on TSA (\$ million)	Average expenditure per year (\$ million)
2011-2014 (4 years)	220	55
2015-2018 (4 years)	296	74

(3)

In the past 5 school years, after the release of TSA report in November/December every year, HKEAA, as part of the contract to administer the BCA project, will conduct seminars for primary and secondary schools on TSA assessment results and use of assessment data to inform learning and teaching. A total of 36 seminars were held in the past five school years with about 1 000 representatives from schools participated in the seminars every year.

- End -

CONTROLLING OFFICER'S REPLY

EDB173

(Question Serial No. 2697)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In regard to the support received by students and respective training programmes attended by teachers for integrated education (IE), please provide the following for the past 5 years (2011/12 to 2015/16 school years):

- (1) The number of students with special educational needs (SEN) in mainstream primary and secondary schools by stage, grade level, SEN type, and tier of support;
- (2) The respective percentage share of students with SEN studying in mainstream schools in the total number of students with SEN and their percentage share in the total expenditure involved by SEN type and tier of support; and
- (3) The annual number of primary and secondary school teachers who have completed the basic, advanced and thematic (BAT) courses and the details of expenditure by course type.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 31)

Reply:

(1) and (2)

All schools are requested to adopt the Whole School Approach to support students with special educational needs (SEN) through a 3-Tier Intervention Model, taking into account their support needs. To help schools cater for their students with SEN, the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training.

The number of students with SEN studying in public sector mainstream primary and secondary schools by grade levels and by SEN types for the past 5 years (2011/12 to 2015/16 school years) is set out at Appendix 1. The percentage share of students with SEN by SEN type in the total number of students with SEN in the same period is tabulated at Appendix 2.

Schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward from time to time according to the performance of the students. Hence, we are unable to provide the distribution of students in each tier under the 3-Tier Intervention Model. The expenditure on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention for all mainstream schools from the 2011/12 to 2015/16 school years is as follows:

School Year	2011/12	2012/13	2013/14	2014/15	2015/16 (Revised Estimate)
Expenditure (\$ million)	964	1,009	1,075	1,222	1,315

It should be noted that schools are required to deploy their resources flexibly and holistically to provide support for their students with SEN, having regard to their individual needs, not according to their type of SEN. Besides, some expenditure items are on services for students with SEN irrespective of the types of SEN or tiers of support (e.g. teacher training and psychological support services). Hence, we are not able to provide the breakdown of the expenditure by different types of SEN or tiers of support of the students.

(3)

EDB launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers.

The number of public sector mainstream school teachers having completed the BAT Courses from the 2011/12 to 2015/16 school years is as follows:

Course	2011/12 (Actual)		2012/13 (Actual)		2013/14 (Actual)		2014/15 (Actual)		2015/16 (Provisional)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	147	211	120	339	215	356	215	295	201	382
Advanced	160	213	89	152	92	141	74	86	100	146
Thematic	592	386	144	222	200	281	152	316	188	308

The expenditure on the BAT courses from the 2011/12 to 2015/16 school years is as follows:

Course	Expenditure (\$ million)				
	2011/12 (Actual)	2012/13 (Actual)	2013/14 (Actual)	2014/15 (Actual)	2015/16 (Revised Estimate)
Basic	4.3	6.3	7.9	7.3	8.5
Advanced	14.6	11.0	10.7	7.8	12.3
Thematic	25.1	18.4	24.5	24.4	26.9
TOTAL	44.0	35.7	43.1	39.5	47.7

**Number of students with SEN studying in
public sector mainstream primary and secondary schools from the 2011/12 to 2015/16 school years**

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934	N/A
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982	N/A
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203	N/A

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A
2013/14	97	88	98	130	181	157	183	137	175	161	125	145	N/A
2014/15	76	120	126	103	134	181	180	182	152	145	130	116	N/A
2015/16	87	89	140	122	95	130	219	168	181	117	121	122	N/A

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A
2013/14	547	662	624	533	502	444	396	345	298	246	199	179	N/A
2014/15	571	684	746	694	574	532	435	442	371	314	233	190	N/A
2015/16	633	803	816	814	750	604	495	471	497	384	309	227	N/A

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A
2013/14	45	200	508	648	700	751	710	709	589	482	320	204	N/A
2014/15	77	207	515	807	853	811	847	797	736	552	418	291	N/A
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381	N/A

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A
2013/14	12	18	23	25	16	21	32	37	43	46	33	44	N/A
2014/15	12	16	21	23	26	16	18	33	47	46	38	34	N/A
2015/16	18	15	15	17	25	26	18	21	36	47	38	34	N/A

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A
2013/14	4	5	3	5	7	4	12	12	19	18	20	19	N/A
2014/15	6	5	5	3	5	7	3	14	13	24	19	20	N/A
2015/16	7	8	6	5	3	5	8	3	16	13	23	19	N/A

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A
2013/14	38	36	43	44	51	52	60	68	55	76	58	83	N/A
2014/15	44	46	38	46	44	56	57	69	71	63	69	54	N/A
2015/16	36	49	59	46	44	45	63	58	72	74	59	68	N/A

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A
2013/14	36	815	447	271	178	130	65	41	40	19	18	24	N/A
2014/15	17	916	440	261	146	112	70	48	47	23	29	23	N/A
2015/16	31	772	585	361	209	141	107	36	51	49	31	26	N/A

Note: 1. Figures as at September of the respective school years.

2. N/A: Not applicable

**Percentage share of students with SEN studying in public sector mainstream schools in the total number of students with SEN
by major SEN Types
from the 2011/12 to 2015/16 school years**

School Year	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/ Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2011/12	56.9%	6.0%	11.8%	13.1%	1.4%	0.5%	2.8%	7.6%	100%
2012/13	55.6%	5.4%	13.2%	15.2%	1.2%	0.4%	2.2%	6.8%	100%
2013/14	53.4%	5.0%	14.7%	17.3%	1.1%	0.4%	2.0%	6.2%	100%
2014/15	51.4%	4.6%	16.0%	19.1%	0.9%	0.3%	1.8%	5.9%	100%
2015/16	49.1%	4.0%	17.2%	20.8%	0.8%	0.3%	1.7%	6.1%	100%

Note: Figures as at September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB174

(Question Serial No. 2698)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (1) Please provide in the form of a table the details of the overseas duty visits made by the Secretary and Under Secretary for Education between 2012-13 and 2015-16, including the date of visit, place of visit, size of entourage, purpose of visit, expenses on hotel accommodation, air tickets and meals, as well as annual total expenditures of these visits.
- (2) Please provide details of the programmes and estimated expenditures of the overseas duty visits to be made by the Secretary and Under Secretary for Education in 2016-17.
- (3) Has assessment been made to measure the effectiveness of these visits in enhancing the work of the Education Bureau? Will any restrictions be worked out to limit the number of overseas duty visits made by the Secretary and Under Secretary for Education within a year? If yes, what is the effectiveness reflected by the assessment and what will be the maximum number of overseas duty visits? If no, what are the reasons?

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 32)

Reply:

- (1) Information about duty visits outside Hong Kong made by Secretary for Education (SED) and Under Secretary for Education (US(Ed)) from 2012-13 to 2015-16 are at Annexes A and B respectively.
- (2) In 2016-17, duty visits will be conducted based on operational needs and prior approval is needed before related expenses are incurred. In making an application for duty visit, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. The duty visit expenditure will be governed by relevant regulations and guidelines and charged to the relevant votes to ensure effective control and use of public money.
- (3) Duty visits outside Hong Kong by SED and his entourage are conducted in strict compliance with the relevant Government requirements and have delivered results. Through in-depth exchanges with the education officers, academics and education sector of the places visited, we had gained more thorough understanding of their good practices and valuable experiences, which served as a useful source of reference for us to formulate major education policies, such as the 15-year free education, vocational education and e-learning, in recent years. Furthermore, SED had also showcased internationally Hong Kong's achievements in education, broadened and strengthened ties and cooperation with these places, and consolidated Hong Kong's role as a regional education hub to facilitate exchange of talents. SED had been invited from time to time to attend international education forums and seminars held in various countries/

places to exchange views on education policy, discuss the future developments in education policy/teaching profession, and explore bilateral co-operation opportunities with education officials as well as educators from around the world. In almost all his duty visits outside Hong Kong, SED had exchanges with and listened to the views of students from Hong Kong. In addition, the rapid development of our country in various areas such as its economy and technology in recent years together with the implementation of the “Belt and Road” initiative have presented new and unprecedented opportunities for Hong Kong. Through duty visits to and exchanges with the Mainland, SED had enhanced education co-operation and strengthened the ties between the two places, thereby providing more and wider opportunities for progression and development for Hong Kong students.

**Duty visits outside Hong Kong made by
Secretary for Education from 2012-13 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by SED & official entourage from SED's Office (\$)(Note)
2012-13 (4)	<ul style="list-style-type: none"> • Courtesy call on the Ministry of Education in Beijing • To attend a ceremonial function in the Mainland • To attend an education forum in the United Kingdom • To promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Canada and the USA 	1 - 2	565,090
2013-14 (10)	<ul style="list-style-type: none"> • To learn about kindergarten education and information technology in education in Korea, Singapore and Australia • To officiate and/or address in international forum/seminars in Singapore and United Kingdom and exchange views on education policies, co-operation and development, etc. with Minister of Education of other countries, local educational officials and institutions as well as students • Goodwill visits to education authorities and officials in Shenzhen, Guangzhou and Nansha to exchange views on the latest development on the educational front and visit local schools • To lead a delegation of education professionals and sector representatives to Shanghai and Beijing for professional exchange • To visit Indonesia for boosting educational co-operation and exchange with member states of the Association of Southeast Asian Nations and promoting Hong Kong's role as a regional education hub • To lead a delegation from the education sector to attend an international convention in Shanghai • To attend an international summit in New Zealand and to have bilateral meetings with Minister of Education of other countries 	1 - 2	688,414
2014-15 (10)	<ul style="list-style-type: none"> • To visit Belgium and Finland to observe the education systems and good practices of European countries and visit Malaysia to enhance the education link with the ASEAN country and promote Hong Kong's role as an education hub • To lead the "Passing on the Torch" Mainland Exchange Programme to Beijing and Shanghai to participate in visits and exchange activities 	1 - 2	729,038

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by SED & official entourage from SED's Office (\$)(Note)
	<ul style="list-style-type: none"> • To lead a delegation of the education sector to Ningbo for exchanges, and give opening remarks/witness the signing of higher education cooperation documents and sister school agreements • To meet with Shenzhen Municipal Education Bureau officials to exchange views and deepen cooperation on education issues • To officiate at a ceremony and address in an education forum in Hangzhou and witness the signing of sister school agreements • To lead an education delegation to study the vocational education systems and good practices in promoting young persons' career development in Germany and Switzerland • To lead a delegation of secondary school students to participate in "Passing on the Torch" Mainland Exchange Programme in Nanjing • To meet with Guangdong Party Secretary and Shenzhen Party Secretary • To attend an international summit in Canada 		
2015-16 (13)	<ul style="list-style-type: none"> • To meet with officials of the Ministry of Education in Beijing, Beijing Municipal Education Commission, Shenzhen Municipal Education Bureau, Department of Education of Guangdong Province and Zhongshan Municipal Government to exchange views on educational issues and co-operation • To deliver a speech at the 10th anniversary celebratory event of the United International College, and to hold discussion with officials of the Zhuhai Municipal Education Bureau • To lead Hong Kong university students to a career and life planning education programme and visit enterprises in Huizhou and Shunde • To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities to exchange views with university leaders and Hong Kong students • To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp, and pay a courtesy visit to the Ministry of Education in Beijing • To visit the United States and Belgium to exchange views with overseas funding and research agencies in the higher education sector on education and research policies and funding strategies 	1 – 3	482,820

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by SED & official entourage from SED's Office (\$)(Note)
	<ul style="list-style-type: none"> • To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression in Beijing • To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde • To attend an international education conference, and to hold discussion with officials of the Ministry of Education of Singapore • To join a delegation of presidents or vice-presidents of the eight University Grants Committee-funded institutions for a visit to Guangdong Province, and to attend a Guangdong and Hong Kong university presidents' forum in Guangzhou • To officiate at an opening ceremony of a national competition of extra-curricular academic and technological projects by university students in Guangzhou 		

* The above duty visits lasted for one to eight days per trip.

Note: The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

**Duty visits outside Hong Kong made by
Under Secretary for Education from 2012-13 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$)(Note)
2012-13 (3)	<ul style="list-style-type: none"> To attend an international meeting in Korea To attend meetings and ceremonies on the Sichuan School Reconstruction Projects and inspect school reconstruction 	-	29,469
2013-14 (1)	<ul style="list-style-type: none"> To pay a courtesy visit to Shenzhen Education Bureau 	-	2,328
2014-15 (4)	<ul style="list-style-type: none"> To attend international conference/seminar in the USA and Japan To lead a delegation of the education sector to Beijing for professional exchanges To attend a working meeting of the Guangdong-Hong Kong Cooperation Joint Conference in Guangzhou 	-	106,527
2015-16 (5)	<ul style="list-style-type: none"> To lead a delegation to participate in interflow activities for the "Passing on the Torch" Platform Programme Series in Nanjing To attend an international conference and visit local schools in Australia To visit Zhongshan National Defense Education Base and exchange views on the organisation of a student camp for Hong Kong students To attend as the guest of honour at the contract signing ceremony for the Guangzhou-Hong Kong Sister Schools 10th Anniversary Sharing cum Guangdong-Hong Kong Sister School Scheme 2015 To sign a Memorandum of Understanding on education cooperation between Hong Kong and Indonesia, and launch a new scholarship scheme for Indonesian students 	-	84,748

* The above duty visits lasted for one to five days per trip.

Note: The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

- End -

CONTROLLING OFFICER'S REPLY

EDB175

(Question Serial No. 2699)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (1) Director of Bureau's Office
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

(1) What will be the respective salaries payable to the Secretary for Education, his Under Secretary and Political Assistant for 2016-17?

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 33)

Reply:

For budgetary purposes, the estimates for the salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in 2016-17 are \$3.58 million, \$2.33 million and \$1.25 million respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB176****(Question Serial No. 2700)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(1) Over the past 5 years, how many post-secondary, secondary and primary school students received subsidies respectively to join the Mainland exchange? What were the details and expenditure involved?

(2) In 2016/17, according to the Government's estimation, how many post-secondary, secondary and primary school students will be subsidised by the Government respectively to join the Mainland exchange? What are the details and the estimated expenditure?

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 34)

Reply:

(1) The number of post-secondary, secondary and primary school students who had received subsidies to join the Mainland exchange programmes over the past five years (2011-12, 2012-13, 2013-14, 2014-15 and 2015-16) and the expenditure involved are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)			Expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2011-12	1 200	19 700	19 900	3.7	33.1	13.6
2012-13	5 900	12 800	7 400	17.8	27.8	4.5
2013-14	7 100	26 200	16 700	21.4	30.6	10.6
2014-15 [#]	4 500	26 600	17 400	13.8	34.6	11.3
2015-16 ⁺	4 000	37 300	20 700	12.3	48.0	14.7

[#] Actual figures revised from last year's estimates

⁺ Provisional figures

(2) The estimated number of places to be offered for post-secondary, secondary and primary school students to join Mainland exchange programmes in 2016-17 and the estimated expenditure are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)			Estimated expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2016-17	3 500	53 300	32 900	10.6	71.7	24.7

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CONTROLLING OFFICER'S REPLY**EDB177****(Question Serial No. 2701)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Estimates that “continue to uphold the quality of vocational and professional education and training (VPET) and support the Government in promotion of VPET”.

Please provide the following:

- 1) What was the amount of funding for the programme from 2013/14 to 2015/16? Which Government departments had been involved in the promotion? What was the total number of student beneficiaries?
- 2) What are the estimates and details for VPET for 2016/17?

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 35)

Reply:

In June 2014, the Government set up the Task Force on Promotion of Vocational Education (Task Force) with a view to mapping out a strategy to promote vocational education and training (VET) in the community. Representatives of the Education Bureau (EDB) and Labour and Welfare Bureau were, inter alia, members of the Task Force. The Task Force submitted its Report to the Government in July 2015, proposing a three-pronged strategy with a total of 27 recommendations as set out at **Annex**. Among others, the Task Force recommended to rebrand VET to “vocational and professional education and training” (VPET) covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge.

In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the Task Force’s recommendations and would actively consider how to implement them. EDB has been following up on the implementation of the recommendations and the major progress so far is as follows –

- (a) producing and launching three Announcement in Public Interests (APIs) in the first quarter of 2016 to promote the professional image of VPET;
- (b) earmarking a site in the urban district to develop a Vocational Training Council (VTC) campus with adequate capacity and state-of-the-art facilities, and launching a new round of Land Grant Scheme in February 2016 for post-secondary education institutions offering self-financing programmes at sub-degree level or above (which include relevant VPET providers) for reprovisioning purpose with a view to providing conducive learning environment for students;
- (c) encouraging secondary schools to adopt a whole school approach in career and life planning education and enhancing individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (d) fully subsidising Applied Learning (ApL) courses starting from the 2016/17 school year;

- (e) extending the Pilot Training and Support Scheme (Pilot Scheme) for two more cohorts of 2 000 students to be admitted in the 2016/17 and 2017/18 academic years (the Pilot Scheme, with an original commitment of \$144 million, has been implemented in VTC since the 2014/15 academic year which targets to benefit 2 000 students. Under the Pilot Scheme, apprenticeship training for targeted industries is provided to students alongside a guaranteed level of salary and incentive allowance.);
- (f) launching a new category under the Quality Enhancement Support Scheme of the Self-financing Post-secondary Education Fund in January 2016 for a pilot period of two years to support industrial attachment projects that aim to increase students' employability;
- (g) reviewing the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) in order to consider whether to extend the Scheme (SSSDP, with a total commitment of \$960 million, has been launched since the 2015/16 academic year to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments. SSSDP is implemented on a pilot basis for three cohorts and a review is underway.);
- (h) enhancing the promotion of the Qualifications Framework (QF) with the QF Fund;
- (i) conducting a benchmark perception survey with a view to keeping track of any changes in the public's attitude towards VPET later; and
- (j) writing to post-secondary education institutions, VPET providers as well as major chambers of commerce to appeal for their support of the relevant recommendations made by the Task Force.

Some of the recommendations are implemented with existing manpower resources as well as funds already established, i.e. the Self-financing Post-secondary Education Fund and QF Fund. Apart from these, the estimated additional annual recurrent expenditure required to fully subsidise ApL courses is about \$13 million while the estimated additional non-recurrent expenditure to implement other recommendations so far is some \$160 million.

The financial provision of Programme (6) Vocational and Professional Education (or Vocational Education previously) from 2013-14 to 2016-17 is as follows –

2013-14 (\$ million)	2014-15 (\$ million)	2015-16 (Revised estimate) (\$ million)	2016-17 (Estimate) (\$ million)
2,081.8	2,182.1	2,302.8	2,319.1

Apart from the above, the financial provision of \$960 million for implementing SSSDP for three cohorts of students admitted from the 2015/16 to 2017/18 academic years is included under Programme (7) Policy and Support instead. In order to further encourage continuing education, the Financial Secretary announced in the 2016-17 Budget Speech that the Government would implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by VTC, covering programmes in the disciplines of construction, engineering and technology. Subject to the approval by the Finance Committee of the Legislative Council, the pilot scheme will be implemented from the 2016/17 academic year and incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme. The scheme will benefit around 5 600 students in total for three cohorts.

**List of 27 Recommendations Made by
the Task Force on Promotion of Vocational Education**

Strategy 1: Rebranding Vocational Education and Training (VET)

- (1) the Government to rebrand VET in Hong Kong as “vocational and professional education and training (VPET)” covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge;

Strategy 2: Strengthening Promotion

(a) Promotion of Professional Image of VPET

(i) Publicity Campaign

- (2) the Government to produce Announcement in Public Interest (API) on TV/radio by involving industry role models where appropriate. The API may also be broadcast on Facebook, YouTube, dedicated portal for VPET and other online media;
- (3) the Government to produce TV drama series (including related publicity and production of DVDs), presenting real success stories of persons graduated from VPET programmes and make them continuously accessible to the public through the VPET Portal which facilitates guidance to students;
- (4) the Government to continue to support major VPET provider(s) to organise large-scale skills competitions to showcase VPET students’ achievement and provide interactive activities for secondary school students’ experience, or even consider bidding for the hosting of such competitions in Hong Kong in due course with a view to raising public awareness of the professionalism of VPET and related industries as well as enhancing the skill level of local talent;

(ii) Campus Facilities of VPET Providers

- (5) the Government to facilitate the provision of state-of-the-art facilities to VPET providers in order to provide conducive learning environment to VPET students and enhance the professional image of VPET riding on the existing support schemes or otherwise;

(iii) Quality of Programmes Offered by VPET Providers and Research Capability

- (6) VPET providers to enhance quality of their VPET programmes, and strengthen the support services to students where possible;
- (7) VPET providers to consider whether it is appropriate for them to engage in (more) research activities (which could be action research, applied research, technology-oriented research other than academic research) to inform teaching and learning, etc.;

(b) Provision of More Information about VPET and Related Career

(i) VPET Portal

- (8) the Government to develop and maintain a VPET portal which gathers comprehensive and impartial information on VPET programmes and related industries in Hong Kong, as well as links up other relevant portals;

(ii) VPET Forum

- (9) the Government, VPET providers and industry sectors to attend international VPET forums from time to time to keep abreast of the latest development of VPET worldwide;
- (10) the Government or VPET providers to organise local VPET forums from time to time with the participation of the industry sectors, in order to provide up-to-date industry and career information to secondary school students, parents and teachers;

(c) Promotion of VPET through Career and Life Planning Education

- (11) the Education Bureau (EDB) to encourage secondary schools to adopt a whole school approach in career and life planning education and enhance individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (12) VPET providers and major chambers of commerce to arrange (more) training workshops cum visits for principals, teachers and career masters in secondary schools, with the facilitation of EDB through the Business-School Partnership Programme (BSPP) so as to provide them with the latest developments of VPET in Hong Kong and the related careers. Such training workshops cum visits should also be extended to prospective secondary school teachers pursuing teaching programmes in tertiary institutions as well as non-governmental organisations which play a role in offering articulation and career advice to students;
- (13) VPET providers and major chambers of commerce to arrange (more) taster programmes for secondary school students with the facilitation of EDB through BSPP;
- (14) VPET providers and major chambers of commerce to organise seminars and visits for parents of secondary school students for their better understanding of VPET and the related careers as well as the progression pathways, with the facilitation of EDB;

(d) More Contribution from Industries

(i) Closer Collaboration with VPET Providers

- (15) the major chambers of commerce and VPET providers to have closer collaboration on the design and development of VPET programmes (including the curriculum, industrial attachment, etc.) such that the learning outcome could fulfill employers' needs and expectation;
- (16) the Vocational Training Council to regularly review the list of Training Boards to cover emerging industries so that manpower surveys would be conducted to better inform VPET training providers and prospective students of the areas with growing manpower demand;

(ii) Remuneration, Working Conditions and Progression Pathways

- (17) the major chambers of commerce to encourage their members to devise comprehensive human resource strategy to attract and retain staff, covering the remuneration package, working conditions and progression pathways, etc.;

(e) Promotion of Applied Learning

- (18) EDB to encourage course providers to arrange accreditation of more Applied Learning (ApL) courses under the Qualifications Framework (QF) where appropriate so that apart from the Hong Kong Diploma of Secondary Education (HKDSE), students completing ApL courses may obtain a

separate QF-recognised qualification for further studies in the relevant fields or entry into the industries concerned;

- (19) post-secondary education institutions in Hong Kong to give due consideration of the results of ApL courses attained by students in the HKDSE Examination in student admission as an incentive for students to take ApL and benefit from the experiences and also an incentive for their parents to support them to do so;
- (20) the Government to consider providing 100% grant subsidies to schools for the ApL course fees and encourage more schools to offer ApL courses based on their student profiles;

(f) Provision of Financial Support by the Government

(i) Pilot Training and Support Scheme (Pilot Scheme)

- (21) the Government to consider extending the Pilot Scheme to benefit more students pending a review;

(ii) Industrial Attachment (IA)

- (22) the Government to extend the IA initiative to benefit students pursuing full-time locally-accredited self-financing sub-degree and undergraduate programmes where applicable;

(iii) Study Subsidy Scheme for Designated Professions / Sectors (SSSDP)

- (23) the Government to consider extending the SSSDP if it is proven effective;

Strategy 3: Sustaining Efforts

(a) Influence by the Government

- (24) the Government to encourage the senior Government officials to seize every opportunity to promote and support VPET on different occasions so as to demonstrate the Government's support and recognition of VPET as an integral part of the community;

(b) Promotion of Qualifications Framework

- (25) EDB to enhance the publicity efforts on QF targeting at employers and the general public. Articulation pathways for lifelong learning and progression pathways for different industries under QF should also be further promoted;
- (26) the major chambers of commerce to encourage their members to make reference to QF in recruitment and promotion, so as to increase the relevance of QF to learners and practitioners which would in turn help promote VPET; and

(c) Tracking Surveys on Attitude Change

- (27) the Government to conduct tracking surveys by involving relevant stakeholders to keep track of any changes in their attitude towards VPET.

- End -

CONTROLLING OFFICER'S REPLY

EDB178

(Question Serial No. 2702)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

As stated in the Estimates, “(the Bureau will) continue to implement a series of targeted relief measures aiming at facilitating the sustainable development of schools and maintaining the stability and strengths of the teaching force”.

Please provide the following information:

- 1) the effectiveness indicators of such measures implemented by the Administration, the details of the resources allocated and the number of schools benefited from 2013/14 to 2015/16;
- 2) a list of secondary and primary schools which ceased operation from 2013/14 to 2015/16;
- 3) the estimated resources to be allocated to implement such measures in 2016/17; and
- 4) a list of secondary and primary schools expected to cease operation in 2016/17.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 36)

Reply:

(1) & (3)

The package of targeted relief measures the Education Bureau (EDB) implemented since the 2013/14 school year aims at preserving the stability and strengths of the schools as well as the teaching force in the period of the transient decline in Secondary 1 (S1) student population. They are applicable to all aided, caput and government secondary schools. In gist, the targeted relief measures include:

- i. a progressive reduction of the number of students allocated per S1 class by “2-1-1” / “1-1-1” under a district-/school-based approach in the 3 school years from 2013/14 to 2015/16;
- ii. relaxing the “not less than 3 S1 classes” requirement under which only schools operating 1 S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to 1 or 2 to participate in the next Secondary School Places Allocation exercise with a cap of 3 S1 classes; and
- iii. extending the retention period from 1 year to 3 years for surplus teachers arising from packing of S1 classes in the 3 school years from 2013/14 to 2015/16.

The relief measures in place have been effective in stabilising the secondary school sector notwithstanding the comparatively large extent of the decline in S1 student population in the school years from 2013/14 to

2015/16. To further stabilise the teaching force, schools with surplus teachers arising from reduction of S1 classes in the 2013/14 and 2014/15 school years, if in need, may apply to extend the retention period for these surplus teachers up to the 2017/18 school year. The expenditure for putting in place the targeted relief measures is subsumed under the overall expenditure of EDB and a breakdown of the expenditure in the 2013/14 to 2015/16 school years and the estimated expenditure for the 2016/17 school year in this regard are not available.

(2) & (4)

The above targeted relief measures is not applicable to primary schools. Hence, only information on secondary school closure will be provided. During the school years from 2013/14 to 2015/16, 2 aided secondary schools were closed, namely Hong Kong & Kowloon Chiu Chow Public Association Ma Chung Sum Secondary School and Po Leung Kuk Wai Yin College. Based on the available information, no schools will be closed in the 2016/17 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB179

(Question Serial No. 2703)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

It is stated in the Estimates that the Government will continue to support the work of the Committee on Home-School Co-operation and facilitate the promotion of home-school co-operation.

In this connection, please provide the following information:

- (1) details and expenditures of subsidised activities held and to be held by the Committee on Home-School Co-operation between 2013/14 and 2015/16; and
- (2) estimated expenditures and project details of the Committee in 2016/17.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 37)

Reply:

(1) The Education Bureau (EDB) is committed to promoting home-school co-operation. The Committee on Home-School Co-operation (CHSC) has been supported by EDB in organising seminars and annual symposium for parents, producing radio programmes, maintaining website update, organising publicity activities, publishing the Primary and Secondary School Profiles for parents' reference, and providing grants to Parent-Teacher Associations (PTAs) in schools and District Federations of PTAs (FPTAs) for organising home-school co-operation programmes and activities. The expenditure involved from the 2013-14 to 2015-16 financial years is about \$27.7 million, \$28.2 million and \$30.8 million respectively.

(2) In the 2016-17 financial year, the estimated expenditure involved is about \$31.6 million. The existing efforts for promoting home-school co-operation will continue. With a view to deepening home-school co-operation, CHSC will organise more publicity programmes to increase parents' awareness of home-school co-operation and enhance parents' involvement in PTAs.

- End -

CONTROLLING OFFICER'S REPLY

EDB180

(Question Serial No. 2705)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

It is mentioned in the estimates that the Bureau will “provide financial and professional support to local public sector and DSS schools having formed sister schools with their counterparts in the Mainland to further strengthen professional interflows among them”.

Please provide:

- (1) details of the estimates and support for the “Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland” in 2015/16 and 2016/17;
- (2) the estimated number of students, teachers, principals and administrators of each school expected to take part in the exchange activities;
- (3) a list of schools that are expected to use the grant to support Mainland students, teachers, principals and administrators visiting Hong Kong and the estimated expenditures.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 40)

Reply:

(1) The Chief Executive announced in the 2015 Policy Address to launch a three-year pilot scheme from the 2015/16 school year through which financial and professional support will be provided to local public sector and Direct Subsidy Scheme primary and secondary schools (including special schools) that have formed sister schools with their counterparts in the Mainland to support the multifaceted development of sister school activities. To this end, the Education Bureau (EDB) has earmarked a total provision of \$200 million for the implementation of the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and Mainland (“the Pilot Scheme”). Under the Pilot Scheme, upon vetting and approval of the applications, a successful applicant school will be provided with an annual grant of \$120,000 within the three-year implementation period starting from the 2015/16 school year. EDB will also provide professional support to schools through pairing up of sister schools, organising sharing sessions and related programmes, collecting and disseminating good practices, etc.

(2) & (3)

Eligible local schools can apply to join the Pilot Scheme on an entirely voluntary basis. Based on their development needs, participating schools are going to arrange sister school exchange activities with their Mainland counterparts on their own initiative and should deploy the designated grant to meet the expenses of sister school exchange activities and relevant support relating to the objectives of the Pilot Scheme.

Implementation details, including general guidelines for deployment of the designated grant, will be announced through a circular to be issued to schools in due course. Given the different school development needs and circumstances, and diverse modes and contents of exchange activities, and that the Pilot Scheme has yet to be launched, we are unable to provide information on the estimated number of participating school personnel and students from local or Mainland schools. Besides, expenses incurred by the school personnel and students of the Mainland sister schools to visit Hong Kong are not covered by the grant.

- End -

CONTROLLING OFFICER'S REPLY

EDB181

(Question Serial No. 1681)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

For 2012/13 to 2015/16 school years, please provide the following information in tabular format:

- (a) the numbers of qualified in-service kindergarten teachers, and the numbers of principals and teachers among them;
- (b) the respective numbers of teachers in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes;
- (c) the respective numbers of teachers in kindergartens under and not under the subsidy of the Pre-primary Education Voucher Scheme (PEVS);
- (d) the numbers and percentages of kindergarten teachers holding a Certificate in Early Childhood Education (C(ECE)), the numbers and percentages of kindergarten teachers pursuing a C(ECE) programme; please give the total numbers and by PEVS kindergartens and non-PEVS kindergartens;
- (e) the numbers and percentages of kindergarten principals holding a Bachelor Degree in Early Childhood Education (BEd(ECE)), the numbers and percentages of principals pursuing a BEd(ECE) programme; please give the total numbers and by PEVS kindergartens and non-PEVS kindergartens;
- (f) the respective numbers of kindergarten teachers holding a Master Degree in Early Childhood Education (Med(ECE)) or pursuing a Med(ECE) programme;
- (g) the respective numbers of teachers holding a C(ECE), BEd(ECE) or a Med(ECE) in each year, and their annual rates of increase; and
- (h) the respective numbers and percentages of wastage of whole-day and half-day kindergarten teachers, the age distribution and length of service of these teachers, as well as the numbers and percentages of them holding a Certificate/Diploma, Bachelor Degree or a Master Degree in Early Childhood Education.

Asked by: Hon IP Kin-yuen (Member Question No. 1)

Reply:

- (a) The respective number of qualified kindergarten (KG) teachers serving in local KGs, and the number of principals and teachers among them from the 2012/13 to 2015/16 school years is tabulated below:

School year	Number of principals (a)	Number of qualified KG teachers (b)	Total number of qualified KG teachers (a)+(b)
2012/13	860	9 731	10 591
2013/14	872	10 179	11 051
2014/15	868	10 727	11 595
2015/16	872	11 086	11 958

- (b) The respective number of qualified KG teachers serving in local whole-day (WD) KGs, half-day (HD) KGs and KGs with both HD and WD classes from the 2012/13 to 2015/16 school years is tabulated below:

School year	Number of qualified KG teachers		
	KGs operating WD classes only	KGs operating HD classes only	KGs operating both HD and WD classes
2012/13	2 051	3 002	5 538
2013/14	2 165	3 031	5 855
2014/15	2 290	3 319	5 986
2015/16	2 394	3 596	5 968

- (c) The respective number of qualified teachers serving in local KGs under and not under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) from the 2012/13 to 2015/16 school years is tabulated below:

School Year	Number of qualified KG teachers	
	PEVS KGs	Non-PEVS KGs
2012/13	8 971	1 620
2013/14	9 105	1 946
2014/15	9 546	2 049
2015/16	9 967	1 991

- (d) The respective number and percentage of serving KG teachers holding a Certificate in Early Childhood Education (C(ECE)) qualification in local KGs under and not under PEVS from the 2012/13 to 2015/16 school years is tabulated below:

School Year	Number of serving KG teachers (%) holding C(ECE) in local KGs	
	PEVS KGs	Non-PEVS KGs
2012/13	8 036 (86.9%)	1 359 (74.3%)
2013/14	8 457 (89.7%)	1 714 (78.4%)
2014/15	9 073 (92.8%)	1 850 (80.3%)
2015/16	9 564 (93.7%)	1 808 (79.7%)

The number and percentage of serving KG teachers pursuing C(ECE) programmes in KGs from the 2012/13 to 2015/16 school years is tabulated below:

School Year	Number of serving KG teachers (%) pursuing C(ECE)
2012/13	1 384 (12.5%)
2013/14	1 072 (9.2%)
2014/15	988 (8.2%)
2015/16	644 (5.2%)

Breakdown by under and not under PEVS is not available, as such breakdown is not included in the information provided by tertiary education institutions offering these programmes.

- (e) The respective number and percentage of serving KG principals holding a Bachelor Degree in Early Childhood Education (BEd(ECE)); and the respective number and percentage of principals pursuing a BEd(ECE) in local KGs under and not under PEVS from the 2012/13 to 2015/16 school years are tabulated below:

School Year	Number of serving KG principals (%) holding BEd(ECE)			Number of serving KG principals (%) pursuing BEd(ECE)			Grand Total (%)
	PEVS KGs	Non-PEVS KGs	Total	PEVS KGs	Non-PEVS KGs	Total	
2012/13	567 (77.0%)	74 (57.4%)	641 (74.1%)	28 (3.8%)	8 (6.2%)	36 (4.2%)	677 (78.3%)
2013/14	592 (81.1%)	92 (61.3%)	684 (77.7%)	14 (1.9%)	6 (4.0%)	20 (2.3%)	704 (80.0%)
2014/15	611 (84.2%)	88 (60.3%)	699 (80.2%)	7 (1.0%)	9 (6.2%)	16 (1.8%)	715 (82.0%)
2015/16	627 (85.3%)	90 (65.2%)	717 (82.1%)	7 (1.0%)	1 (0.7%)	8 (0.9%)	725 (83.0%)

- (f) Information on the number of serving KG teachers holding a Master Degree in Early Childhood Education (MEd(ECE)) or pursuing a MEd(ECE) programme is not available. The Education Bureau (EDB) conducts annual questionnaire survey to collect information on the type of teacher training in ECE held by KG teachers in KGs in September of each school year. The information on MEd(ECE) has not been collected.
- (g) The respective number and annual rate of increase of serving KG teachers holding C(ECE) and BEd(ECE) in local KGs from the 2012/13 to 2015/16 school years is tabulated below. The information on MEd(ECE) has not been collected.

School Year	Number of serving KG teachers (annual rate of increase* in the specified period)	
	Holding C(ECE)	Holding BEd(ECE)
2012/13	6 211	3 184
2013/14	6 311 (1.6%)	3 860 (21.2%)
2014/15	6 543 (3.7%)	4 380 (13.5%)
2015/16	6 428 (-1.8%)	4 944 (12.9%)

* The annual rate of increase refers to the increase in the number of KG teachers holding C(ECE)/BEd(ECE) or equivalent as compared with the number of such teachers in the previous school year.

- (h) The respective number and percentage of wastage[#] in local WD KGs, HD KGs and KGs with both HD and WD classes; the age distribution and average years of service of these teachers; as well as the number and percentage of them holding C(ECE) and BEd(ECE) from the 2012/13 to 2015/16 school years are tabulated below. The information on MEd(ECE) has not been collected.

- (i) Number and percentage of wastage in local WD KGs, HD KGs and KGs with both HD and WD classes

School year	Number of wastage (%) in local KGs		
	KGs operating WD classes only	KGs operating HD classes only	KGs operating both HD and WD classes
2012/13	139 (6.8%)	263 (8.9%)	461 (8.6%)
2013/14	136 (6.5%)	263 (8.2%)	491 (8.5%)
2014/15	161 (7.3%)	280 (8.6%)	627 (10.2%)
2015/16	158 (6.8%)	328 (9.2%)	554 (8.9%)

- (ii) Age distribution of drop-out teachers in local KGs

2012/13 school year						
Age group	Below 30	30 – 39	40 – 49	50 – 59	60 or above	Total
No. of wastage	272	304	152	113	22	863

2013/14 school year						
Age group	Below 30	30 – 39	40 – 49	50 – 59	60 or above	Total
No. of wastage	306	313	161	91	19	890

2014/15 school year						
Age group	Below 30	30 – 39	40 – 49	50 – 59	60 or above	Total
No. of wastage	359	330	204	146	29	1 068

2015/16 school year						
Age group	Below 30	30 – 39	40 – 49	50 – 59	60 or above	Total
No. of wastage	415	293	177	136	19	1 040

(iii) Average years of service of drop-out teachers in local KGs

School year	Average years of service
2012/13	12.1
2013/14	11.3
2014/15	12.0
2015/16	11.0

(iv) Number and percentage of drop-out teachers holding C(ECE) and BEd(ECE) in local KGs

School year	Holding C(ECE)	Holding BEd(ECE)
2012/13	333 (38.6%)	119 (13.8%)
2013/14	407 (45.7%)	183 (20.6%)
2014/15	464 (43.4%)	225 (21.1%)
2015/16	508 (48.8%)	252 (24.2%)

“Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers in local KGs as at mid-September of the preceding school year. “Drop-out teacher” refers to the teachers who had served in a local KG as at mid-September of the preceding school year but no longer served in any KG as at mid-September of the school year concerned.

Note: Figures for the 2015/16 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB182****(Question Serial No. 1682)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information regarding the kindergartens under the Pre-primary Education Voucher Scheme (PEVS) in the 2015/16 school year:

1. How many kindergartens operate half-day classes only? How many of them charge a school fee of \$30,000 or above, a school fee of \$32,900 or above, and a school fee that reaches the threshold of \$33,770?
2. How many kindergartens operate both half-day and whole-day classes? How many of them charge for half-day classes a school fee of \$30,000 or above, a school fee of \$32,900 or above, and a school fee that reaches the threshold of \$33,770?
3. Among the kindergartens with both half-day and whole-day classes, how many charge for whole-day classes a school fee of \$39,000 or above, a school fee of \$42,770 or above, and a school fee that reaches the threshold of \$67,540?
4. How many kindergartens operate whole-day classes only? How many of them charge a school fee of \$39,000 or above, a school fee of \$42,770 or above, and a school fee that reaches the threshold of \$67,540?
5. How many kindergartens/kindergarten-cum-child care centres provide long whole-day (normally 8 hours) services? How many of them charge a school fee of \$49,000 or above, a school fee of \$52,640 or above, and a school fee that reaches the threshold of \$67,540?

Asked by: Hon IP Kin-yuen (Member Question No. 2)

Reply:

The Pre-primary Education Voucher Scheme (PEVS) provides fee subsidy to parents in form of voucher to alleviate their financial burden of paying school fees for their children's kindergarten (KG) education. Fee thresholds are set to limit the maximum amount of school fees paid by parents on top of the voucher. In the 2015/16 school year, the thresholds for half-day (HD) and whole-day (WD) classes are \$33,770 and \$67,540 respectively. School fees collected by schools basically reflect their overall operating expenses. Under the new free quality KG policy, the basic HD unit subsidy (crudely estimated to be about \$32,900 in the 2017/18 school year) provided on a per student basis includes teaching staff salary, supporting staff salary and other operating expenses. For WD classes, an additional subsidy, set at 30% of the basic HD unit subsidy, will be provided (i.e. crudely estimated to be about \$42,770 for each place in the 2017/18 school year). For former child care centres operated under Social Welfare Department before harmonisation, the additional subsidy is set at 60% of the basic HD unit subsidy (i.e. crudely estimated to be about \$52,640 for

each place in the 2017/18 school year). In addition to the afore-mentioned per capita grant, KGs will be provided additional grants for special circumstances, for example, rental subsidy, premises maintenance grant, grant for cook, support for non-Chinese speaking students, etc. In view of the above, the fee thresholds under PEVS and the subsidy rates under the new KG policy cannot and should not be compared. Given that it can be misleading to consider the information in the proposed framework, we consider it inappropriate to compile the details.

- End -

CONTROLLING OFFICER'S REPLY**EDB183****(Question Serial No. 1683)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the course titles, course providers, course fees, number of places and applications received, unit cost as well as amount of subsidies of each place for all the fully-subsidised, partly-subsidised, and non-subsidised teacher training courses (including certificate, degree and Postgraduate Diploma in Education (PGDE) programmes) offered to pre-service and serving kindergarten teachers in the school years from 2011/12 to 2015/16.

Asked by: Hon IP Kin-yuen (Member Question No. 3)

Reply:

The course titles, course providers, course fees and enrolments in different subsidised and non-subsidised teacher training courses (including certificate, degree and Postgraduate Diploma in Education (PGDE) programmes) offered to pre-service and serving kindergarten teachers in the school years from 2011/12 to 2015/16 are tabulated below:

(A) Certificate in Early Childhood Education (C(ECE)) Training Programme

Pre-service C(ECE)						
Course provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2011/12 school year	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year
HKIVE	VTC-funded	324 (Note)	327 (\$54,300 - \$71,500)	487 (\$60,500)	481 (\$63,140)	488 (\$63,140)
HKIED	UGC-funded	221 (Note)	243 (\$30,080 - \$45,120)	226 (\$30,080 - \$45,120)	276 (\$30,080)	340 (\$30,080)
HKBU	Non-subsidised (Self-financed)	70 (Note)	155 (\$133,955 - \$137,340)	127 (\$133,955 - \$137,340)	--	--
OpenU	Non-subsidised (Self-financed)	109 (Note)	248 (\$86,000)	302 (\$62,000 - \$90,000)	413 (\$63,360 - \$96,000)	490 (\$69,366 - \$102,000)
Yew Chung	Non-subsidised (Self-financed)	--	--	--	60 (\$126,300)	110 (\$129,800)
Caritas	Non-subsidised (Self-financed)	--	--	--	--	58 (\$92,000)

In-service C(ECE)						
Course provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2011/12 school year	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year
HKIVE	Non-subsidised (Self-financed)	48 (\$72,000)	52 (\$71,190)	--	--	--
HKIEd	UGC- funded	205 (Free)	114 (Free)	70 (Free)	37 (Free)	29 (Free)
HKBU	Non-subsidised (Self-financed)	8 (\$63,000)	19 (\$66,150)	--	--	--
OpenU	Non-subsidised (Self-financed)	115 (\$60,000)	102 (\$60,000 - \$86,000)	85 (\$62,000 - \$90,000)	70 (\$63,360 - \$96,000)	58 (\$69,366 - \$102,000)

(B) Bachelor of Education (Early Childhood Education) (BEd(ECE)) Training Programme

Pre-service BEd(ECE)						
Course provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2011/12 school year	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year
HKIEd	UGC- funded	116 (Note)	46 (\$168,400 - \$210,500)	31 (\$168,400 - \$210,500)	27 (\$168,400 - \$210,500)	25 (\$168,400 - \$210,500)
HKBU	Non-subsidised (Self-financed)	--	--	--	270 (\$100,925 - \$234,880)	238 (\$100,925 - \$234,880)

In-service BEd(ECE)						
Course provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2011/12 school year	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year
HKIEd	UGC- funded	332 (\$84,300)	405 (\$84,300)	367 (\$84,300)	466 (\$84,300)	391 (\$84,300)
HKBU	Non-subsidised (Self-financed)	113 (ordinary degree: \$99,400) (honours degree: \$113,400)	190 (ordinary degree: \$104,370) (honours degree: \$119,070)	119 (ordinary degree: \$104,370) (honours degree: \$119,070)	131 (ordinary degree: \$104,370) (honours degree: \$119,070)	132 (ordinary degree: \$104,370) (honours degree: \$115,500 - \$134,400)
OpenU	Non-subsidised (Self-financed)	31 (\$56,200)	59 (\$60,000)	46 (\$60,550)	36 (ordinary degree: \$63,000) (honours degree: \$105,000 - \$108,000)	33 (ordinary degree: \$71,220) (honours degree: \$120,400)

(C) Postgraduate Diploma in Education (Early Childhood Education) (PGDE(ECE)) Training Programme

Pre-service PGDE(ECE)						
Course provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2011/12 school year	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year
HKBU	Non-subsidised (Self-financed)	21 (Note)	38 (\$65,000)	38 (\$65,000)	31 (\$65,000)	34 (\$65,000)

In-service PGDE(ECE)						
Course provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2011/12 school year	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year
HKIEd	UGC- funded	83 (\$42,100)	80 (\$42,100)	80 (\$42,100)	126 (\$42,100)	119 (\$42,100)
HKBU	Non-subsidised (Self-financed)	32 (\$63,000)	29 (\$65,000)	36 (\$65,000)	36 (\$65,000)	38 (\$65,000)
HKU	UGC- funded	33 (\$42,100)	27 (\$42,100)	26 (\$42,100)	26 (\$42,100)	25 (\$42,100)

Interested applicants make applications to the course providers direct. The Education Bureau (EDB) does not have details of the number of applications received. Information on the unit cost and amount of subsidies of each of the subsidised training places for pre-service and serving kindergarten teachers is not available as recurrent funding is provided to UGC-funded institutions/VTC mainly in the form of block grants.

Note:

The course providers offering pre-service C(ECE), BEd(ECE) and PGDE(ECE) training programmes were not requested to provide EDB with the information on the tuition fee per course before the 2012/13 school year.

Key:

HKIVE - Hong Kong Institute of Vocational Education

HKIEd - The Hong Kong Institute of Education

HKBU - Hong Kong Baptist University

HKU - The University of Hong Kong

OpenU - The Open University of Hong Kong

Yew Chung - Yew Chung Community College

Caritas - Caritas Institute of Community Education – Hung Hom

VTC - Vocational Training Council

UGC - University Grants Committee

- End -

CONTROLLING OFFICER'S REPLY**EDB184****(Question Serial No. 1684)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please set out the number and type (whole-day kindergarten, half-day kindergarten, whole-day and half-day kindergarten, and long whole-day kindergarten) of kindergartens in the 2015/16 school year by student intake as follows:

1. Below 50
2. 50 to below 150
3. 150 to below 300
4. 300 to below 600
5. 600 or above

Asked by: Hon IP Kin-yuen (Member Question No. 4)

Reply:

At present, the minimum number of teachers required to be present and on duty in a KG shall be one teacher for every 15 pupils or part thereof. In light of this, it is more appropriate to consider the number of KG students at intervals of multiples of 15, for example, 90 students per interval. The number of kindergartens (KGs) operating whole-day (WD) classes only, KGs operating half-day (HD) classes only and KGs operating both WD and HD classes by student enrolment in the 2015/16 school year is tabulated as follows:

Student enrolment	Number of KGs operating WD classes only	Number of KGs operating HD classes only	Number of KGs operating both WD and HD classes
90 or below	123	102	79
91 to 180	123	51	128
181 to 270	4	41	142
Above 270	0	117	90

The number of Former Aided Child Care Centres (FACs) (Note) by student enrolment in the 2015/16 school year is tabulated as follows:

Student enrolment	Number of FACs
90 or below	128
91 to 180	118
181 to 270	0
Above 270	0

Note: FACs are former child care centres operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY**EDB185****(Question Serial No. 1686)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the Basic Competency Assessment (Student Assessment (SA) and the Territory-wide System Assessment (TSA)), please provide the following information from 2010/11 to 2014/15 school years:

- (a) the numbers of primary and secondary schools adopted SA, their percentage share in the respective school types and the total number of student logged in SA by school type;
- (b) Please use Table 1 to provide the respective numbers of primary 3, primary 6 and secondary 3 students participated in TSA, the number of students with special educational needs (SEN) and their percentage share, and the number of non-Chinese speaking (NCS) students participated in the Chinese assessment and their percentage share;

(Table 1)

		School Years				
		2010/11	2011/12	2012/13	2013/14	2014/15
Primary 3						
Students participated in TSA						
	Students with SEN					
	Percentage share in students participated in TSA (%)					
	NCS students participated in the Chinese assessment					
	Percentage share in students participated in TSA (%)					
Primary 6						
Students participated in TSA						
	Students with SEN					
	Percentage share in students participated in TSA (%)					
	NCS students participated in the Chinese assessment					
	Percentage share in students participated in TSA (%)					
Secondary 3						
Students participated in TSA						

	Students with SEN					
	Percentage share in students participated in TSA (%)					
	NCS students participated in the Chinese assessment					
	Percentage share in students participated in TSA (%)					

(c) Please use Table 2 to provide the separated expenditure and total expenditure of the Basic Competency Assessment by contract periods, as well as the total amounts of expenditure of all 3 contract periods;

(Table 2)

Contract Periods	Expenditure		Total Expenditure
	SA	TSA	
2000-2006			
2007-2010			
2011-2014			
Total Amounts			

(d) Please provide the expenditure of making adaptations for students with SEN and NCS students in 2000-2006, 2007-2010 and 2011-2014 and the percentage share in the total expenditure of TSA in the respective contract period;

(e) Whether the estimated expenditure will increase or decrease as a result of the Bureau's implementation of the proposal on inviting 50 primary schools to participate in TSA in 2016/17 school year? Please provide details; and

(f) As it is pointed out in Report No.63 of the Director of Audit that the justification for the continued use of single tender for the SA and TSA may diminish with time, does the Bureau have any plan to conduct the procurement by open competitive tenders? If yes, what is the plan? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 6)

Reply:

(a) The number of primary and secondary schools which participated in the Student Assessment (SA), their percentage share in the respective school types and the number of login records in SA from 2010/11 to 2014/15 school years are listed in the following tables:

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
No. of primary schools using SA	159	191	208	222	167
Percentage of primary schools using SA	31%	37%	40%	46%	32%
No. of login records by primary school students	358 623	327 951	455 292	392 600	398 661

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
No. of secondary schools using SA	61	78	92	137	67
Percentage of secondary schools using SA	13%	17%	20%	34%	15%
No. of login records by secondary school students	88 351	72 603	75 845	101 866	78 258

(b) The numbers of primary and secondary students participated in the Territory-wide System Assessment (TSA), the number of students with special educational needs (SEN) and their percentage share and the number of non-Chinese speaking (NCS) students participated in the Chinese assessment and their percentage share are listed in the table below:

	School Year				
	2010/11	2011/12	2012/13	2013/14	2014/15
Primary 3					
No. of students participated in TSA	49 519	47 094	46 343	47 776	50 448
No. of students with SEN participated in TSA*	4 061	4 203	4 285	4 984	4 920
Percentage share in students participated in TSA (%)	8.2%	8.9%	9.2%	10.4%	9.8%
No. of NCS students participated in the Chinese assessment*	873	921	913	982	1 395
Percentage share in students participated in TSA (%)	1.8%	2.0%	2.0%	2.1%	2.8%
Primary 6					
No. of students participated in TSA	57 328	5 694	52 510	4 012	47 317
No. of students with SEN participated in TSA*	3 180	365	3 758	329	3 902
Percentage share in students participated in TSA (%)	5.5%	6.4%	7.2 %	8.2%	8.2%
No. of NCS students participated in the Chinese assessment*	816	80	826	91	1 341
Percentage share in students participated in TSA (%)	1.4%	1.4%	1.6%	2.3%	2.8%
Secondary 3					
No. of students participated in TSA	75 103	71 006	65 344	59 725	59 776
No. of students with SEN participated in TSA*	1 768	1 863	2 227	2 385	2 676
Percentage share in students participated in TSA (%)	2.4%	2.6%	3.4%	4.0%	4.5%
No. of NCS students participated in the Chinese assessment*	327	352	410	430	1 400
Percentage share in students participated in TSA (%)	0.4%	0.5%	0.6%	0.7%	2.3%

* These students with SEN and NCS students were all provided with facilitation measures according to their needs as requested by schools.

(c) The Education Bureau has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including SA and TSA. The expenditure on SA and TSA in three contract periods are listed below:

Contract period	Expenditure (\$ million)		Total Expenditure (\$ million)
	SA	TSA	
2000-2006	104	117	221
2007-2010	77	176	253
2011-2014	99	220	319
Total Amounts	280	513	793

(d) The total expenditure on TSA under the contract administered by HKEAA (please refer to part (c) of this question) for the period of 2011-14 was \$220 million, from which about \$0.64 million was spent on the provision of the facilitation measures for students with SEN and NCS students who participated in TSA. HKEAA does not keep the relevant expenditure for the contract periods 2000-2006 and 2007-2010.

(e) At the present stage, schools are being invited to sign up for the 2016 Tryout Study (Primary 3). The number of schools taking part in the tryout study and relevant expenditure is yet to be finalised.

(f) BCA comprises two components, namely the TSA and SA, which are complementary to one another to achieve the best impact. When the project was at an early stage of development, engaging one single institution to implement both the TSA and SA was considered necessary in ensuring consistency in defining and assessing the basic competencies of different subjects.

In the light of the development over the years, the Education Bureau invited other institutions through open quotations to participate in designing and setting items for SA in 2011. In enriching and expanding the SA assessment bank, two tertiary institutions have been involved in the development of assessment tasks on Chinese Reading and English Reading and Writing through open invitation for quotations in 2015. We hope that the experience gained will serve as reference for the next quotation invitation exercise for the BCA project.

- End -

CONTROLLING OFFICER'S REPLY

EDB186

(Question Serial No. 1687)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the small class teaching (SCT) policy in primary and secondary schools:

(a) Please give a breakdown, for each of the 18 districts in Hong Kong from the 2012/13 school year to the 2015/16 school year:

(1) of the number of primary schools implementing SCT with a class size of 25, their percentage share in the total number of primary schools in the respective districts, and the number of Primary 1 (P1) places and students in the respective districts;

(2) of the number of schools maintaining non-SCT arrangements in each district and their percentage share in the total number of primary schools in the respective districts;

(3) of the number of schools which have implemented SCT but needed to increase the number of allocated P1 students per class, their respective class size upon such allocation, their percentage share in the total number of primary schools in the respective districts, as well as their numbers of students involved;

(b) What were the numbers of schools implementing SCT and subsequently were requested to increase the number of allocated P1 students per class from the 2013/14 school year to the 2015/16 school year? What were the additional expenditure involved and its breakdown? And what are the estimated number, additional expenditure involved and its breakdown for the 2016/17 school year?

(c) Regarding those schools which were required to increase their number of P1 classes due to insufficient school places from the 2011/12 school year to the 2015/16 school year, please provide the number of those schools as well as the class number and class size of each school involved;

(d) For those with additional P1 classes, how many schools and classes have made use of the existing vacant classrooms, how many of them have converted special rooms/activity rooms, how many of them have carried out works for addition of classrooms for such purpose? And

(e) Does the Administration plan to implement SCT at the junior secondary stage? If yes, what are the timetable and estimated expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 7)

Reply:

(a)(1) & (2) The number of public sector primary schools by district with breakdown of schools implementing small class teaching (i.e. allocated 25 students per Primary One (P1) class) and those maintaining 30 students per P1 class from the 2012/13 to 2015/16 school years,

as well as the total number of P1 places and students in the respective school years, are tabulated at [Annex A](#).

- (a)(3) According to the latest information available, the school-age population aged 6 is projected to increase temporarily in the coming few years and reach the peak in 2018 before it decreases to a stable level. The school-age population aged 6 is generally considered appropriate for admission to P1. The demand for public sector P1 places is projected to increase correspondingly in this transitional period.

The projected transient increasing demand for P1 places in the run up to 2018 is mainly due to babies born to Mainland women in Hong Kong whose spouses are not Hong Kong permanent residents, i.e. Type II babies, before the implementation of the “zero delivery quota” policy in 2013. Nonetheless, any deviations in the assumptions (such as the actual numbers of Type II babies to settle in Hong Kong for settlement and the timing) from the eventual situation may render the projected figures different from the actual turnout figures. For those Type II babies that do not return to Hong Kong for settlement, some of them will attend school in Hong Kong every day as cross-boundary students (CBS). Among CBS are also children of Hong Kong residents living in Shenzhen and it is difficult to accurately predict the number of CBS seeking admission to P1. Besides, due to various factors, in particular parental choice, there are uncertainties about the actual demand for school places in districts/school nets under the Primary One Admission (POA) System. These year-on-year changes are therefore not fully foreseeable.

To alleviate the impact of increasing CBS on the demand and supply situation of public sector primary school places in individual districts, notably the North District, the Education Bureau (EDB) has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the POA. In brief, parents of applicant children residing in the Mainland are not required to choose any school net as the applicant child’s POA School Net for participation in Part B of the Central Allocation stage. Instead, they are provided with a separate Choice of Schools List for the Central Allocation which consists of all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun : 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen long : 72 (Tin Shui Wai), 74 (Yuen Long East); the North District : 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po : 84) and individual schools in other districts having CBS and are ready and willing to support CBS.

In parallel, EDB and the school sector have reached a consensus that construction of new schools to meet the transient increase in demand should be avoided as far as possible in light of the scarcity of land resources. Instead, flexible arrangements including, among others, temporarily allocating more students to each P1 class should be adopted to increase the supply of P1 places during the transitional period.

The number of schools implementing small class teaching in the districts which have been allocated more students per P1 class under the POA to meet the projected transient increase in demand from the 2012/13 to 2015/16 school years, their percentage share in the total number of primary schools in the districts as well as the number of students involved are tabulated at [Annex B](#).

- (b) Various factors as elucidated in (a)(3) above have accounted for the need for temporary allocation of more P1 students per class in schools including schools implementing SCT in individual districts / school nets concerned in light of the demand for P1 places at the Central Allocation stage. Please refer to [Annex B](#) for the number of schools implementing SCT which were allocated temporarily more students per P1 class to meet the projected transient increase in demand with breakdown by district, and the increase in the number of places in the 2013/14, 2014/15 and 2015/16 school years. The relevant estimated figures for the 2016/17 school year have also been tabulated at [Annex B](#).

Under the prevailing arrangements, when schools implementing SCT are required to temporarily increase the number of students to 30 per P1 class for the Central Allocation, eligible schools will be provided with a time-limited additional Assistant Primary School Master/Mistress (APSM) post for the cohort of students concerned for a period of six years (i.e. for the cohort to complete the six-year primary education in the school). This is in accordance with the provision of additional APSM posts by phases to schools maintaining 30 students per class upon the implementation of SCT progressively starting from P1 in public sector schools since the 2009/10 school year. In the case when the actual number of students allocated to each P1 class of a school (including schools implementing SCT) exceeds 30, EDB will provide the schools concerned with an additional funding for each additional student above 30 in each P1 class for the cohort of students concerned for a period of six years.

On top of the above-mentioned enhanced support, EDB has, starting from the 2015/16 school year, provided eligible schools implementing SCT with the Additional Supplementary Learning Grant when they are temporarily allocated more students per P1 class up to a total of 30 students per class for the cohort of students concerned for a period of six years. The estimated expenditure with breakdown in the 2013/14, 2014/15, 2015/16 and 2016/17 school years is tabulated at [Annex C](#).

- (c)&(d) Referring to the districts / school nets with temporary allocation of more students per P1 class from the 2011/12 to 2015/16 school years and as expected in the 2016/17 school year, 4, 2 and 4 schools have changed the use of their other rooms (with no special / activity rooms involved) for operation of a total of 4, 2 and tentatively 6 additional P1 classes in the 2013/14, 2015/16 and 2016/17 school years respectively. No schools in question changed the use of other rooms or special rooms for operation of additional P1 classes in the 2011/12, 2012/13 and 2014/15 school years.
- (e) International studies have suggested that SCT is more effective when students are of younger age and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account the existing conditions of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications and assess whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board, particularly when the secondary student population is projected to rebound in the 2017/18 school year. Besides, with the adoption of subject grouping at senior secondary levels, the actual number of students in each teaching class / group is rather small. Conceptually speaking, SCT is more a teaching strategy involving teaching setting or grouping driven by pedagogical considerations. The size of grouping should not be fixed across-the-board, but adjusted according to the learning objectives and students' needs. We have no plan to implement SCT in secondary schools having regard to the afore-mentioned considerations.

District [school-netting under Primary One Admission System]	2012/13 school year					2013/14 school year					2014/15 school year					2015/16 school year				
	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students
Central & Western [Net 11]	17	10 [58.8]	7 [41.2]	1 210	1 194	17	10 [58.8]	7 [41.2]	1 385	1 396	16	10 [62.5]	6 [37.5]	1 360	1 394	16	10 [62.5]	6 [37.5]	1385	1389
Wan Chai [Net 12]	16	10 [62.5]	6 [37.5]	1 330	1 362	16	10 [62.5]	6 [37.5]	1 430	1 448	16	10 [62.5]	6 [37.5]	1 430	1 478	16	10 [62.5]	6 [37.5]	1455	1467
Eastern [Net 14 & 16]	27	17 [63]	10 [37]	2 600	2 473	27	17 [63]	10 [37]	2 775	2 718	27	17 [63]	10 [37]	2 800	2 830	27	17 [63]	10 [37]	2750	2728
Southern [Net 18]	11	9 [81.8]	2 [18.2]	870	804	11	9 [81.8]	2 [18.2]	920	898	11	9 [81.8]	2 [18.2]	920	884	11	9 [81.8]	2 [18.2]	945	903
Yau Tsim Mong [Net 31 & 32]	19	11 [57.9]	8 [42.1]	1 925	1 930	19	11 [57.9]	8 [42.1]	2 075	2 115	19	11 [57.9]	8 [42.1]	2 200	2 219	19	11 [57.9]	8 [42.1]	2125	2117
Sham Shui Po [Net 40]	21	12 [57.1]	9 [42.9]	2 135	2 167	21	12 [57.1]	9 [42.9]	2 310	2 398	21	12 [57.1]	9 [42.9]	2 390	2 434	21	12 [57.1]	9 [42.9]	2335	2408
Kowloon City [Net 34, 35 & 41]	33	23 [69.7]	10 [30.3]	3 105	3 158	33	23 [69.7]	10 [30.3]	3 205	3 151	33	23 [69.7]	10 [30.3]	3 180	3 271	35	24 [68.6]	11 [31.4]	3105	3184
Wong Tai Sin [Net 43 & 45]	27	24 [88.9]	3 [11.1]	2 365	2 287	27	24 [88.9]	3 [11.1]	2 440	2 521	27	24 [88.9]	3 [11.1]	2 690	2 706	24	22 [91.7]	2 [8.3]	2870	2795
Kwun Tong [Net 46 & 48]	32	27 [84.4]	5 [15.6]	3 670	3 786	32	27 [84.4]	5 [15.6]	3 820	3 929	32	27 [84.4]	5 [15.6]	4 185	4 061	34	27 [79.4]	7 [20.6]	3750	3773
Sai Kung [Net 95]	22	22 [100]	0 [0]	1 950	1 827	22	22 [100]	0 [0]	2 075	1 996	22	22 [100]	0 [0]	2 250	2 192	22	22 [100]	0 [0]	2225	2120
Sha Tin [Net 88, 89 & 91]	38	28 [73.7]	10 [26.3]	3 765	3 733	38	28 [73.7]	10 [26.3]	4 040	4 139	38	28 [73.7]	10 [26.3]	4 315	4 404	38	28 [73.7]	10 [26.3]	4290	4385
Tai Po [Net 84]	18	16 [88.9]	2 [11.1]	2 045	2 042	18	16 [88.9]	2 [11.1]	2 195	2 281	18	16 [88.9]	2 [11.1]	2 310	2 394	18	16 [88.9]	2 [11.1]	2280	2407
North [Net 80, 81 & 83]	28	18 [64.3]	10 [35.7]	3 187	3 233	28	18 [64.3]	10 [35.7]	3 527	3 495	28	18 [64.3]	10 [35.7]	3 115	3 334	28	18 [64.3]	10 [35.7]	3080	3246
Yuen Long [Net 72, 73 & 74]	45	40 [88.9]	5 [11.1]	4 375	4 367	45	40 [88.9]	5 [11.1]	4 750	4 841	45	40 [88.9]	5 [11.1]	5 484	5 500	46	40 [87.0]	6 [13]	5320	5334
Tuen Mun [Net 70 & 71]	34	30 [88.2]	4 [11.8]	3 345	3 306	34	30 [88.2]	4 [11.8]	3 715	3 776	34	30 [88.2]	4 [11.8]	4 020	4 028	34	30 [88.2]	4 [11.8]	3940	4037
Tsuen Wan [Net 62]	18	10 [55.6]	8 [44.4]	1 740	1 827	18	10 [55.6]	8 [44.4]	1 815	2 130	18	10 [55.6]	8 [44.4]	2 080	2 146	18	10 [55.6]	8 [44.4]	2105	2189
Kwai Tsing [Net 64, 65 & 66]	33	22 [66.7]	11 [33.3]	3 270	3 099	33	22 [66.7]	11 [33.3]	3 270	2 923	33	22 [66.7]	11 [33.3]	3 030	2 947	33	22 [66.7]	11 [33.3]	3130	3063
Islands [Net 96, 97, 98 & 99]	16	15 [93.8]	1 [6.2]	855	798	16	15 [93.8]	1 [6.2]	855	795	16	15 [93.8]	1 [6.2]	830	787	16	15 [93.8]	1 [6.2]	955	852

Notes:

- Figures refer to schools participating in Primary One Admission (POA) 2012, 2013, 2014 and 2015.
- Figures on total no. of Primary One students in 2013/14, 2014/15 and 2015/16 refer to enrolment in public sector schools by administrative districts, instead of POA school nets.

	2012/13 school year (Note 1)	2013/14 school year (Note 1)	2014/15 school year (Note 1)			2015/16 school year (Note 1)		2016/17 school year (Note 1 & 2)		
District	North	North	Kwun Tong	Yuen Long (Note 3)	Tai Po	Yuen Long (Note 3)	Tai Po	North (Note 4)	Yuen Long (Note 3)	Tai Po
Total number of schools implementing small class teaching (SCT)	18	18	27	16	16	16	16	16	16	16
Number of SCT schools eventually allocated with more students per P1 class (% of total number of schools in the district)	16 (57%)	18 (64%)	24 (75%)	16 (76%)	16 (89%)	16 (76%)	16 (89%)	Estimated to be 16 (57%)	Estimated to be 16 (76%)	Estimated to be 16 (89%)
Number of students per P1 class upon allocation	27	32	30	31 for School Net 73 30 for School Net 74	30	30	30	Estimated to be 28	Estimated to be 30 for School Net 73, 31 for School Net 74	Estimated to be 32
Number of students allocated	122	448	528	302	340	280	335	NA	NA	NA

Notes:

- Figures refer to schools participating in Primary One Admission (POA) 2012, 2013, 2014, 2015 and 2016.
- The situation of the 2016/17 school year is an estimated one which was worked out based on the number of POA applicants as at late January 2016. The total number of additional P1 places involved is estimated to be 183 in the North District (school nets 80 and 81 only), 314 in Yuen Long (school nets 73 and 74 only) and 455 in Tai Po.
- Under the POA System, Yuen Long comprises School Nets 72, 73 and 74. The temporary arrangement of allocating more students per P1 class was/would be adopted in School Nets 73 and 74 only in the 2014/15, 2015/16 and 2016/17 school year. The schools in School Net 72 are therefore not included in the above table.
- Under the POA System, the North District comprises School Nets 80, 81 and 83. The temporary arrangement of allocating more students per P1 class was adopted in School Nets 80, 81 and 83 in the 2013/14 school year, and would be adopted in School Nets 80 and 81 only in the 2016/17 school year. The schools in School Net 83 are therefore not included under the 2016/17 school year in the above table.

**Additional expenditure for schools implementing small class teaching
with temporary increase of number of students allocated per P1 class
in the 2013/14, 2014/15 and 2015/16 school years**

Breakdown of additional expenditure	2013/14 school year (Note 1)	2014/15 school year (Note 1)	2015/16 school year (Note 1)	2016/17 school year (Note 1 &2)
Provision of time-limited additional APSM posts for the cohort of students concerned for a period of six years (Note 3)	\$ 7.4 million	\$ 31.1 million	\$ 32.1 million	\$ 45.6 million
Provision of additional funding for each additional student above 30 in each P1 class for the cohort of students concerned for a period of six years	\$ 6.5 million	\$ 6.7 million	\$ 6.7 million	\$ 12.8 million
Provision of Additional Supplementary Learning Grant for the cohort of students concerned for a period of six years	Not applicable	Not applicable	\$ 7.5 million	\$ 18.5 million
Total:	\$ 13.9 million	\$ 37.8 million	\$ 46.3 million	\$ 76.9 million

Notes:

1. The number of schools implementing SCT temporarily allocated with more students per P1 class to meet the projected transient increase in demand for the 2013/14, 2014/15 and 2015/16 school years and the estimated number for the 2016/17 school year are at Annex B.
2. The situation of the 2016/17 school year is an estimated one which was worked out based on the number of POA applicants as at late January 2016.
3. The additional cost for provision of the time-limited additional APSM posts was worked out based on the mid-point salary of the prevailing APSM post.

- End -

CONTROLLING OFFICER'S REPLY**EDB187****(Question Serial No. 1688)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the Student Guidance Service Grant, from the 2012/13 to the 2015/16 school years, please provide the following information:

- (a) the number of primary schools applied for the said grant and their percentage share among all primary schools in the territory;
- (b) the respective numbers of social workers, student guidance officers and teachers employed by primary schools with the said grant, broken down by the name of schools in each of the 18 districts within the territory;
- (c) the total expenditure on the Student Guidance Service Grant and the estimates for the 2016/17 school year; and
- (d) given that the high annual wastage of guidance teachers has affected the continuity of guidance, but the need for the guidance services from primary schools has been increasing day after day, whether the Administration has any plan to improve, review and expand the abovementioned service; if yes, the total estimated expenditure; if not, the reasons.

Asked by: Hon IP Kin-yuen (Member Question No.8)

Reply:

(a) and (b) In the 2012/13, 2013/14, 2014/15 and 2015/16 school years, 302 (67%), 309 (68%), 312 (69%) and 317 (70%) public sector primary schools are provided with Student Guidance Service (SGS) Grant respectively to employ student guidance personnel or procure student guidance service. Under school-based management, schools are entrusted with the responsibility, and thus held accountable for effective use of the SGS Grant for its intended purposes. Schools need not report to the Education Bureau (EDB) the details of student guidance personnel employed through the SGS Grant. Hence, we do not have the data required.

(c) The total expenditure on the SGS Grant, including the top-up grant, for the 2012/13, 2013/14 and 2014/15 school years is \$184.2 million, \$200.4 million and \$211.7 million respectively, and is estimated to be about \$225.6 million and \$247.2 million for the 2015/16 and 2016/17 school years respectively.

(d) All primary schools have been required to provide a school-based, holistic and integrated guidance service under the Comprehensive Student Guidance Service implemented since the 2002/03 school year. Currently, teachers are working in collaboration with student guidance personnel and professionals to provide remedial, preventive and developmental guidance services for all students. This Whole School Approach helps the establishment of a robust student guidance system for sustainable service, while minimising the impact arising from staff turnover. EDB has been gauging feedback from schools through school visits and

other established channels for service improvement. The feedback thus gauged suggests that, overall, the existing mode of funding is able to meet the diversified needs of primary schools and is well received by schools and school sponsoring bodies. Hence, as of now, EDB has no plan to change the existing funding mode which recognizes the diverse needs of different schools and allows schools to have flexibility in resource deployment to meet their identified needs in a specific manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB188

(Question Serial No. 1689)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide the following information for the 2011/12 to 2015/16 school years:

- (a) the respective average school fees, median school fees, highest school fees and lowest school fees charged by whole-day and half-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS);
- (b) the respective average school fees, median school fees, highest school fees and lowest school fees charged by private independent whole-day and half-day kindergartens;
- (c) the respective average school fees, median school fees, highest school fees and lowest school fees charged by non-profit-making whole-day and half-day kindergartens not joining the PEVS;
- (d) the respective number of whole-day and half-day kindergartens under the PEVS that have obtained the approval to increase their school fees, and the greatest, smallest and average rate of increase; and
- (e) under the kindergarten fee remission scheme, the total expenditures, the respective number of whole-day and half-day kindergarten students applying for fee remission, the respective number and percentage of successful applicants for fee remission, as well as the respective number and percentage of students granted a level of remission at 50%, 75% and 100% in each of the school years from 2011/12 to 2015/16.

Asked by: Hon IP Kin-yuen (Member Question No. 9)

Reply:

For the 2011/12 to 2015/16 school years:

- (a) the respective weighted average school fees, median school fees, highest school fees and lowest school fees for whole-day (WD) and half-day (HD) classes charged by kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) are tabulated at Appendix 1;
- (b) the respective weighted average school fees, median school fees, highest school fees and lowest school fees for WD and HD classes charged by local private independent KGs are tabulated at Appendix 2;
- (c) the respective weighted average school fees, median school fees, highest school fees and lowest school fees for WD and HD classes charged by non-profit-making (NPM) KGs not under the PEVS are tabulated at Appendix 3;

- (d) the respective number of NPM WD and HD KGs under the PEVS that have been approved to increase their school fees, and the highest, lowest and rates of increase of the weighted average school fees are tabulated at Appendix 4; and
- (e) the respective amount of fee remission disbursed under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), number of applications from parents with children attending KGs for fee remission under the KCFRS, number and percentage of approved applications and number and percentage of students granted with a level of assistance at 50%, 75% and 100% of the school fee or the fee remission ceiling are tabulated at Appendix 5.

Weighted average school fee,
median school fee, highest school fee and lowest school fee
for whole-day (WD) and half-day (HD) classes charged by
kindergartens under the Pre-primary Education Voucher Scheme
from the 2011/12 to 2015/16 school years

School Year		2011/12	2012/13	2013/14	2014/15	2015/16
Weighted average school fee	WD	\$31,500	\$32,800	\$34,600	\$37,600	\$41,200
	HD	\$19,500	\$20,300	\$21,400	\$23,600	\$26,200
Median school fee	WD	\$31,100	\$32,600	\$34,500	\$37,700	\$41,400
	HD	\$19,500	\$20,300	\$21,500	\$23,600	\$26,000
Highest school fee	WD	\$48,000	\$50,400	\$52,500	\$60,000	\$67,500
	HD	\$24,000	\$25,200	\$26,300	\$30,000	\$33,800
Lowest school fee	WD	\$16,400	\$16,400	\$16,400	\$19,400	\$21,100
	HD	\$10,000	\$10,800	\$10,800	\$11,800	\$12,000

Weighted average school fee,
median school fee, highest school fee and lowest school fee
for whole-day (WD) and half-day (HD) classes charged by
local private independent kindergartens
from the 2011/12 to 2015/16 school years

School Year		2011/12	2012/13	2013/14	2014/15	2015/16
Weighted average school fee	WD	\$54,700	\$56,600	\$60,000	\$63,400	\$66,900
	HD	\$40,300	\$42,100	\$47,000	\$50,100	\$52,700
Median school fee	WD	\$54,400	\$56,500	\$57,600	\$64,800	\$69,600
	HD	\$39,600	\$40,900	\$45,400	\$49,100	\$50,100
Highest school fee	WD	\$93,600	\$99,600	\$108,000	\$111,600	\$111,600
	HD	\$82,100	\$98,500	\$98,500	\$99,000	\$98,500
Lowest school fee	WD	\$22,300	\$23,300	\$23,300	\$23,300	\$31,200
	HD	\$18,600	\$14,100	\$14,100	\$14,100	\$21,600

Weighted average school fee,
median school fee, highest school fee and lowest school fee
for whole-day (WD) and half-day (HD) classes charged by
non-profit-making kindergartens not under the Pre-primary Education Voucher Scheme
from the 2011/12 to 2015/16 school years

School Year		2011/12	2012/13	2013/14	2014/15	2015/16
Weighted average school fee	WD	\$82,000	\$86,900	\$86,900	\$88,400	\$87,600
	HD	\$37,900	\$34,600	\$33,000	\$33,400	\$34,100
Median school fee	WD	\$64,500	\$77,000	\$71,500	\$75,900	\$80,300
	HD	\$34,100	\$33,000	\$32,900	\$33,700	\$35,300
Highest school fee	WD	\$134,100	\$139,700	\$145,300	\$154,100	\$166,500
	HD	\$54,100	\$57,300	\$61,100	\$65,100	\$53,000
Lowest school fee	WD	\$23,300	\$67,200	\$44,400	\$51,100	\$55,100
	HD	\$14,100	\$20,100	\$20,100	\$21,800	\$22,900

Number of non-profit making (NPM)
whole-day (WD) and half-day (HD) kindergartens (KGs)
under the Pre-primary Education Voucher Scheme (PEVS) with fee increase,
and the highest, lowest and rate of increase of weighted average school fee
from the 2011/12 to 2015/16 school years

2011/12 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	405	343
The highest rate of increase	30.3%	53.0%
The lowest rate of increase	0.07%	0.05%
The rate of increase of the weighted average fee	4.3%	4.3%

2012/13 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	436	382
The highest rate of increase	34.9%	26.0%
The lowest rate of increase	0.03%	0.40%
The rate of increase of the weighted average fee	4.1%	4.1%

2013/14 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	468	383
The highest rate of increase	27.1%	64.5%
The lowest rate of increase	0.66%	0.55%
The rate of increase of the weighted average fee	5.2%	4.9%

2014/15 school year (Note 2)	WD	HD
Number of NPM KGs under the PEVS with school fees increased	548	433
The highest rate of increase	102.8%	82.7%
The lowest rate of increase	0.01%	0.16%
The rate of increase of the weighted average fee	9.0%	10.8%

2015/16 school year (Note 2)	WD	HD
Number of NPM KGs under the PEVS with school fees increased	551	429
The highest rate of increase	40.2%	61.6%
The lowest rate of increase	0.28%	0.30%
The rate of increase of the weighted average fee	9.3%	11.0%

Note:

1. KGs with both HD and WD classes will be counted in both columns for HD and WD.
2. As a one-off short-term measure recommended by the Committee on Free KG Education to address the imminent needs of KGs, the voucher subsidy was increased by \$2,500 per year in the 2014/15 and 2015/16 school years. The increase in voucher subsidy provided more room for the KGs to increase their school fees to meet the increasing operating cost. At the same time, the increased amount of voucher subsidy would offset the increase in school fees so that parents' financial burden regarding KG education could be alleviated. Hence, the number of KGs under the PEVS with school fees increased and the rates of increase in the 2014/15 and 2015/16 school years are higher than those in previous years.

Amount of fee remission disbursed
under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS),
number of applications from parents with children attending KGs for fee remission under the KCFRS,
number and percentage of approved applications and
number and percentage of students granted with a level of assistance at 50%,
75% and 100% of the school fee or the fee remission ceiling
from the 2011/12 to 2015/16 school years

School Year		2011/12	2012/13	2013/14	2014/15	2015/16 (Note 1)
Total amount of fee remission disbursed (\$ million)		399.5	448.2	473.3	502.1	280.3
Number of applications from students attending WD KG classes		21 271	24 117	25 381	25 259	26 086
Number of applications from students attending HD KG classes		13 922	14 409	15 024	14 188	18 059
Number of approved applications from students attending WD KG classes (%)		20 264 (95.3%)	22 759 (94.4%)	23 317 (91.9%)	23 116 (91.5%)	22 909 (87.8%)
Number of approved applications from students attending HD KG classes (%)		12 790 (91.9%)	13 159 (91.3%)	13 382 (89.1%)	12 364 (87.1%)	13 620 (75.4%)
Number of students attending WD KG classes in receipt of fee remission (%)	50% fee remission	4 724 (23.3%)	5 753 (25.3%)	6 420 (27.5%)	6 925 (30.0%)	7 132 (31.1%)
	75% fee remission	1 541 (7.6%)	1 651 (7.3%)	1 735 (7.4%)	1 745 (7.5%)	1 839 (8.0%)
	100% fee remission	13 999 (69.1%)	15 355 (67.5%)	15 162 (65.0%)	14 446 (62.5%)	13 938 (60.8%)
Number of students attending HD KG classes in receipt of fee remission (%)	50% fee remission	2 798 (21.9%)	3 327 (25.3%)	3 872 (28.9%)	3 847 (31.1%)	4 630 (34.0%)
	75% fee remission	830 (6.5%)	879 (6.7%)	980 (7.3%)	854 (6.9%)	1 015 (7.5%)
	100% fee remission	9 162 (71.6%)	8 953 (68.0%)	8 530 (63.7%)	7 663 (62.0%)	7 975 (58.5%)

Note 1: Figures for the 2015/16 school year are provisional figures as at end January 2016.

- End -

CONTROLLING OFFICER'S REPLY

EDB189

(Question Serial No. 1690)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide the following information for the 2011/12 to 2015/16 school years:

- (a) the amount of Government subsidy under the Pre-primary Education Voucher Scheme (PEVS) and the Government expenditures on various aspects of pre-primary education (e.g. fee remission, training and rent subsidy);
- (b) the respective number of whole-day kindergartens under the subsidy of PEVS, the respective number of school places provided and the respective number of these kindergartens providing extended service (please list by school district and give the total);
- (c) the respective number of half-day kindergartens under the subsidy of PEVS and the respective number of school places provided (please list by school district and give the total); and
- (d) the respective number of kindergartens providing both whole-day and half-day service under the subsidy of PEVS and the respective number of school places provided (please list by school district and give the total).

Asked by: Hon IP Kin-yuen (Member Question No. 10)

Reply:

- (a) The breakdown of expenditure on pre-primary education, including Pre-primary Education Voucher Scheme (PEVS), from 2011-12 to 2015-16 is tabulated at Appendix 1.
- (b) The number of whole-day (WD) kindergartens (KGs) under the PEVS, the number of school places provided and the number of these KGs providing Extended Hours Service by District Council district and the respective total number from the 2011/12 to 2015/16 school years is tabulated at Appendix 2.
- (c) The number of half-day (HD) KGs under the PEVS and the number of school places provided by District Council district and the respective total number from the 2011/12 to 2015/16 school years is tabulated at Appendix 3.
- (d) The number of KGs providing both WD and HD service under the PEVS and the number of school places provided by District Council district and the respective total number from the 2011/12 to 2015/16 school years is tabulated at Appendix 4.

Expenditure on pre-primary education from 2011-12 to 2015-16

	2011-12	2012-13	2013-14	2014-15	2015-16
	(\$ million)	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme (PEVS)*	1,998.8	2,128.1	2,428.6	2,535.7	2,966.3
Kindergarten and Child Care Centre Fee Remission Scheme	352.3	395.3	465.8	539.9	548.4
Refund of rent, rates and government rent	197.3	202.5	218.8	238.0	259.2
Child Care Centre Subsidy Scheme	13.5	14.6	15.2	15.9	15.6
Principal and teacher training#	17.5	7.3	1.0	3.7	1.5

* Including Teacher Development Subsidy provided under the PEVS up to the 2011/12 school year, and the one-off school development grant for PEVS KGs in the 2013/14 school year.

Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course” (In-service ECE Course) for the 2007, 2008 and 2009 intakes (as applicable) and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under the PEVS for approved course(s) in early childhood education. There is a drastic drop in the actual expenditure for 2011-12, 2012-13 and 2013-14 as the commissioned In-service ECE Course was completed by phases and only payment for the last intake of the course (i.e. 2009 Intake) is required for 2012-13 and no payment is required for 2013-14.

Number of whole-day (WD) kindergartens (KGs)
under the Pre-primary Education Voucher Scheme (PEVS),
number of school places provided and
number of these KGs providing Extended Hours Service (EHS) by District Council district and
respective total number from the 2011/12 to 2015/16 school years

District	2011/12			2012/13			2013/14			2014/15			2015/16		
	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)
Central & Western	18	1 340	4	18	1 325	4	18	1 364	4	17	1 248	4	17	1 257	5
Wan Chai	13	975	3	11	966	3	11	900	3	10	845	3	10	857	4
Eastern	50	2 970	9	50	3 002	9	50	3 026	9	50	3 062	9	50	3 193	12
Southern	17	1 151	4	17	1 164	4	17	1 195	4	17	1 195	4	17	1 200	5
Sham Shui Po	34	2 483	7	35	2 564	7	35	2 581	7	34	2 678	7	34	2 753	11
Yau Tsim Mong	20	1 653	5	20	1 652	5	20	1 662	5	20	1 663	5	20	1 672	8
Kowloon City	30	2 654	5	30	2 746	5	30	2 715	5	30	2 763	5	29	2 813	10
Wong Tai Sin	41	2 817	6	40	2 943	6	40	3 065	6	41	3 243	6	40	3 312	12
Kwun Tong	56	3 928	10	52	3 988	10	56	4 293	10	56	4 370	10	56	4 603	17
Tsuen Wan	21	1 608	4	21	1 736	4	21	1 769	4	21	1 764	4	21	1 806	6
Tuen Mun	52	3 622	5	52	4 060	5	54	4 059	5	52	3 970	5	51	3 946	12
Yuen Long	52	3 823	5	52	4 010	5	52	4 033	5	52	4 001	5	51	3 813	11
North	34	2 354	4	34	2 277	4	32	2 124	4	30	1 896	4	28	1 778	4
Tai Po	25	2 002	6	25	2 090	6	24	1 988	6	24	1 942	6	23	1 883	7
Sha Tin	47	3 350	7	48	3 532	7	47	3 618	7	47	3 593	7	44	3 595	8
Sai Kung	38	2 386	4	38	2 493	4	37	2 675	4	37	2 772	4	37	2 804	6
Islands	19	960	1	17	1 019	1	19	1 249	1	19	1 269	1	19	1 321	1
Kwai Tsing	44	2 795	8	46	3 171	8	50	3 434	8	50	3 454	8	50	3 558	12
All Districts	611	42 871	97	606	44 738	97	613	45 750	97	607	45 728	97	597	46 164	151

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

Note 3: Information provided by Social Welfare Department. Figures refer to the number of KGs in receipt of subvention from Social Welfare Department to provide the EHS.

Number of half-day (HD) kindergartens (KGs)
under the Pre-primary Education Voucher Scheme (PEVS)
and the number of school places provided by District Council district and respective total number
from the 2011/12 to 2015/16 school years

District	2011/12		2012/13		2013/14		2014/15		2015/16	
	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	17	4 148	14	3 674	14	3 629	14	3 830	16	4 120
Wan Chai	14	4 744	9	2 854	8	2 518	7	1 369	7	1 397
Eastern	46	7 738	47	8 204	44	7 610	42	7 399	44	7 813
Southern	11	1 799	11	1 803	10	1 604	10	1 648	11	1 820
Sham Shui Po	27	7 225	26	6 841	26	6 942	26	7 204	25	7 252
Yau Tsim Mong	15	3 527	15	3 540	14	3 168	14	3 213	15	3 652
Kowloon City	33	10 471	31	8 633	27	6 348	27	6 515	29	7 344
Wong Tai Sin	31	5 119	29	4 497	28	4 416	29	4 386	28	4 344
Kwun Tong	43	10 267	42	10 031	42	9 234	42	9 305	40	8 952
Tsuen Wan	21	4 471	21	4 490	19	3 885	21	4 218	22	4 509
Tuen Mun	39	8 243	39	7 860	40	8 225	39	8 887	40	9 071
Yuen Long	49	11 601	48	11 126	49	11 775	49	12 406	52	13 374
North	32	7 878	32	8 423	30	8 656	30	9 578	29	9 587
Tai Po	18	2 846	18	2 842	18	3 084	18	3 215	16	3 609
Sha Tin	38	7 767	38	7 883	36	8 180	36	8 520	36	8 945
Sai Kung	30	4 973	30	4 786	29	4 504	30	4 427	30	4 696
Islands	20	2 631	19	2 423	19	2 093	19	1 946	19	1 914
Kwai Tsing	43	8 497	43	7 842	43	7 586	41	7 579	41	7 732
All Districts	527	113 945	512	107 752	496	103 457	494	105 645	500	110 131

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

Number of kindergartens (KGs) providing both whole-day (WD) and half-day (HD) service
under the Pre-primary Education Voucher Scheme (PEVS)
and the number of school places provided by District Council district and respective total number
from the 2011/12 to 2015/16 school years

District	2011/12		2012/13		2013/14		2014/15		2015/16	
	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	9	1 738	9	2 053	9	2 144	8	1 761	8	1 653
Wan Chai	7	1 849	5	1 548	5	1 593	4	1 034	4	1 041
Eastern	38	7 572	38	7 291	37	7 374	35	7 068	35	7 199
Southern	10	2 159	10	2 163	10	2 143	10	2 192	10	2 218
Sham Shui Po	21	5 783	22	6 181	22	6 259	21	5 581	20	5 632
Yau Tsim Mong	6	1 564	6	1 590	6	1 545	6	1 543	6	1 640
Kowloon City	16	3 527	17	3 755	17	3 615	17	3 682	16	3 796
Wong Tai Sin	26	4 718	25	4 521	24	4 522	25	4 607	24	4 558
Kwun Tong	31	8 387	27	6 999	30	7 544	30	7 706	30	7 979
Tsuen Wan	12	2 147	12	2 271	12	2 341	12	2 412	12	2 118
Tuen Mun	34	8 293	34	8 302	36	8 804	34	8 945	33	8 459
Yuen Long	35	8 765	35	8 685	35	9 177	35	9 756	34	9 506
North	25	6 833	25	7 244	22	6 845	20	6 818	18	6 232
Tai Po	17	3 542	17	3 606	17	3 857	17	3 944	14	3 649
Sha Tin	29	6 054	30	6 408	27	6 038	27	6 291	25	5 935
Sai Kung	26	4 984	26	4 897	25	4 769	26	4 765	26	5 024
Islands	16	2 969	14	2 688	16	2 728	16	2 598	16	2 616
Kwai Tsing	29	6 242	31	6 461	35	7 250	34	7 144	34	7 328
All Districts	387	87 126	383	86 663	385	88 548	377	87 847	365	86 583

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

- End -

CONTROLLING OFFICER'S REPLY**EDB190****(Question Serial No. 1691)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the 2011/12 to 2015/16 school years:

- (a) The total number of school-age children attending kindergartens (KGs) and the percentage;
- (b) The number of local non-profit-making (NPM) KGs, local private independent (PI) KGs and non-local/international KGs as well as the breakdown of the number of teachers and students in these KGs and their total number;
- (c) The number of local NPM KGs and the number of teachers and students in these KGs. Also, please provide figures by the following categories: NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs not joining the PEVS, and NPM KGs converted from PI KGs receiving subsidies under the PEVS;
- (d) The number of local PI KGs not joining the PEVS and the number of teachers and students in these KGs;
- (e) The increase/decrease in the number of NPM KGs converted from PI KGs in each year, such change in percentage and the actual accumulated number;
- (f) The number of kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the number of KG-cum-CCCs joining the PEVS, and the number of teachers and students involved;
- (g) The number of KGs/nursery schools with whole-day classes and the number of teachers and students involved; the number of KGs/nursery schools with whole-day classes receiving subsidies under the PEVS, the number of teachers and students involved, and their percentage share among the kindergarten students receiving subsidies under the PEVS;
- (h) The respective numbers and percentages of whole-day and half-day kindergarten students receiving subsidies under the PEVS;
- (i) The number of kindergartens withdrawn from the PEVS from the 2012/13 to 2015/16 school years, and their increase/decrease in percentage when compared with the previous year; and
- (j) Has the Education Bureau (EDB) collected rental-related information of all types of kindergartens, such as the types of school premises, whether the school premises are privately owned or rental properties and the rental of school premises. If no, how does EDB do planning for issues relating to kindergarten premises, and what is the estimated expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 11)

Reply:

For the 2011/12 to 2015/16 school years,

- (a) the respective total number of children attending kindergartens (KGs) and the gross enrolment ratios of participation in kindergarten education are tabulated at Appendix 1;
- (b) the respective number of local non-profit-making (NPM) KGs, local private independent (PI) KGs, non-local KGs, and the number of teachers and students in these KGs and the respective total number are tabulated at Appendix 2;
- (c) the respective number of local NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS) and NPM KGs not joining PEVS and the number of teachers and students in these KGs are tabulated at Appendix 3. There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS during the period;
- (d) the respective number of local PI KGs not joining PEVS, and the number of teachers and students in these KGs are tabulated at Appendix 4;
- (e) the respective increase/decrease in the number of PI KGs converted to NPM KGs for joining PEVS, such change in percentage and the actual accumulated number are tabulated at Appendix 5;
- (f) the respective number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the number of KG-cum-CCCs joining PEVS, and the number of teachers and students in these KG-cum-CCCs are tabulated at Appendix 6;
- (g) the respective number of local KGs/KG-cum-CCCs with whole-day (WD) classes, and the number of their teachers and students, number of KGs/KG-cum-CCCs with WD classes joining PEVS, and the number of their teachers and students, and their percentages among the KG students under the subsidy of PEVS are tabulated at Appendix 7;
- (h) the respective number and percentages of WD and HD KG students under the subsidy of PEVS are tabulated at Appendix 8; and
- (i) the number of KGs withdrawn from the PEVS from the 2012/13 to 2015/16 school years, and their increase/decrease in percentage when compared with the previous year are tabulated at Appendix 9.
- (j) Rental related information is captured through various sources including the KG fee revision exercise, the Rent Reimbursement Scheme and the EDB-administered school allocation or nomination mechanism. KGs in housing estates operated in premises allocated under the school allocation or nomination mechanisms which are paying rental at concessionary rate as assessed by the Hong Kong Housing Authority and stipulated in the tenancy agreements are provided with rental subsidy. Besides, KGs which are former aided child care centres under Social Welfare Department are also provided with rental subsidy. For other KGs, rental subsidy is considered on individual merits with reference to a number of factors such as proven demand for KG places in the district concerned, operating standard of the KG, its NPM status, school fees level, etc. The estimated expenditure on rental subsidy in 2016-17 is \$229.9 million.

Total number of children attending kindergartens (KGs) and
Gross enrolment ratios (GER) of participation in kindergarten education
from the 2011/12 to 2015/16 school years

School Year	2011/12	2012/13	2013/14	2014/15 (Revised)	2015/16 (Provisional)
Total number of children attending KGs (Note 1)	159 040	166 400	171 497	178 119	187 155
GER (%) (Note 2)	101.6	101.9	100.4	99.2	99.2

Note 1: Position as at September of the school year.

Note 2: GER is defined as total enrolment in KGs (including KGs, kindergarten-cum-child care centres and Special Child Care Centres), regardless of age, expressed as a percentage of the school-age-population corresponding to the same level of education in a given school year. Hence, the percentage can exceed 100%. The school-age population for the KG level refers to children of 3-5. GER for 2011/12 to 2015/16 has been compiled using the population estimates which have incorporated the benchmarking data available from the 2011 Population Census.

Number of local non-profit-making (NPM) kindergartens (KGs), local private independent (PI) KGs, non-local KGs and number of teachers and students in these KGs from the 2011/12 to 2015/16 school years

2011/12 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	763	9 111	131 121
Local PI KGs	93	1 261	18 131
Non-local KGs	90	687	8 181
Total	946	11 059	157 433

2012/13 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	757	9 706	136 095
Local PI KGs	104	1 373	19 378
Non-local KGs	96	738	9 291
Total	957	11 817	164 764

2013/14 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	759	10 116	139 708
Local PI KGs	110	1 496	20 897
Non-local KGs	100	772	9 238
Total	969	12 384	169 843

2014/15 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	760	10 520	144 734
Local PI KGs	114	1 566	22 021
Non-local KGs	104	807	9 642
Total	978	12 893	176 397

2015/16 school year (Provisional)

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	766	10 962	150 947
Local PI KGs	106	1 516	20 988
Non-local KGs	128	1 072	13 463
Total	1 000	13 550	185 398

Number of local non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs not joining the PEVS and number of teachers and students in these KGs from the 2011/12 to 2015/16 school years

2011/12 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	751	8 949	129 151
NPM KGs not joining the PEVS	12	162	1 970
Total	763	9 111	131 121

2012/13 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	735	9 251	129 372
NPM KGs not joining the PEVS	22	455	6 723
Total	757	9 706	136 095

2013/14 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	724	9 425	128 388
NPM KGs not joining the PEVS	35	691	11 320
Total	759	10 116	139 708

2014/15 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	724	9 782	132 829
NPM KGs not joining the PEVS	36	738	11 905
Total	760	10 520	144 734

2015/16 school year (Provisional)

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	732	10 210	139 127
NPM KGs not joining the PEVS	34	752	11 820
Total	766	10 962	150 947

Number of local private independent (PI) kindergartens (KGs)
not joining the Pre-primary Education Voucher Scheme (PEVS) and
number of teachers and students in these KGs
from the 2011/12 to 2015/16 school years

School Year		2011/12	2012/13	2013/14	2014/15	2015/16 (Provisional)
Local PI KGs not joining the PEVS	Number of KGs	93	104	110	114	106
	Number of teachers	1 261	1 373	1 496	1 566	1 516
	Number of students	18 131	19 378	20 897	22 021	20 988

Increase/decrease in the number of private independent (PI) kindergartens (KGs)
converted to non-profit-making (NPM) KGs
for joining the Pre-primary Education Voucher Scheme (PEVS),
such change in percentage and the actual accumulated number
from the 2011/12 to 2015/16 school years

School Year		2011/12	2012/13	2013/14	2014/15	2015/16
PI KGs converted to NPM KGs for joining the PEVS	Increase in number	0	0	0	0	0
	Decrease in number (Note)	4	1	4	3	1
	Accumulated number	107	106	102	99	98
	Change in percentage	-3.6%	-0.9%	-3.8%	-2.9%	-1.0%

Note: The decrease is due to closure of the KGs in the respective school years.

Number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory,
 number of KG-cum-CCCs joining the Pre-primary Education Voucher Scheme (PEVS),
 and number of teachers and students in these KG-cum-CCCs
 from the 2011/12 to 2015/16 school years

2011/12 school year

No. of KG-cum-CCCs	433
No. of KG-cum-CCCs joining the PEVS	358
No. of teachers in KG-cum-CCCs joining the PEVS	3 480
No. of students in KG-cum-CCCs joining the PEVS	39 601

2012/13 school year

No. of KG-cum-CCCs	434
No. of KG-cum-CCCs joining the PEVS	357
No. of teachers in KG-cum-CCCs joining the PEVS	3 648
No. of students in KG-cum-CCCs joining the PEVS	41 527

2013/14 school year

No. of KG-cum-CCCs	447
No. of KG-cum-CCCs joining the PEVS	355
No. of teachers in KG-cum-CCCs joining the PEVS	3 791
No. of students in KG-cum-CCCs joining the PEVS	42 376

2014/15 school year

No. of KG-cum-CCCs	447
No. of KG-cum-CCCs joining the PEVS	351
No. of teachers in KG-cum-CCCs joining the PEVS	3 868
No. of students in KG-cum-CCCs joining the PEVS	42 967

2015/16 school year (Provisional)

No. of KG-cum-CCCs	443
No. of KG-cum-CCCs joining the PEVS	355
No. of teachers in KG-cum-CCCs joining the PEVS	4 090
No. of students in KG-cum-CCCs joining the PEVS	44 937

Number of local kindergartens (KGs)/kindergarten-cum-child care centres (KG-cum-CCCs) with whole-day (WD) classes, and number of teachers and students in these KGs/KG-cum-CCCs, number of KGs/KG-cum-CCCs with WD classes joining the Pre-primary Education Voucher Scheme (PEVS), and number of teachers and students in these KGs/KG-cum-CCCs, and the percentages (%) among the KG students under the subsidy of the PEVS from the 2011/12 to 2015/16 school years

All KGs/ KG-cum-CCCs with WD classes

School Year	2011/12	2012/13	2013/14	2014/15	2015/16 (Provisional)
Number of KGs/ KG-cum-CCCs	668	670	676	667	649
Number of teachers	7 409	7 888	8 366	8 540	8 622
Number of students	41 070	44 428	46 403	46 556	47 083

KGs/KG-cum-CCCs with WD classes joining the PEVS

School Year	2011/12	2012/13	2013/14	2014/15	2015/16 (Provisional)
Number of KGs/ KG-cum-CCCs	611	606	613	607	597
Number of teachers	6 789	7 144	7 553	7 727	7 847
Number of students under PEVS & % (in brackets) to all KG students under PEVS	39 499 (30.6%)	41 272 (31.4%)	42 516 (32.3%)	42 873 (32.2%)	44 576 (32.0%)

Number and percentage (%) of whole-day (WD) and half-day (HD)
kindergarten (KG) students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)
from the 2011/12 to 2015/16 school years

School Year	2011/12	2012/13	2013/14	2014/15	2015/16 (Provisional)
No. of WD KG students and % (in brackets) to all KG students under PEVS	39 499 (30.6%)	41 272 (31.4%)	42 516 (32.3%)	42 873 (32.2%)	44 576 (32.0%)
No. of HD KG students and % (in brackets) to all KG students under PEVS	89 621 (69.4%)	90 166 (68.6%)	89 204 (67.7%)	90 427 (67.8%)	94 551 (68.0%)

The number of KGs withdrawn from the PEVS, and
their increase/decrease in percentage when compared with the previous year
from the 2012/13 to 2015/16 school years

School Year	2012/13	2013/14	2014/15	2015/16
No. of KGs withdrawn from the PEVS	14	14	2	4
Change in percentage	N/A (Note)	0%	-86%	100%

Note: As there were no withdrawal cases in the 2011/12 school year, no comparison in the percentage of increase/decrease can be made.

- End -

CONTROLLING OFFICER'S REPLY**EDB191****(Question Serial No. 1692)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the 2012/13 to 2015/16 school years:

- (a) The respective number of whole-day and half-day kindergarten students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS), the respective number and percentage of whole-day and half-day kindergarten students who are issued with education vouchers but still have to pay school fees in excess of the voucher value as well as the average extra amount of school fees paid;
- (b) The respective number and percentage of half-day kindergarten students under the subsidy of the PEVS who have to pay extra amount of school fees of below \$100, \$100 to below \$400, \$400 to below \$700, \$700 to below \$1,000, \$1,000 to below \$1,300, \$1,300 to below \$1,600 and \$1,600 or above;
- (c) The respective number and percentage of whole-day kindergarten students under the subsidy of the PEVS who have to pay extra amount of school fees of below \$500, \$500 to below \$1,000, \$1,000 to below \$2,000, \$2,000 to below \$3,000, \$3,000 to below \$4,000 and \$4,000 or above; and
- (d) The expenditures on the subsidy allocated to the PEVS and any other expenditures on pre-primary education (including Kindergarten and Child Care Centre Fee Remission Scheme, principal and teacher training, and rent, rates and government rent subsidies, etc.) in table form.

Asked by: Hon IP Kin-yuen (Member Question No.12)

Reply:

(a), (b) and (c)

The information requested in (a) to (c) is tabulated at Appendix 1. On top of the non-means-tested fee subsidy under the Pre-primary Education Voucher Scheme, fee remission is provided for parents in need under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) for their children to receive kindergarten education. The level of fee remission is 100%, 75% or 50% of the difference between the voucher subsidy and the actual fee or the fee remission ceiling (i.e. \$29,300 for a half-day place and \$44,700 for a whole-day place for the 2015/16 school year), whichever is lower.

(d)

The breakdown of expenditure on pre-primary education from 2012-13 to 2015-16 is tabulated at Appendix 2.

(a) The number of whole day (WD) and half day (HD) kindergarten students under the Pre-primary Education Voucher Scheme (PEVS)

	2012/13 school year		2013/14 school year		2014/15 school year		2015/16 School year (Provisional)	
	HD	WD	HD	WD	HD	WD	HD	WD
(i) Number of students under PEVS	90 166	41 272	89 204	42 516	90 427	42 873	94 551	44 576
(ii) Number of students paying school fee on top of the voucher subsidy	77 871	41 201	78 454	42 456	77 979	42 841	79 924	44 466
(iii) Percentage (%) of (ii) over (i)	86.4%	99.8%	87.9%	99.9%	86.2%	99.9%	84.5%	99.8%
(iv) Average amount of school fee on top of the voucher subsidy	\$4,614	\$15,941	\$4,923	\$17,081	\$4,743	\$17,604	\$4,885	\$18,722

(b) The number of half-day kindergarten students under the PEVS

Range of annual school fee above the voucher subsidy	2012/13 school year		2013/14 school year		2014/15 school year		2015/16 school year (Provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$100	0	0.00	411	0.52	576	0.74	975	1.22
\$100 - below \$400	640	0.82	624	0.80	1 665	2.13	2 739	3.43
\$400 - below \$700	937	1.20	916	1.17	3 647	4.68	3 675	4.60
\$700 - below \$1,000	2 513	3.23	861	1.10	1 494	1.92	2 126	2.66
\$1,000 – below \$1,300	4 797	6.16	4 024	5.13	4 214	5.40	2 675	3.34
\$1,300 - below \$1,600	2 995	3.85	2 788	3.55	2 294	2.94	3 962	4.96
\$1,600 or above	65 989	84.74	68 830	87.73	64 089	82.19	63 772	79.79

(c) The number of whole-day kindergarten students under the PEVS

Range of annual school fee above the voucher subsidy	2012/13 school year		2013/14 school year		2014/15 school year		2015/16 school year (Provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$500	0	0.00	0	0.00	0	0.00	0	0.00
\$500 - below \$1,000	0	0.00	32	0.08	0	0.00	0	0.00
\$1,000 - below \$2,000	32	0.08	0	0.00	32	0.07	140	0.31
\$2,000 - below \$3,000	0	0.00	0	0.00	85	0.20	125	0.28
\$3,000 - below \$4,000	40	0.10	0	0.00	234	0.55	167	0.38
\$4,000 or above	41 129	99.82	42 424	99.92	42 490	99.18	44 034	99.03

The breakdown of expenditure on pre-primary education from 2012-13 to 2015-16 are as follows:

	2012-13	2013-14	2014-15	2015-16
	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme (PEVS)*	2,128.1	2,428.6	2,535.7	2,966.3
Kindergarten and Child Care Centre Fee Remission Scheme	395.3	465.8	539.9	548.4
Refund of rent, rates and government rent	202.5	218.8	238.0	259.2
Child Care Centre Subsidy Scheme	14.6	15.2	15.9	15.6
Principal and teacher training#	7.3	1.0	3.7	1.5

* Including the one-off school development grant for PEVS KGs in the 2013/14 school year.

Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course” (In-service ECE Course) for the 2009 intakes and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under PEVS for approved course(s) in early childhood education. There is a drastic drop in the actual expenditure for 2013-14 as the commissioned In-service ECE Course was completed and no payment is required for 2013-14. On the other hand, the estimated expenditure for 2014-15 increases because we offer an one-off course fee reimbursement for KG principals and teachers serving in PEVS KGs who pursued relevant approved courses in the 2012/13 and/or 2013/14 school year and successfully completed the course by the end of the 2013/14 school year with a view to further supporting their professional upgrading.

- End -

CONTROLLING OFFICER'S REPLY**EDB192****(Question Serial No. 1693)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the 2014/15 and 2015/16 school years, please provide the following information:

- (a) The respective numbers of teachers in whole-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) whose salary is \$15,410 (i.e. salary point 7) or above and whose salary is below \$15,410, and the percentage share of these teachers in the total number of teachers in whole-day kindergartens;
- (b) The respective average salaries, median salaries, highest salaries and lowest salaries for teachers in whole-day and half-day kindergartens under the subsidy of the PEVS;
- (c) The respective numbers of principals of whole-day kindergartens under the subsidy of the PEVS whose salary is \$23,285 (i.e. salary point 14) or above and whose salary is below \$23,285, and the percentage share of these principals in the total number of principals of whole-day kindergartens as well as the respective average salaries, median salaries, highest salaries and lowest salaries for principals of whole-day and half-day kindergartens under the subsidy of the PEVS;
- (d) If information on the principals has not been collected, will the Bureau collect information regarding item (c) at the same time when conducting annual questionnaire survey on the monthly salary of full-time regular kindergarten teachers in September of each school year and what are the considering factors when deciding whether to collect the information or not;
- (e) The respective average salaries, median salaries, highest salaries and lowest salaries for teachers and principals of local private independent kindergartens as well as whole-day and half-day kindergartens; and
- (f) From the 2012/13 to 2015/16 school years, the median salary and its rate of increase for teachers in whole-day kindergartens under the subsidy of the PEVS in each year.

Asked by: Hon IP Kin-yuen (Member Question No. 13)

Reply:

- (a) The respective number and percentage of teachers in whole-day (WD) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) whose salary is \$15,410 or above and those below \$15,410 in the 2014/15 and 2015/16 school years are tabulated below:

2014/15 school year

Monthly salary level	No. of teachers in WD KGs under PEVS	Percentage (%) share of the total no. of teachers in WD KGs
\$15,410 or above	1 901	97.9%
Below \$15,410	41	2.1%
Total	1 942	100%

2015/16 school year

Monthly salary level	No. of teachers in WD KGs under PEVS	Percentage (%) share of the total no. of teachers in WD KGs
\$15,410 or above	2 000	97.6%
Below \$15,410	49	2.4%
Total	2 049	100%

- (b) The respective average salary, median salary, highest salary and lowest salary of teachers in WD KGs and half-day (HD) KGs under PEVS in the 2014/15 and 2015/16 school years are tabulated below:

2014/15 school year

	Salary of teachers in KGs under PEVS		
	KGs with HD classes only	KGs with WD classes only	KGs with both HD and WD classes
Average salary	\$20,448	\$21,360	\$18,786
Median salary	\$19,675	\$20,905	\$17,488
Highest salary	\$57,045	\$35,930	\$70,490
Lowest salary	\$8,000	\$10,400	\$8,925

2015/16 school year

	Salary of teachers in KGs under PEVS		
	KGs with HD classes only	KGs with WD classes only	KGs with both HD and WD classes
Average salary	\$21,950	\$23,139	\$19,992
Median salary	\$20,600	\$22,490	\$18,705
Highest salary	\$59,445	\$39,360	\$85,323
Lowest salary	\$8,000	\$8,645	\$8,000

- (c) & (d)

The Education Bureau (EDB) conducts annual questionnaire survey on the monthly salary of full-time regular KG teachers in September of each school year. Information on the salary of KG principals before the 2015/16 school year has not been collected. For the 2015/16 school year, the respective number and percentage of principals serving in WD KGs under PEVS whose salary is \$23,285 or above and those below \$23,285; and the average salary, median salary, highest salary and lowest salary of principals in WD KGs and HD KGs under PEVS are tabulated below:

- (i) Number and percentage of principals serving in WD KGs under PEVS whose salary is \$23,285 or above and those below \$23,285 in the 2015/16 school year

Monthly salary level	No. of principals in WD KGs under PEVS	Percentage (%) share of the total no. of principals in WD KGs
\$23,285 or above	227	100%
Below \$23,285	0	0%
Total	227	100%

- (ii) Average salary, median salary, highest salary and lowest salary of principals serving in WD KGs and HD KGs under PEVS in the 2015/16 school year

	Salary of principals in KGs under PEVS		
	KGs with HD classes only	KGs with WD classes only	KGs with both HD and WD classes
Average salary	\$38,635	\$37,158	\$37,096
Median salary	\$39,370	\$37,590	\$37,100
Highest salary	\$62,235	\$56,820	\$101,620
Lowest salary	\$19,330	\$23,285	\$12,760

- (e) (i) The respective average salary, median salary, highest salary and lowest salary for teachers in local private independent (PI) WD KGs and HD KGs in the 2014/15 and 2015/16 school years are tabulated below:

2014/15 school year

	Salary of teachers in local PI KGs		
	KGs with HD classes only	KGs with WD classes only	KGs with both HD and WD classes
Average salary	\$22,665	\$19,444	\$19,670
Median salary	\$20,680	\$18,100	\$17,010
Highest salary	\$75,874	\$32,760	\$89,094
Lowest salary	\$9,450	\$15,410	\$9,000

2015/16 school year

	Salary of teachers in local PI KGs		
	KGs with HD classes only	KGs with WD classes only	KGs with both HD and WD classes
Average salary	\$23,955	\$21,409	\$21,379
Median salary	\$22,290	\$19,500	\$18,000
Highest salary	\$81,237	\$35,890	\$90,738
Lowest salary	\$10,500	\$16,500	\$9,100

- (ii) Information on the salary of KG principals in local PI WD KGs and HD KGs before the 2015/16 school year has not been collected. The average salary, median salary, highest salary and lowest salary for principals in local PI WD KGs and HD KGs in the 2015/16 school year is tabulated below:

	Salary of principals in local PI KGs		
	KGs with HD classes only	KGs with WD classes only	KGs with both HD and WD classes
Average salary	\$46,292	\$38,295	\$38,882
Median salary	\$42,500	\$38,295	\$32,000
Highest salary	\$75,000	\$40,700	\$74,000
Lowest salary	\$27,300	\$35,890	\$18,800

- (f) The median salary and its rate of increase for full-time regular KG teachers serving in WD KGs under PEVS from the 2012/13 to 2015/16 school years are as follows:

School Year	2012/13	2013/14	2014/15	2015/16
Median salary	\$19,010	\$20,115	\$20,905	\$22,490
Year-on-year % change	8.6%	5.8%	3.9%	7.6%

Note: Information provided in the reply is based on an annual questionnaire survey on the monthly salary of full-time regular KG teachers conducted by EDB in September of the respective school years. The figures for the 2015/16 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB193

(Question Serial No. 1694)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the Non-profit-making Kindergartens Rent Reimbursement Scheme, please provide the following information from 2011/12 to 2015/16 school years:

- (a) the number of applications for the Non-profit-making Kindergarten Rent Reimbursement Scheme every year, the number of applications approved and the respective percentage share among local kindergartens and kindergartens subsidised by the Pre-primary Education Voucher Scheme (PEVS);
- (b) the respective numbers of kindergartens that have received full and 50% reimbursement of rent under the Non-profit-making Kindergarten Rent Reimbursement Scheme, and the respective total amounts;
- (c) the highest, lowest, median and average rent subsidies received by kindergartens under the Non-profit-making Kindergarten Rent Reimbursement Scheme, and the highest, lowest, average and median rent subsidies received by the kindergartens granted with 50% reimbursement of the rent;
- (d) among the above applications and applications approved, what is the number of kindergartens that were converted from private independent to non-profit-making to be eligible for PEVS, and their percentage share among the overall applications and applications approved.

Asked by: Hon IP Kin-yuen (Member Question No. 15)

Reply:

Regarding the Rent Reimbursement Scheme for Non-profit-making Kindergartens (RRS), the information requested in seriatim is as follows:

- (a) The number of applications and approval granted to non-profit-making (NPM) kindergartens (KGs) for rent reimbursement and their respective percentage share among local KGs and KGs under the Pre-primary Education Voucher Scheme (PEVS) from the 2011/12 to 2015/16 school years are tabulated below:

School year	2011/12	2012/13	2013/14	2014/15	2015/16*
No. of local KGs	856	861	869	874	872
No. of KGs joining PEVS	751	735	724	724	732
No. of applications	6	7	8	7	3
Percentage share among local KGs	0.7%	0.8%	0.9%	0.8%	0.3%
Percentage share among KGs joining PEVS	0.8%	1.0%	1.1%	1.0%	0.4%
No. of approval granted	0	0	2	3	3
Percentage share among local KGs	Not applicable	Not applicable	0.2%	0.3%	0.3%
Percentage share among KGs joining PEVS	Not applicable	Not applicable	0.3%	0.4%	0.4%

* Position as of February 2016.

- (b) The respective number of KGs that have received full and 50% reimbursement of rent under RRS; and the respective total amount of subsidy disbursed to these KGs in 2011-12, 2012-13, 2013-14 and 2014-15 are tabulated below. The information for 2015-16 is not yet available.

Financial Year	No. of KGs in receipt of rent reimbursement		Total amount of rent reimbursed	
	Full	50%	Full	50%
2011-12	379	3	\$157,947,932	\$824,700
2012-13	377	3	\$163,011,828	\$638,600
2013-14	379	3	\$172,929,994	\$511,350
2014-15	381	3	\$185,472,576	\$702,517

- (c) The respective highest, lowest, median and average rent subsidy provided to KGs in receipt of full and 50% reimbursement of rent in 2011-12, 2012-13, 2013-14 and 2014-15 are tabulated below. The information for 2015-16 is not yet available.

Financial Year	Rent Reimbursement							
	Highest Rent		Lowest Rent		Median Rent		Average Rent	
	Full	50%	Full	50%	Full	50%	Full	50%
2011-12	\$3,561,000	\$480,000	\$37,476	\$167,700	\$353,430	\$177,000	\$415,652	\$274,900
2012-13	\$4,176,000	\$340,000	\$37,476	\$121,600	\$368,100	\$177,000	\$432,392	\$212,867
2013-14	\$4,190,000	\$245,000	\$37,476	\$89,350	\$387,732	\$177,000	\$456,280	\$170,450
2014-15	\$4,200,000	\$310,250	\$37,476	\$121,457	\$412,000	\$270,810	\$486,805	\$234,172

- (d) For the 2011/12 to 2015/16 school years, no approval has been granted for rent reimbursement to KGs which were converted from private independent KGs to NPM KGs for joining PEVS.

- End -

CONTROLLING OFFICER'S REPLY**EDB194****(Question Serial No. 1695)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

There are 576 staff under Programme (5). Please provide the following information:

(a) What is the area of work of the 576 staff? What is the total number of staff in the Kindergarten Education Division or responsible for duties relating to kindergartens and kindergartens cum child care centres, their division of labour and staff-related expenditures?

(b) Regarding the free kindergarten education policy to be implemented in 2017, does the Bureau plan to increase the manpower above or set up an "Early Childhood Education Division" accordingly? If yes, please provide: (i) the objective of the new division; (ii) the estimated additional manpower required and why; (iii) the division of labour and area of work of the additional staff; (iv) the estimated staff-related expenditures; and (v) the overall estimated expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. 16)

Reply:

(a) and (b)

The work of the 576 staff members under Programme (5) covers various areas, including strengthening the professional preparation and continuing professional development of school principals and teachers, providing resources for pre-primary education and other services for specific educational purposes, etc.

The Education Bureau (EDB) is planning to set up a new Kindergarten Education (KGE) Division starting from 2016-17. Subject to the deliberation of the Legislative Council Establishment Subcommittee and approval of the Finance Committee, EDB will create one supernumerary post at the rank of Assistant Director of Education to head the new KGE Division in the initial three years from 2016-17 to 2018-19 and one permanent post at the rank of Principal Education Officer to support his/her work in the initial years and head the KGE Division when the supernumerary post has lapsed. Besides, 22 and 37 non-directorate posts will be created in 2016-17 and 2017-18 respectively to support the implementation of the free quality kindergarten (KG) policy. Amongst them, 20 posts (including two time-limited posts for 2016-17 and up to 2018-19 respectively) will be created in the new KGE Division in 2016-17 to cope with the increased workload and take up the duties of eight time-limited posts to be lapsed by 1 April 2016 (i.e. a net increase of 12 posts in the KGE Division). Another 20 posts will be created in KGE Division in 2017-18 to further strengthen the support for the full implementation of the free quality KG education in the 2017/18 school year, including eight posts regraded from the Inspector (Graduate) grade to Education Officer (Administration) grade or vice versa according to the nature of the tasks involved. With one time-limited post lapsed by end of 2016-17, the net increase of posts in the KGE Division in 2017-18 will be 11. As

regards the remaining two (both are time-limited posts) and 17 non-directorate posts (including one regraded post) to be created in 2016-17 and 2017-18 respectively, they will either be created in other EDB Divisions for professional support to teachers in catering KG students with risks of developmental delay, strengthening financial monitoring and development of relevant information technology systems, etc. or in the Rating and Valuation Department for assessment of rental subsidy.

In 2016-17, upon creation of the above-mentioned posts, there will be a total of 83 posts in the new KGE Division. It will take charge of the preparation for, and implementation of, the new free quality (KG education policy, including formulation of specific details of the measures, overseeing the implementation of the new policy and monitoring the progress of the relevant measures. The division of labour and areas of the work for staff in the KGE Division are as follows:

(i) The Kindergarten Special Duty Section, with all its posts currently (2015-16) being time-limited, is now responsible for formulating the framework of measures under the new policy, soliciting feedback from major stakeholders with a view to refining the implementation details and drawing up guidelines for KGs' compliance and reference. It will be regularised starting from 2016-17 to co-ordinate implementation issues that involve inter-departmental collaboration. Besides, it will also be responsible for co-ordinating admission arrangements for Nursery (K1) classes (including measures to ensure that a child is not holding more than one school place at a time); handling premises-related issues (including allocation of KG premises, review of the Planning Standard, exploration of the setting up of Resource Centres for KG education and co-location of KGs in primary schools, etc.); disbursement of funds to KGs; promotion of parent education, etc.

(ii) The Kindergarten Administration Section is now responsible for administration of the Pre-primary Education Voucher Scheme, fee increase applications, KG teachers' professional development, etc. Under the new KG policy, it will be tasked to formulate proposals regarding specific details on, and monitor of KGs in, compliance of guidelines in teacher-student ratio, remuneration and career ladder for teachers, collection of miscellaneous charges and trading operation in KGs, mechanism for KGs' entry to, and exit from, the new scheme, etc. Besides, it will continue to co-ordinate matters on fee increase applications which will involve more vigorous vetting to ensure KGs' proper use of government funding and offer of free KG education as appropriate. Besides, it will collaborate with relevant experts in promoting KG teachers' professional development including formulation of a Teacher Competencies Framework and a Principal Competencies Framework, developing a continuous professional development policy for KG teachers, etc.

(iii) The Kindergarten Inspection Section monitors and evaluates the performance of KGs through inspections, and promotes quality KG education in Hong Kong. Under the new policy, in addition to its current tasks, it will enhance the quality assurance framework (including review of the Performance Indicators to tie in with the implementation of free quality KG education policy and better align with the latest trends of the KG education) and conduct more focus inspections to promote quality KG education. It will also take charge of the strategies in the promotion and/or conduct of local research on the latest trends in child development and impact of the new policy on the quality of KG education.

(iv) The Joint Office for Kindergartens and Child Care Centres will continue to be responsible for supervising the operation of Kindergarten-cum-Child Care Centres (KG-cum-CCCs), including processing various applications from KG-cum-CCCs. In addition, it will review the schedule of accommodation for KGs and the Operation Manual for Pre-primary Institutions.

The estimated staff-related expenditure of KGE Division in 2016-17 is around \$50.42 million, and a rough estimate for 2017-18 is around \$53.53 million. Upon implementation of the free quality KG education, the expenditure on KG education is estimated to be about \$6.7 billion in the 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB195****(Question Serial No. 1696)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (Committee) and its two working groups, please provide the following information:

- (a) The dates of meetings, the number of meeting as well as the attendance rates of members at each meeting since the establishment of the Committee and its two working groups;
- (b) The total expenditure involved with the Committee; and
- (c) The Committee's working arrangements and the estimated expenditure following the submission of the Report on Review of the Territory-wide System Assessment.

Asked by: Hon IP Kin-yuen (Member Question No. 17)

Reply:

(a) The details for the meetings of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) as well as the Working Group on Administration and Reporting and the Working Group on Territory-wide System Assessment (TSA) Papers and Question Design are as follows:

	Meeting dates	Attendance rate (%)
The Committee	10 Dec 2015	81%
	23 Dec 2015	71%
	18 Jan 2016	81%
	4 Feb 2016	76%
Working Group on Administration and Reporting	5 Jan 2016	100%
	21 Jan 2016	82%
Working Group on TSA Papers and Question Design	23 Dec 2015	81%
	6 Jan 2016	79%
	25 Jan 2016	83%
	25 Feb 2016	69%

- (b) The cost incurred is absorbed within the resources of the Education Bureau (EDB).

(c) The Committee was tasked to conduct a comprehensive review on TSA in late October 2015. Two working groups were set up under the Committee to conduct in-depth studies of the reporting and administration and the papers and question design of TSA respectively. The Committee submitted the report in February 2016 to the EDB reaffirming the intent and value of the establishment of TSA and recognising the functional use of TSA data to provide feedback to learning and teaching and to facilitate the formulation of measures to support learning. The report has set out the short-term, medium/long term recommendations. The EDB has accepted the report of the Committee. The report has been uploaded onto the website (<http://www.edb.gov.hk/attachment/en/curriculum-development/tsa/report.pdf>).

The Committee and its Working Groups will follow up on the implementation of the recommendations, including the 2016 Tryout Study (Primary 3), the provision of professional support strategies and monitoring the progress. They will also provide views on the data and experience obtained in the tryout study. The outcome of the 2016 Tryout Study (Primary 3) would be appropriately adopted for enhancement of the 2017 assessment arrangement. At the present stage, schools are being invited to sign up for the tryout study. The number of schools taking part in the tryout study and relevant expenditure is yet to be finalised.

- End -

CONTROLLING OFFICER'S REPLY**EDB196****(Question Serial No. 1697)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Please set out the name, duration, content and expenditure of each measure or programme supported by the Language Fund to facilitate the learning of Putonghua among primary and secondary school students from the 2012/13 school year to the 2016/17 school year, as well as the total expenditure of all support measures involved; and
- (b) Please provide the total expenditure of the Scheme to Support Schools in Using Putonghua to Teach the Chinese Language Subject, which was completed in August 2014. What is the progress of the review? Will the review report be submitted to the Legislative Council? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 18)

Reply:

- (a) Between 2012/13 and 2016/17 school years, the Language Fund has been providing a diversified and fun-filled environment for primary and secondary school students to learn Putonghua outside the classroom so as to further enhance their Putonghua proficiency:

School Year	Project Name	Content	Expenditure/ Allocation (\$ million)
2012/13	Promotion of Putonghua in 2012/13 School Year	To create a more conducive language environment and to provide the opportunities of using Putonghua through organising public speaking competition, Chinese language enrichment programme and drama performances.	1.71
2013/14	Promotion of Putonghua in 2013/14 School Year	To create a more conducive language environment and to provide the opportunities of using Putonghua through organising carnival and public speaking competition.	1.20

School Year	Project Name	Content	Expenditure/ Allocation (\$ million)
2014/15	Promotion of Putonghua in 2014/15 School Year	To create a more conducive language environment and to provide the opportunities of using Putonghua through organising public speaking competition, radio drama competition and drama performances.	2.54*
2015/16	Promotion of Putonghua in 2015/16 and 2016/17 School Years #	To create a more conducive language environment and to provide the opportunities of using Putonghua through organising public speaking competitions, radio story-telling competition and drama performances.	4.28^

* Actual expenditure as at 31 January 2016

A project for two school years

^ Allocation of Fund

- (b) To maintain the competitive edge of Hong Kong as an international city and embrace the opportunities of globalisation, students must develop their biliterate and trilingual abilities, including English, Cantonese and Putonghua, in a balanced manner. In the 2008/09 school year, the Standing Committee on Language Education and Research (SCOLAR) launched the “Scheme to Support Schools in using Putonghua to teach Chinese Language Subject” (the Support Scheme) which was completed in August 2014. As at January 2016, total expenditure of the Support Scheme was \$202.3 million ^{Note}. SCOLAR is conducting the review of the Support Scheme and will release the results once available.

Note: The expenditures incurred in the 2014/15 and 2015/16 school years were to cover the manpower resources required to undertake administration work and review relating to the Support Scheme after its completion.

- End -

CONTROLLING OFFICER'S REPLY**EDB197****(Question Serial No. 1698)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

(a) For the 2015/16 school year, please provide the number of aided primary and secondary schools which have employed teachers for a defined contract period (DCP) to fill permanent teaching posts within their approved teaching establishment, and the number of such contract teachers. Please set out the figures for each of the 18 school districts in the form of annexes (as illustrated below):

Aided secondary schools (Annex 1)

EDB school district	Number of aided secondary schools in the district	Employment of teachers on DCP terms to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers
School district			
Total			
Total balance for all districts:			

Aided Primary Schools (Annex 2)

EDB school district	Number of aided primary schools in the district	Employment of teachers on DCP terms to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers
School district			
Total			
Total balance for all districts:			

(b) Regarding teachers employed on DCP terms to fill permanent teaching posts within the approved teaching establishment in the 2015/16 school year, what is their average total length of service in the same post in a school? What is their longest total length of service?

(c) Please provide a breakdown of the number of teachers employed on DCP terms to fill permanent teaching posts within the approved teaching establishment in primary and secondary schools and the respective increase/decrease in each of the school years from the 2012/13 to 2016/17 school years respectively; and

(d) Make a comparison of the change in the number of regular teachers on contract terms in primary and secondary schools between the 2014/15 and 2015/16 school years (as illustrated below):

Secondary Schools (Annex 3)

Changes between the 2014/15 and 2015/16 school years		Number of schools	Number of regular teachers on contract terms in the 2014/15 school year	Number of regular teachers on contract terms in the 2015/16 school year
Regular teachers on DCP terms	Increase			
	Remain unchanged			
	Decrease			

Primary Schools (Annex 4)

Changes between the 2014/15 and 2015/16 school years		Number of schools	Number of regular teachers on contract terms in the 2014/15 school year	Number of regular teachers on contract terms in the 2015/16 school year
Regular teachers on DCP terms	Increase			
	Remain unchanged			
	Decrease			

Asked by: Hon IP Kin-yuen (Member Question No. 19)

Reply:

The posts in the approved teaching establishment of aided schools, except time-limited posts, are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. Based on the provisional information provided by schools on the appointment of teachers, while most regular teachers do not have a fixed term of employment, a small number of regular teachers are employed for a clearly defined contract period (DCP). The reply to the four parts of the question is as follows:

- (a) The number of regular teachers on DCP terms to fill regular posts in aided secondary and primary schools in the 2015/16 school year are at Annexes 1 and 2 respectively.
- (b) Among the 1 266 regular teachers on DCP terms in the 2015/16 school year, the average length of service as regular teachers on DCP terms in their existing schools is 2.1 years (up to the end of the 2015/16 school year), and the longest service being 10 years.
- (c) Statistics on the number of regular teachers on DCP terms from 2011/12 to 2015/16 school years are as follows:

	Number of regular teachers on DCP terms (Compare with previous school year)				
	2011/12	2012/13	2013/14	2014/15	2015/16
Aided Secondary Schools	1 299	1 374 (+75)	1 101 (-273)	965 (-136)	878 (-87)

Aided Primary Schools	482	564 (+82)	566 (+2)	446 (-120)	388 (-58)
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- (d) Comparison on the numbers of regular teachers on DCP terms in aided secondary and primary schools of the 2014/15 and 2015/16 school years are at Annexes 3 and 4 respectively.

**Employment of Regular Teachers on Defined Contract Period Terms in 2015/16
(Aided Secondary Schools)**

EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
Central & Western	8	3	0
		1	1
		1	4
		2	5
		1	8
Wan Chai	9	7	0
		1	1
		1	2
Eastern	24	12	0
		1	1
		1	2
		1	3
		2	4
		1	5
		2	6
		2	7
		2	12
Southern	13	6	0
		1	1
		1	2
		1	3
		2	7
		1	8
		1	11
Sham Shui Po	15	6	0
		3	1
		3	2
		2	3
		1	5
Yau Tsim Mong	12	3	0
		2	1
		5	2
		2	4
Kowloon City	27	13	0
		3	1
		3	2
		1	3
		2	4
		1	5
		2	6
		1	7
		1	8
Wong Tai Sin	22	10	0
		2	1
		3	3

EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		1 3 1 1 1	4 5 6 7 8
Kwun Tong	25	7 1 2 5 2 5 2 1	0 1 2 3 4 5 6 8
Tsuen Wan	13	2 1 5 2 1 2	0 2 4 5 6 7
Tuen Mun	36	12 7 3 4 3 3 2 1 1	0 1 2 3 4 5 6 7 9
Yuen Long	30	12 6 3 3 2 2 1 1	0 1 2 3 4 5 10 13
North	17	7 2 6 1 1	0 1 2 3 7
Tai Po	17	7 3 1 1 2 2 1	0 1 2 3 4 5 6
Sha Tin	36	9 4 5	0 1 2

EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		2 3 4 2 3 1 1 1 1	3 4 5 7 8 10 11 12 14
Sai Kung	18	4 5 2 1 2 2 2	0 1 2 3 4 5 6
Islands	7	3 1 2 1	0 1 4 8
Kwai Tsing	31	10 3 2 5 3 4 2 1 1	0 1 2 3 4 5 6 7 9
Total	360	133 46 39 30 32 32 15 13 9 2 2 2 3 1 1	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14
Total balance for all districts	360	227#	878

Note *: Regular teachers on DCP terms include full-time and part-time teachers.

#: Number of schools with regular teachers on DCP terms.

**Employment of Regular Teachers on Defined Contract Period Terms in 2015/16
(Aided Primary Schools)**

EDB school district	Number of aided primary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
Central & Western	14	11 2 1	0 1 3
Wan Chai	12	9 1 1 1	0 1 2 6
Eastern	22	16 2 2 2	0 1 2 3
Southern	9	7 1 1	0 3 5
Sham Shui Po	18	13 1 1 2 1	0 1 2 4 5
Yau Tsim Mong	17	13 2 1 1	0 1 3 12
Kowloon City	27	23 1 1 1 1	0 1 2 4 5
Wong Tai Sin	26	22 1 1 1 1	0 1 2 4 8
Kwun Tong	32	23 3 3 2 1	0 1 2 3 4
Tsuen Wan	19	16 3	0 1
Tuen Mun	33	20 2 4 3	0 1 2 4

EDB school district	Number of aided primary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
		3 1	5 13
Yuen Long	43	29 6 2 1 1 1 1 1 1	0 1 2 3 4 5 6 8 16
North	27	15 1 4 3 1 1 1 1	0 1 2 3 4 6 7 8
Tai Po	17	11 3 1 1 1	0 1 2 7 13
Sha Tin	37	28 3 1 2 2 1	0 1 2 4 5 6
Sai Kung	21	10 2 4 2 1 2	0 1 2 3 4 5
Islands	16	12 1 2 1	0 1 2 3
Kwai Tsing	30	20 2 2 2 1 1 2	0 1 2 3 4 5 7
Total	420	298 36 29 16	0 1 2 3

EDB school district	Number of aided primary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
		14	4
		12	5
		4	6
		4	7
		3	8
		1	12
		2	13
		1	16
Total balance for all districts	420	122#	388

Note *: Regular teachers on DCP terms include full-time and part-time teachers.
#: Number of schools with regular teachers on DCP terms.

**Comparison on the Number of Regular Teachers on Defined Contract Period Terms
in the 2014/15 and 2015/16 school years
(Aided Secondary Schools)**

Comparison between 2014/15 and 2015/16	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2014/15	2015/16
Schools with increased number of regular teachers on DCP terms	10	0	1
	3	0	2
	3	0	3
	2	0	5
	1	0	8
	11	1	2
	2	1	3
	1	1	4
	6	2	3
	4	2	4
	1	2	5
	2	2	6
	6	3	4
	2	3	5
	2	3	6
	1	3	7
	4	4	5
	1	4	6
	1	4	7
	1	4	8
	1	4	10
	2	5	6
	2	5	7
	2	6	7
	1	6	10
	1	6	11
	2	7	8
	1	9	12
	2	11	12
Schools with unchanged number of regular teachers on DCP terms	108	0	0
	18	1	1
	13	2	2
	6	3	3
	6	4	4
	10	5	5
	7	6	6
	4	7	7
	2	8	8

Comparison between 2014/15 and 2015/16	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2014/15	2015/16
Schools with decreased number of regular teachers on DCP terms	16	1	0
	6	2	0
	8	2	1
	1	3	0
	6	3	1
	6	3	2
	2	4	0
	3	4	1
	1	4	2
	4	4	3
	1	5	1
	2	5	2
	2	5	3
	9	5	4
	2	6	2
	4	6	3
	4	6	4
	5	6	5
	3	7	5
	1	8	2
	2	8	3
	2	8	4
	1	8	6
	2	8	7
	4	9	5
	1	9	7
	1	9	8
	1	10	3
	1	10	9
	1	12	5
	1	13	8
	1	13	11
	1	14	8
	1	14	9
	1	15	13
	1	15	14

Note *: Regular teachers on DCP terms include full-time and part-time teachers.

**Comparison on the Number of Regular Teachers on Defined Contract Period Terms
in the 2014/15 and 2015/16 school years
(Aided Primary Schools)**

Comparison between 2014/15 and 2015/16	Number of aided primary schools	Number of regular teachers on DCP terms*	
		2014/15	2015/16
Schools with increased number of regular teachers on DCP terms	13	0	1
	7	0	2
	1	0	3
	2	0	5
	5	1	2
	1	1	3
	3	1	4
	1	1	5
	5	2	3
	1	2	4
	1	2	5
	2	3	5
	3	4	5
	1	4	6
	3	5	6
	1	5	7
	1	7	8
	1	9	12
	1	10	13
	1	12	16
Schools with unchanged number of regular teachers on DCP terms	251	0	0
	11	1	1
	7	2	2
	6	3	3
	3	4	4
	1	5	5
	1	7	7
School with decreased number of regular teachers on DCP terms	23	1	0
	14	2	0
	8	2	1
	3	3	0
	3	3	1
	6	3	2
	1	4	0
	1	4	1
	1	4	3
	2	5	0
	3	5	2
	1	5	3
	4	5	4
	1	6	0
	1	6	3
	2	6	4
	2	6	5
	1	7	2
	1	7	4

Comparison between 2014/15 and 2015/16	Number of aided primary schools	Number of regular teachers on DCP terms*	
		2014/15	2015/16
	2	8	7
	1	9	8
	1	12	8
	1	18	13

Note *: Regular teachers on DCP terms include full-time and part-time teachers. Besides, one primary school being merged to another primary school and three new primary schools in the 2015/16 school year are excluded from the calculation.

- End -

CONTROLLING OFFICER'S REPLY

EDB198

(Question Serial No. 1699)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding graduate teachers and certificated masters/mistresses employed by public sector schools:

- (a) In the 2015/16 school year, the ratio of graduate teacher posts in public sector primary schools has been increased from 50% to 55%. How many schools have increased the ratio of graduate teacher posts to 55% and what is the increased number of graduate teachers and expenditure involved?
- (b) What is the respective number, median age, average age, percentage and wastage rate of teachers appointed as graduate teachers and certificated masters/mistresses in public sector schools from the 2012/13 to 2016/17 school years? In respect of the latter, the number, median age, average age, percentage and wastage rate of those with a recognised degree?
- (c) How will the Administration ensure that the progress of filling the graduate teacher posts by schools will meet the policy requirement? Will it review the policy concerned and set aside an amount in its budget to enable all teachers with a recognised degree to be appointed as graduate teachers? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 20)

Reply:

- (a) Pursuant to the enhancement of the ratio of graduate teacher posts in public sector primary schools from 50% to 55% in the 2015/16 school year, the Education Bureau (EDB) will further enhance the ratio to 60% and 65% in the 2016/17 and 2017/18 school years respectively. In line with the existing arrangements, public sector primary schools will fill the additional graduate teacher posts by regrading qualified serving non-graduate teachers in accordance with their school-based selection criteria and mechanism and with reference to EDB's guidelines. As the teaching staff establishment and teachers' turnover of individual schools may vary across years, we do not readily have the number of regraded teachers and the expenditure involved for the newly created graduate teacher posts in the 2015/16 school year.

- (b) The number and percentage of teachers appointed as graduate teachers and non-graduate teachers and the respective median age, mean age and wastage rate of these teachers in public sector schools for the school years from 2011/12 to 2015/16 are as follows:

Primary Schools (Government and Aided)

School Year	Graduate Teachers					Non-graduate Teachers				
	No. of teachers *	%	Median Age	Mean Age	Wastage rate (%) ^	No. of teachers *	%	Median Age	Mean Age	Wastage rate (%) ^
2011/12	6 970	39.0	41	42	3.5	10 900	61.0	36	37	6.2
2012/13	7 150	39.9	41	42	2.9	10 770	60.1	36	38	6.2
2013/14	7 330	40.0	42	42	3.4	10 990	60.0	37	38	5.6
2014/15	7 550	39.9	42	43	3.0	11 400	60.1	37	38	5.2
2015/16 (Estimate)	7 950	41.0	42	43	3.2	11 460	59.0	37	37	5.5

Secondary Schools (Government, Aided and Caput)

School Year	Graduate Teachers					Non-graduate Teachers				
	No. of teachers *	%	Median Age	Mean Age	Wastage rate (%) ^	No. of teachers *	%	Median Age	Mean Age	Wastage rate (%) ^
2011/12	19 790	77.1	40	40	3.3	5 880	22.9	32	35	5.8
2012/13	18 820	78.2	41	41	7.0	5 240	21.8	32	35	12.6
2013/14	18 510	78.8	42	41	4.2	4 990	21.2	33	36	7.9
2014/15	18 300	78.6	42	42	4.3	4 970	21.4	33	36	6.9
2015/16 (Estimate)	17 950	78.5	43	43	4.2	4 920	21.5	33	36	7.8

Regarding the non-graduate teachers, the number and percentage of teachers who have degree qualifications (degree holders) and the respective wastage rate of these teachers in public sector schools for the school years from 2011/12 to 2015/16 are as follows:

Primary Schools (Government and Aided)

School Year	Non-graduate Teachers				
	No. of degree holders*	%	Median Age	Mean Age	Wastage rate (%) ^
2011/12	9 720	89.1	35	36	5.2
2012/13	9 760	90.7	36	37	5.4
2013/14	10 100	91.9	36	37	4.8
2014/15	10 600	93.0	36	37	4.6
2015/16 (Estimate)	10 760	93.8	36	37	4.9

Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers				
	No. of degree holders*	%	Median Age	Mean Age	Wastage rate (%) [^]
2011/12	5 300	90.2	30	33	5.7
2012/13	4 760	91.0	31	34	12.6
2013/14	4 560	91.4	32	35	7.9
2014/15	4 580	92.2	32	35	6.6
2015/16 (Estimate)	4 580	93.1	32	35	7.5

* Numbers are rounded to the nearest 10.

[^] “Wastage Rate” refers to the number of drop-out teachers as a percentage of the total number of teachers as at mid-September of the preceding school year; and “drop-out teacher” refers to the teachers who had served in a school as at mid-September of the preceding school year but no longer served in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

- (c) Schools are advised to select qualified non-graduate teachers to fill the graduate teacher posts to fully utilize the resources provided during our daily contact with them. EDB has set the target of enhancing the ratio of graduate teacher posts in public sector primary schools to 65% by phases in three years starting from the 2015/16 school year. As for public sector secondary schools, the ratio of graduate teacher posts has been increased to 85% since the 2009/10 school year. There is no immediate plan to further increase the ratios for the time being. We shall continue to keep in view all relevant factors, including the financial implications, prioritization of resources deployment and schools’ progress in filling graduate teacher posts, etc. and review the ratios of graduate teacher posts when necessary.

- End -

CONTROLLING OFFICER'S REPLY**EDB199****(Question Serial No. 1700)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education,
(5) Other Educational Services and Subsidies, (6) Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide a breakdown of the following information in such areas as higher education, secondary education, primary education, pre-primary education, special education and vocational education for 2014/15 to 2016/17:

- (a) The items of one-off provisions for education under the General Revenue Account and the amount involved; and
- (b) All the items of non-recurrent grants/capital subventions for education under the General Revenue Account and the amount of provision involved.

Asked by: Hon IP Kin-yuen (Member Question No. 22)Reply:

- (a) The one-off injections to education funds under the General Revenue Account (GRA) are:

	One-off injections to funds / education level	Amount involved \$ million
2015-16	Injection for setting up the Qualifications Framework Fund (no designated education level)	1,000
2016-17	Proposed injection into the HKSAR Government Scholarship Fund* (post-secondary education)	1,000
	Proposed injection for setting up the Gifted Education Fund* (no designated education level)	800

* Subject to the approval of the Finance Committee of the Legislative Council.

There was no injection to funds in 2014-15.

(b) The non-recurrent grants/capital subventions under GRA by education level are:

	2014-15 Actual \$ million	2015-16 Revised Estimate \$ million	2016-17 Estimate \$ million	Remarks
Post-secondary Education	265.7	97.6	228.6	Funding provision mainly for the Study Subsidy Scheme for Designated Professions/Sectors, the Scholarship Scheme for Studying Outside Hong Kong, the Pilot Mainland Experience Scheme for Post-secondary Students and the Mainland University Study Subsidy Scheme and the Sixth Matching Grant Scheme (only for 2014-15).
Secondary Education	335.9	390.0	430.7	Funding provision mainly for the maintenance, repairs and minor improvement projects in secondary schools and the implementation of the Fourth Strategy on Information Technology in Education.
Primary Education	309.6	343.9	364.3	Funding provision mainly for the maintenance, repairs and minor improvement projects in primary schools, the implementation of the Fourth Strategy on Information Technology in Education and the After-school Learning Support Partnership Pilot Scheme.
Special Education	35.8	60.6	67.6	Funding provision mainly for the maintenance, repairs and minor improvement projects in special schools and the implementation of the Fourth Strategy on Information Technology in Education.
Vocational and Professional Education	56.1	64.4	88.1	Funding provision mainly for the grant to Vocational Training Council (VTC) for implementing the Pilot Training and Support Scheme, the replacement and acquisition of additional furniture and equipment for existing teaching and training venues and the development of information technology systems in VTC.

Note: There is no non-recurrent grants/capital subvention for pre-primary education level from 2014-15 to 2016-17.

- End -

CONTROLLING OFFICER'S REPLY**EDB200****(Question Serial No. 1701)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

With regard to the provision of additional resources for implementing integrated education in mainstream primary and secondary schools, please list, by district, the following information in the past 5 years (from the 2011/12 to 2015/16 school years):

(a) the number of primary and secondary schools being allocated with the Learning Support Grant by using the table below:

	Primary Schools					Secondary Schools				
Provision of Learning Support Grant (\$)	2011/12	2012/13	2013/14	2014/15	2015/16	2011/12	2012/13	2013/14	2014/15	2015/16
0 – 110,000										
110,001 – 400,000										
400,001 – 600,000										
600,001 – 800,000										
800,001 – 1,000,000										
1,000,001 or above										

(b) the number of primary and secondary schools joining the School-based Educational Psychology Service;

(c) the annual total provision for the Enhanced Speech Therapy Grant, and the number of primary and secondary schools being allocated with basic grant and top-up grant;

(d) the number of primary and secondary schools joining the Intensive Remedial Teaching Programme for primary schools and the Integrated Education Programme, the number of students benefited from the programmes, the number of additional teachers, teaching assistants and learning support assistants hired, and the average unit cost per place;

(e) the number of schools being provided with additional teachers to cater for low academic achievers in secondary schools, and the number of additional teachers hired;

(f) a breakdown by district of the number of primary and secondary schools being provided with Intensive Support Grant for hardcore students with special educational needs, and the annual total provision; and

(g) the total provision of Top-up Fund and the number of primary and secondary schools benefited.

Asked by: Hon IP Kin-yuen (Member Question No. 23)

Reply:

(a) to (g)

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools. The additional resources include the Learning Support Grant (LSG), Enhanced Speech Therapy Grant (ESTG), additional teachers and funding under the Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme, additional teachers to cater for low academic achievers, Top-up Fund for procurement of special furniture and equipment, Intensive Support Grant for hardcore cases, etc. Professional support is also provided for schools on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists.

The provision of the above mentioned additional resources and professional support is based on various parameters such as the number of students with SEN, their level of support required, the number of classes or by applications of individual schools when need arises, but irrespective of the districts of schools. Hence, we are unable to breakdown the provision by district. The number of mainstream public sector primary and secondary schools eligible for LSG by the required range of provision from the 2011/12 to 2015/16 school years is set out at Appendix 1.

The requested statistics on School-based Educational Psychology Service, ESTG, IRTP, IE Programme and additional teachers for supporting low academic achievers from the 2011/12 to 2015/16 school years are set out at Appendix 2.

As for Intensive Support Grant for hardcore cases and Top-up Fund for procurement of special furniture and equipment mentioned above, they are provided for individual schools on an application basis to meet the specific needs of individual students with SEN. In other words, not all schools and students with SEN are receiving the same resource provisions and the funding involved can vary among schools and across years. Hence, providing the total expenditure and number of schools receiving these additional resources separately is not meaningful and can be misleading.

Distribution of public sector primary and secondary schools according to the specific range of Learning Support Grant (LSG) allocated from the 2011/12 to 2015/16 school years

Provision of Learning Support Grant (\$)	Number of primary schools					Number of secondary schools				
	2011/12	2012/13	2013/14	2014/15	2015/16	2011/12	2012/13	2013/14	2014/15	2015/16
0 – 110,000	2	6	4	2	2	58	78	58	43	30
110,001 – 400,000	128	127	123	109	105	159	159	161	120	110
400,001 – 600,000	50	54	49	23	25	68	63	58	60	64
600,001 – 800,000	72	73	58	41	31	28	42	56	46	42
800,001 – 1,000,000	36	41	48	42	38	26	37	26	38	35
1,000,001 or above	0	0	19	87	109	0	0	23	76	101

Note: To enhance the support for schools having admitted larger number of students with SEN, EDB has raised the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year and increased the grant rates by 30% in the 2014/15 school year. Starting from the 2015/16 school year, the grant rates and ceiling of the LSG for each school will be adjusted annually according to the change in the Composite Consumer Price Index.

Table 1

Number of public sector primary and secondary schools receiving School-based Educational Psychology Service from the 2011/12 to 2015/16 school years

	2011/12	2012/13	2013/14	2014/15	2015/16
Primary schools	234	271	297	341	401
Secondary schools	228	259	282	308	333

Table 2

Total expenditure of Enhanced Speech Therapy Grant (ESTG) and number of primary schools provided with Basic Grant and Top-up Grant from the 2011/12 to 2015/16 school years

	2011/12	2012/13	2013/14	2014/15	2015/16
Number of schools	452	452	452	452	451
Total provision (\$ million)	45.6	48.1	51.5	54.4	57.4

Note: ESTG is provided to government and aided primary schools that have students with speech and language impairment (SLI) enrolled. Schools will be provided with Basic Grant and Top-up Grant according to the number of approved classes and the number of moderate or severe cases respectively each year. Most schools are provided with the Top-up Grant, except for a few that do not have moderate or severe cases. Secondary schools could utilize the LSG to support their students with SLI.

Table 3

A. Number of primary schools and additional teachers of the Intensive Remedial Teaching Programme (IRTP) from the 2011/12 to 2015/16 school years

	2011/12	2012/13	2013/14	2014/15	2015/16
Number of primary schools	259	253	251	250	243
Number of additional teachers	421	410	403	398	388

B. Number of schools, additional teachers and learning support assistants of the Integrated Education (IE) Programme from the 2011/12 to 2015/16 school years

	2011/12	2012/13	2013/14	2014/15	2015/16
Number of primary schools	27	27	27	27	25
Number of additional teachers in primary schools	23	23	23	23	21
Number of learning support assistants in primary schools	21	21	21	23	21
Number of secondary schools	15	15	11	9	8
Number of additional teachers in secondary schools	14	14	10	9	8
Number of learning support assistants in secondary schools	12	11	10	9	8

Note:

1. Since the introduction of the New Funding Mode (NFM) in the 2003/04 school year, schools operating IRTP and IE Programme have been encouraged to switch to NFM to enjoy greater flexibility in the use of resources in supporting students with SEN.
2. The number of students under the IRTP and IE Programme is only for calculation of additional manpower to be provided to the schools concerned. In actual practice, irrespective of the funding mode adopted, under the Whole School Approach to integrated education, schools should deploy the additional manpower to render appropriate support for students in need. Hence, students with SEN both within and outside the IRTP and IE Programme should benefit from such additional resources. As such, providing the number of students under the Programmes and the unit cost for these Programmes is not meaningful and can be misleading.

Table 4

Number of public sector secondary schools provided with additional teachers for supporting low academic achievers and number of additional teachers provided from the 2011/12 to 2015/16 school years

	2011/12	2012/13	2013/14	2014/15	2015/16
Number of schools provided with additional teachers to support low academic achievers	257	258	252	256	257
Number of additional teachers provided	657	620	592	577	564

- End -

CONTROLLING OFFICER'S REPLY**EDB201****(Question Serial No. 1702)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please give a breakdown of the number of classes at each level, number of students, the student unit cost, the class-to-teacher ratio and teacher-to-student ratio for the past 5 years (2011/12 to 2015/16 school years) and the coming year (2016/17) respectively by types of special schools.
2. Please provide information on the establishment and details of all supporting staff such as speech therapists, and details of schools which have actually employed or are unable to employ those staff for the past 5 years (2011/12 to 2015/16 school years) and the coming year (2016/17) respectively by types of special schools.

Asked by: Hon IP Kin-yuen (Member Question No. 24)

Reply:

1. The number of classes, number of students, average unit cost per school place, class-to-teacher ratio and teacher-to-student ratio of each type of special schools from the 2011/12 to 2015/16 school years are set out at Appendix 1. The estimated number of classes and students in different types of special schools in the 2016/17 school year are tabulated below. As the calculation of the class-to-teacher ratio and teacher-to-student ratio is based on the actual number of classes and students and the calculation of the unit cost per school place is based on the actual operating cost of the school, we are unable to provide these figures for different types of special schools for the 2016/17 school year at this stage.

School Type	Estimated Number of Classes	Estimated Number of Students
Visual Impairment	15	130
Hearing Impairment	13	90
Physical Disability	103	890
Mild Intellectual Disability	225	3 120
Moderate Intellectual Disability	207	1 960
Severe Intellectual Disability	100	710
School for Social Development	86	590
Hospital School	33	310

It is a common practice for special schools to adopt flexible groupings across grade levels and individualized education programmes to cater for the special educational needs of the students. Presenting the numbers of classes by level is therefore not reflecting the actual operation in special schools.

2. Special schools are provided with non-teaching specialist staff, including social workers, school nurses, educational psychologists, speech therapists, physiotherapists, occupational therapists, occupational therapist assistants and braillists according to the needs of their students. The specialist staff establishment of different types of special schools from the 2011/12 to 2015/16 school years are set out at Appendix 2. As the calculation of the specialist staff establishment is based on the actual number of classes being operated, we are unable to provide these figures for the 2016/17 school year at this stage. Please note that to address potential recruitment difficulties, special schools may encash different numbers of vacant posts of speech therapist, physiotherapist, occupational therapist and school nurse to employ qualified temporary staff or hire speech therapy/occupational therapy/physiotherapy/nursing services to meet the needs of their students. In other words, special schools have the flexibility to employ these specialist staff on the establishment or make use of the cash grant to hire specialist service. As such, providing details of schools which have actually employed or are unable to employ those staff under the establishment may be misleading.

**Number of Classes, Number of Students, Average Unit Cost per School Place,
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools
from the 2011/12 to 2015/16 School Years**

School Type	2011/12 School Year					2012/13 School Year					2013/14 School Year				
	No. of Classes	No. of Students (as at September 2011)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2012)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2013)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio
Visual Impairment	15	126	\$197,500	1 : 2.5	1 : 3.4	15	122	\$213,000	1 : 2.5	1 : 3.3	15	124	\$229,000	1 : 2.5	1 : 3.3
Hearing Impairment	18	145	\$221,000	1 : 2.2	1 : 3.6	17	129	\$254,000	1 : 2.3	1 : 3.3	16	111	\$262,500	1 : 2.5	1 : 3.0
Physical Disability	102	932	\$230,000	1 : 1.9	1 : 4.8	101	929	\$249,000	1 : 1.9	1 : 4.7	102	936	\$254,000	1 : 2.0	1 : 4.7
Mild Intellectual Disability ^{Note}	192	3 116	\$122,500	1 : 2.4	1 : 6.8	198	3 122	\$140,000	1 : 2.4	1 : 6.6	206	3 098	\$145,500	1 : 2.4	1 : 6.3
Moderate Intellectual Disability ^{Note}	192	1 756	\$198,500	1 : 2.2	1 : 4.1	193	1 786	\$216,500	1 : 2.2	1 : 4.1	196	1 822	\$218,000	1 : 2.3	1 : 4.1
Severe Intellectual Disability	104	746	\$263,000	1 : 1.8	1 : 4.0	103	729	\$278,000	1 : 1.8	1 : 3.9	99	704	\$281,000	1 : 1.8	1 : 3.9
School for Social Development	80	775	\$120,000	1 : 1.9	1 : 5.0	80	769	\$137,500	1 : 1.9	1 : 5.0	80	744	\$134,000	1 : 1.9	1 : 4.9
Hospital School	33	348	\$138,000	1 : 1.8	1 : 5.9	33	297	\$153,000	1 : 1.8	1 : 4.9	33	295	\$153,000	1 : 1.8	1 : 4.9

Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.

**Number of Classes, Number of Students, Average Unit Cost per School Place,
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools
from the 2011/12 to 2015/16 School Years**

School Type	2014/15 School Year					2015/16 School Year				
	No. of Classes	No. of Students (as at September 2014)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2015)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio
Visual Impairment	15	126	\$258,500	1 : 2.5	1 : 3.4	15	125	\$293,000	1:2.5	1:3.3
Hearing Impairment	15	102	\$279,000	1 : 2.3	1 : 3.0	14	87	\$293,000	1:2.2	1:2.8
Physical Disability	102	921	\$279,000	1 : 1.9	1 : 4.7	102	915	\$294,000	1:1.9	1:4.6
Mild Intellectual Disability ^{Note}	214	3 051	\$171,000	1 : 2.4	1 : 5.9	216	3 049	\$171,500	1:2.4	1:5.8
Moderate Intellectual Disability ^{Note}	200	1 865	\$239,500	1 : 2.3	1 : 4.1	202	1 879	\$253,000	1:2.3	1:4.0
Severe Intellectual Disability	100	691	\$313,000	1 : 1.8	1 : 3.8	99	679	\$329,000	1:1.8	1:3.8
School for Social Development	82	632	\$149,000	1 : 1.9	1 : 4.1	83	600	\$164,000	1:1.9	1:3.8
Hospital School	33	255	\$167,500	1 : 1.8	1 : 4.2	33	369	\$178,000	1:1.8	1:6.1

Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.

Establishment of Specialist Staff in Special Schools from the 2011/12 to 2015/16 School Years

School Type	2011/12 school year								2012/13 school year								2013/14 school year							
	SW	RN	EP*	ST	PT	OT	OTA	Br	SW	RN	EP*	ST	PT	OT	OTA	Br	SW	RN	EP*	ST	PT	OT	OTA	Br
Visual Impairment	2.5	1	0	2	1	1	1	3.5	2.5	1	0	2	1	1	1	3.5	2.5	1	0	2	1.5	1.5	1.5	3.5
Hearing Impairment	2.5	-	0	2	-	-	-	-	2	-	0	3	-	-	-	-	2	-	1	3	-	-	-	-
Physical Disability	14.5	10	2	24	33.5	33.5	33.5	-	14	10	2	23	33	33	33	-	14.5	10	2	23	33.5	33.5	33.5	-
Mild Intellectual Disability **	43.5	13.5	4.5	42	-	-	-	-	42.5	13.5	5	44	-	-	-	-	41.5	13.5	5	45	-	-	-	-
Moderate Intellectual Disability **	29	17.5	4.5	46	-	-	-	-	30	17.5	6	48	-	-	-	-	30	17.5	6	48	-	-	-	-
Severe Intellectual Disability	11	10	0	22.5	25.5	25.5	25.5	-	10	10	0	22.5	25	25	25	-	10	10	0	22.5	24	24	24	-
School for Social Development	16	-	2	-	-	-	-	-	16	-	2	-	-	-	-	-	16	-	2	-	-	-	-	-
Hospital School #	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SW: Social Worker / RN: Registered Nurse / EP: Educational Psychologist / ST: Speech Therapist / PT: Physiotherapist / OT: Occupational Therapist / OTA: Occupational Therapist Assistant / Br: Brailist

* EP is jointly employed by special schools and based in one of the schools concerned. Except for Hospital School, schools without EP in the establishment are provided with EP service either by EP jointly employed with other schools or by the Education Bureau.

** The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID

Specialist services for Hospital School are provided by the hospitals

Establishment of Specialist Staff in Special Schools from the 2011/12 to 2015/16 School Years

School Type	2014/15 school year								2015/16 school year							
	SW	RN	EP*	ST	PT	OT	OTA	Br	SW	RN	EP*	ST	PT	OT	OTA	Br
Visual Impairment	2.5	1	0	2	1.5	1.5	1.5	3.5	2.5	1	0	2	1.5	1.5	1.5	3.5
Hearing Impairment	2	-	1	3	-	-	-	-	1.5	-	1	3	-	-	-	-
Physical Disability	14	10	2	23	33.5	33.5	33.5	-	14	10	2	23	33.5	33.5	33.5	-
Mild Intellectual Disability**	41.5	13.5	5	45	-	-	-	-	42.5	13.5	5	45	-	-	-	-
Moderate Intellectual Disability**	30	17.5	6	49	-	-	-	-	31	17.5	6	49	-	-	-	-
Severe Intellectual Disability	10	10	1	22	24.5	24.5	24.5	-	10	10	1	22	24	24	24	-
School for Social Development	16	-	2	-	-	-	-	-	15	-	2	-	-	-	-	-
Hospital School#	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SW: Social Worker / RN: Registered Nurse / EP: Educational Psychologist / ST: Speech Therapist / PT: Physiotherapist / OT: Occupational Therapist / OTA: Occupational Therapist Assistant / Br: Brailist

* EP is jointly employed by special schools and based in one of the schools concerned. Except for Hospital School, schools without EP in the establishment are provided with EP service either by EP jointly employed with other schools or by the Education Bureau.

** The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID

Specialist services for Hospital School are provided by the hospitals

- End -

CONTROLLING OFFICER'S REPLY**EDB202****(Question Serial No. 1703)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the vocational education and training provided by the Vocational Training Council (VTC) in the past 5 years (i.e. the 2011/12 to 2015/16 academic years), please give the following information:

1. a breakdown of the target students, number of intake and total number of students in the member institutions of VTC by categories of qualifications awarded by each member institution;
2. the ratio of subvented to non-subvented programmes, and their tuition fees for the various levels of programmes offered by the member institutions of VTC;
3. a breakdown, by programme, of the numbers of places, student intake as well as the total number of students under the apprenticeship scheme and other vocational training schemes; and
4. a breakdown, by institution and programme, of the numbers of graduates from subvented and non-subvented higher diploma programmes of the VTC who progressed to subvented top-up programmes, and their percentage shares in the total numbers of graduates.

Asked by: Hon IP Kin-yuen (Member Question No. 25)

Reply:

1. The Vocational Training Council (VTC) through its member institutions offers a wide range of full-time and part-time vocational and professional education programmes from post-secondary 3 up to degree levels. The target students, number of new intake and total number of students of VTC's vocational and professional education programmes from the 2011/12 to 2015/16 academic years (AY) are as follows –

Award Level (Note 1)	Target Students (Note 2) (for 2015/16)	Mode of study	2011/12		2012/13		2013/14		2014/15		2015/16 (provisional)	
			New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
Degree and Top-up Degree	Secondary 6 leavers and Higher Diploma holders	Full-Time	1 360	1 828	2 060	2 445	2 367	3 037	3 265	4 306	3 800	5 500
		Part-Time	361	1 153	681	1 391	766	1 607	1 207	2 135	1 400	2 200
Higher Diploma and Diploma	Secondary 6 leavers and in-service personnel	Full-Time	9 875	31 444	11 059	29 154	12 559	29 246	14 021	27 716	12 900	25 200
		Part-Time	2 880	9 177	2 475	8 670	2 249	8 155	1 771	7 620	2 000	7 800

Award Level (Note 1)	Target Students (Note 2) (for 2015/16)	Mode of study	2011/12		2012/13		2013/14		2014/15		2015/16 (provisional)	
			New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
Professional Diploma and Professional Certificate	In-service personnel	Part-Time	7 766	8 062	5 057	5 672	3 220	3 220	3 310	3 310	2 700	2 700
Diploma of Foundation Studies and Diploma Yi Jin	Secondary 6 leavers and in-service personnel	Full-Time	795	873	3 763	3 786	6 877	7 026	6 509	6 864	5 800	5 800
		Part-Time	1 029	2 002	40	912	89	224	342	420	500	800
Diploma of Vocational Education	Secondary 3 to 6 leavers and in-service personnel	Full-Time	2 285	4 078	4 374	6 661	3 884	6 926	4 192	6 988	4 000	6 500
		Part-Time	52	86	145	207	166	367	677	907	900	1 700
Certificate	Secondary 3 to 6 leavers and in-service personnel	Full-Time	1 682	2 054	1 341	1 556	1 473	2 099	1 974	2 583	1 300	1 900
		Part-Time	4 561	6 313	4 214	5 994	4 144	6 657	4 141	6 514	3 900	6 300

Notes:

1. The above table includes publicly-funded and self-financing programmes offered by VTC's member institutions. There are other part-time programmes funded under Head 141 Government Secretariat: Labour and Welfare Bureau.
2. The target students reflect the position as at the 2015/16 AY under the new academic structure. Under the old academic structure, some of the programmes target at Secondary 5 or Secondary 7 leavers.
2. The ratio of subvented to self-financed student places for the full-time programmes above is around 60% to 40%. The tuition fee levels of full-time programmes for the 2011/12 to 2015/16 AY are as follows –

		Average Fee Level per Annum (AY)				
		2011/12	2012/13	2013/14	2014/15	2015/16 (provisional)
(a)	Subvented					
	Higher Diploma	\$24,750	\$28,860	\$29,890	\$31,490	\$31,560
	Diploma of Foundation Studies	\$17,200	\$19,600	\$19,600	\$20,500	\$20,500
	Diploma of Vocational Education (1-year Intensive)	\$17,200	\$19,600	\$19,600	\$20,500	\$20,500
	Certificate	\$1,970	\$9,900	\$13,500	\$13,500	\$13,500
(b)	Self-financed					
	Top-up Degree	\$57,000 to \$72,000	\$57,200 to \$78,600	\$57,200 to \$78,600	\$61,900 to \$81,600	\$64,200 to \$87,900
	Degree	-	\$74,160	\$74,800	\$77,280	\$80,800
	Higher Diploma	\$41,630	\$46,030	\$46,810	\$49,030	\$51,610
	Diploma Yi Jin	\$29,500	\$32,000	\$33,500	\$34,700	\$36,200

3. The number of new intake and total number of apprentices and trainees in VTC's vocational and professional education programmes from the 2011/12 to 2015/16 AY are as follows –

	2011/12		2012/13		2013/14		2014/15		2015/16 (provisional)	
	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
Aircraft	0	0	0	0	78	78	80	153	75	201
Automobile	122	323	112	312	139	346	191	434	141	454
Construction	370	823	416	1 030	444	1 190	523	1229	448	1176
Electrical	291	617	275	685	346	784	359	822	335	887
Electronics	32	77	13	57	31	67	22	74	46	85
Gas	25	33	31	33	28	36	30	49	31	55
Jewellery	0	0	2	4	0	3	0	0	0	0
Lift and Escalator	54	128	56	136	82	181	86	218	167	355
Mechanical	33	158	41	141	104	185	140	259	99	291
Plastics	0	1	0	1	0	1	0	0	0	0
Printing	0	0	0	0	0	0	16	16	3	9
Air Conditioning	115	308	145	352	173	402	192	427	193	446
Ship Repair	0	1	0	0	0	0	1	1	0	1
Textile Clothing	0	0	0	0	1	1	0	0	0	0
Beauty Care, Hairdressing, Elderly Care and Retail *	75	75	126	126	116	116	113	113	143	143

* Traineeship Scheme for services industry is funded under Head 141 Government Secretariat: Labour and Welfare Bureau

4. The number of Higher Diploma (HD) graduates pursuing further studies in subvented programmes, and the percentage to the total number of graduates from the 2011/12 to 2013/14 AY are as follows –

Discipline	2011/12		2012/13		2013/14	
	Subvented HD	Self-financed HD	Subvented HD	Self-financed HD	Subvented HD	Self-financed HD
Applied Science	25 (3%)	1 (10%)	35 (5%)	- -	77 (7%)	- -
Business Administration	- -	19 (1%)	1 (1%)	22 (1%)	1 (1%)	61 (2%)
Child Education and Community Services	- -	- -	1 (0.2%)	- -	2 (0.4%)	2 (4%)
Design	44 (4%)	19 (6%)	36 (3%)	10 (5%)	88 (5%)	26 (13%)
Engineering	169 (7%)	- -	136 (6%)	- -	202 (7%)	- -
Hotel, Service and Tourism Studies	10 (2%)	- -	11 (2%)	- -	13 (1%)	- -
Information Technology	76 (11%)	37 (7%)	79 (10%)	10 (2%)	118 (12%)	17 (4%)
Overall	324 (6%)	76 (2%)	299 (5%)	42 (1%)	501 (6%)	106 (2%)

Note: Figures in () refer to the percentage of graduates pursuing further studies in subvented programmes to the total number of graduates.

To achieve higher response rate, the survey period for collecting questionnaires from graduates for the 2014/15 AY is extended and statistics will only be available in April 2016. As the 2015/16 AY will only end in August 2016, the information about the graduates is also not yet available.

- End -

CONTROLLING OFFICER'S REPLY**EDB203****(Question Serial No. 1704)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the staffing and relevant expenses of the Vocational Training Council (VTC), please advise on the following in the past 5 years (from 2011/12 to 2015/16):

1. the annual expenditure of the VTC on staff emoluments and benefits; the amount and proportion of such expenditure funded by government recurrent subvention; and whether the VTC has deployed resources other than government subvention (such as donations) for staff employment, and if so, please provide an annual breakdown of the number and rank of the staff involved and the related expenditure on emoluments;
2. the annual salaries of the 5 highest paid staff;
3. staff employment of various departments under the 3 systems of the VTC, and the estimates for the upcoming 2016/17, including :
 - (a) the numbers of teaching staff and staff from other grades employed under the 3 systems, and the percentages of staff under each system;
 - (b) amongst staff on temporary/short-term contracts, the respective numbers of teaching staff and staff from other grades with a contract duration of less than 1 year, continuously employed for 2 or more years, and more than 6 years but yet to be offered long term employment; and the greatest number of times of contract renewal and the longest duration of such employment;
 - (c) the estimated number of staff on temporary/short-term contracts to be converted to fixed-term contracts in 2016, and the number of teaching staff among them; and
 - (d) the number of teaching staff on new fixed-term contracts to be promoted or converted to long term contracts, and the number of teaching staff among them.

Asked by: Hon IP Kin-yuen (Member Question No. 26)

Reply:

1. The full-time staffing expenses for subvented programmes incurred by the Vocational Training Council (VTC) from 2011-12 to 2015-16 are as follows –

Financial year	Staff expenses for subvented programmes (\$ million)	Government recurrent subvention towards staff expenses*	
		(\$ million)	%
2011-12	2,027	1,636	81
2012-13	2,135	1,748	82
2013-14	2,289	1,807	79
2014-15	2,448	1,880	77

Financial year	Staff expenses for subvented programmes (\$ million)	Government recurrent subvention towards staff expenses*	
		(\$ million)	%
2015-16 (Estimate)	2,623	1,993	76

* Apart from Government subvention, the staff expenses for subvented programmes are also met by income generated by VTC (mainly tuition fees and training charges).

In addition to its recurrent subvented activities, VTC operates programmes that are self-financed or financed by specific funds from other organisations. VTC staff may be deployed to work on both subvented and self-financing programmes and activities as appropriate to meet operational requirements, and staff costs are charged to relevant accounts. Therefore, breakdown of number and rank of staff funded by resources other than Government subvention is not available. The total number of VTC's full-time staff and related expenditure from 2011-12 to 2015-16 are as follows –

Financial year	Number of teaching staff	Number of administrative and supporting staff	Total number of staff	Total staff expenses (\$ million)	Staff expenses for non-subvented activities (\$ million)
2011-12	2 620	2 765	5 385	2 568	541
2012-13	2 675	2 810	5 485	2,702	567
2013-14	2 738	2 937	5 675	2,892	603
2014-15	2 805	2 960	5 765	3,048	600
2015-16 (Provisional)	2 892	2 991	5 883	3,271	648

2. The annual salary of the five highest paid staff in the 2015/16 academic year are as follows –

	Annual salary(\$ million)
1 st highest	2.75
2 nd highest	2.64
3 rd highest	2.19
4 th highest	2.18
5 th highest	2.16

3. Information about staff employed under various packages for the past five years is given below –

- (a) Numbers of teaching staff and administrative and supporting staff and their percentages (as compared to the total number of staff) under the New Remuneration Package, Old Remuneration Package and Short-Term Contract –

Academic year	Staff type	Number of staff employed under			Total number of staff
		Old Remuneration Package	New Remuneration Package	Short-term Contract	
2011/12	Teaching	1 002 (18.6%)	1 271 (23.6%)	347 (6.4%)	5 385
	Administrative and supporting	1 355 (25.2%)	1 012 (18.8%)	398 (7.4%)	
2012/13	Teaching	979 (17.9%)	1 333 (24.3%)	363 (6.6%)	5 485
	Administrative and supporting	1 329 (24.2%)	1 094 (19.9%)	387 (7.1%)	
2013/14	Teaching	914 (16.1%)	1 428 (25.2%)	396 (7.0%)	5 675

Academic year	Staff type	Number of staff employed under			Total number of staff
		Old Remuneration Package	New Remuneration Package	Short-term Contract	
	Administrative and supporting	1 290 (22.7%)	1 254 (22.1%)	393 (6.9%)	
2014/15	Teaching	803 (13.9%)	1 542 (26.7%)	460 (8.0%)	5 765
	Administrative and supporting	1 173 (20.3%)	1 353 (23.5%)	434 (7.5%)	
2015/16	Teaching	757 (12.9%)	1 626 (27.6%)	509 (8.6%)	5 883
	Administrative and supporting	1 118 (19.0%)	1 498 (25.5%)	375 (6.4%)	

The information for the 2016/17 academic year is not yet available as the staff requirement projection is subject to the on-going student recruitment.

- (b) Numbers of staff under Short-term Contract of which the contract duration is less than one year from the 2011/12 to 2015/16 academic years –

Academic year	Staff type	Short-term contract for less than one year
2011/12	Teaching	91
	Administrative and supporting	147
2012/13	Teaching	122
	Administrative and supporting	138
2013/14	Teaching	168
	Administrative and supporting	158
2014/15	Teaching	143
	Administrative and supporting	166
2015/16 (Provisional)	Teaching	126
	Administrative and supporting	135

The information for the 2016/17 academic year is not yet available.

Numbers of staff on fixed-term contract who have been continuously employed for two to six years and numbers of staff employed for more than six years from the 2011/12 to 2015/16 academic years –

Academic year	Number of fixed-term contract staff who have served for		Longest serving fixed-term contract staff	
	Two years to six years	more than six years	Years of service	Number of contract renewal
2011/12	1 125	132	15	8
2012/13	930	156	16	9
2013/14	1 045	453	17	9
2014/15	1 114	508	18	10
2015/16 (Provisional)	1 086	602	19	11

The information for the 2016/17 academic year is not yet available.

- (c) The information for the estimated number of staff under Short-term Contract to be transferred to fixed-term contracts in the 2016/17 academic year is not yet available.

- (d) Numbers of staff employed under the New Remuneration Package who were transferred from fixed-term contracts to open-ended contracts from the 2011/12 to 2014/15 academic years –

Academic year / Calendar Year	Number of staff employed under New Remuneration Package who were transferred from fixed-term contracts to open-ended contracts		
	Teaching	Administrative and supporting	Total
2011/12	122	98	220
2012/13 (Note 1)	0	0	0
2013/14 (Note 2)	104	71	175
2015 (Note 3)	18	21	39

Note:

1. Taking into account the uncertainty in student recruitment and manpower demand, transfer to open-ended contracts was considered and recommended on the merits of individual cases by the various operating units. No recommendation for transfer to open-ended contract was put forward in the 2012/13 academic year.
2. The last batch of the standalone annual transfer exercise was conducted in the 2013/14 academic year, which also covered certain staff with contract due to expire in 2015.
3. As from May 2015, the transfer to open-ended contracts has been subsumed under the administration of further appointment which is conducted on a quarterly basis and a breakdown of number of staff transferred by academic year is not available after the 2013/14 academic year.

The information for 2016 is not yet available.

- End -

CONTROLLING OFFICER'S REPLY**EDB204****(Question Serial No. 1705)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

(a) Using the table below, please provide a breakdown of the total numbers of students in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2011/12 to 2015/16 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(b) Using the table below, please provide a breakdown of the numbers of cross-boundary students in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2011/12 to 2015/16 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(c) Using the table below, please provide a breakdown of the numbers of cross-boundary students diagnosed as having special educational needs (SEN) in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2011/12 to 2015/16 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(d) Using the table below, please provide a breakdown of the numbers of students who are new arrivals (with less than 7 years' residence in Hong Kong) in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2011/12 to 2015/16 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(e) Using the table below, please provide a breakdown of the numbers of students from ethnic minorities in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2011/12 to 2015/16 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(f) Using the table below, please provide a breakdown of the numbers of disabled students in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2011/12 to 2015/16 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(g) In the past 5 school years (2011/12 to 2015/16), how did the Administration assist the student groups mentioned in item (b) to item (f)? What were the related policies? What new plans will be coming? How much public funding is involved?

Asked by: Hon IP Kin-yuen (Member Question No. 27)

Reply:

- (a) The total number of students in kindergartens, primary and secondary schools by district and by sector from the 2011/12 to 2015/16 school years are detailed at Appendix 1.
- (b) The number of cross-boundary students attending kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and by sector from the 2011/12 to 2015/16 school years is provided in Appendices 2(a), 2(b) and 2(c) respectively.
- (c) The Education Bureau (EDB) does not collect statistics on the cross-boundary students with special educational needs (SEN).

- (d) The number of newly admitted pupils from the Mainland in primary and secondary schools by district and by sector from the 2011/12 to 2015/16 school years are tabulated at Appendix 3. Please note that EDB does not collect information on the newly admitted pupils from the Mainland in kindergartens.
- (e) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students in kindergartens, public sector and Direct Subsidy Scheme primary and secondary schools by district from the 2011/12 to 2015/16 school years are tabulated at Appendix 4.
- (f) Support services for children with SEN at pre-primary levels are provided by the Social Welfare Department. EDB does not maintain data on students with SEN at kindergarten levels. The total number of students with SEN studying in public sector primary and secondary schools, English Schools Foundation (ESF) schools, other private international schools, and private independent schools (PIS) from the 2011/12 to 2015/16 school years are set out at Appendix 5.
- (g) *Newly-Arrived Children and Cross-boundary Students (CBS)*
EDB provides newly-arrived children with the choice of attending the six-month full-time “Initiation Programme” operated by local schools, or the “Induction Programme” run by non-governmental organisations alongside the various school-based programmes organised by their respective schools. We also provide schools with the “School-based Support Scheme Grant”. These Programmes/Grant primarily aim at helping them integrate into the local community and overcome their learning difficulties. Expenditure for the Initiation Programme, the Induction Programme and the School-based Support Scheme Grant for newly-arrived children from the 2011/12 to 2015/16 school years is tabulated at Appendix 6. By virtue of their right of abode in Hong Kong, CBS enjoy the same education services as our local students. If CBS are newly-arrived children, they also enjoy the education services mentioned above.

Non-Chinese Speaking Students

The EDB has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools, provision of the Applied Learning Chinese (for NCS students) courses and the creation of an inclusive learning environment in schools. The support measures for NCS students from the 2011/12 to 2015/16 school years and the expenditure are tabulated at Appendix 7. Besides, EDB will, based on the research framework drawn up in light of advice from research and language experts, continue to collect and analyse data to evaluate the effectiveness of the support measures for NCS students and refine them as appropriate.

Students with SEN

To support schools in catering for students with SEN, EDB has been providing public sector primary and secondary schools with additional resources on top of the regular subvention for all mainstream schools, professional support as well as teacher training. Starting from the 2016/17 school year, the School-based Educational Psychology Service will cover all public sector primary and secondary schools and it will be further enhanced by progressively improving the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with SEN. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN. The estimated expenditure on additional support and services for students with SEN in mainstream schools in the 2016/17 school year is about \$1,369 million.

Recurrent subvention has been provided to students with SEN in ESF’s mainstream schools and special schools. In the 2015/16 school year, the recurrent subvention for this purpose amounts to \$28.3 million.

Number of Students in Kindergartens by District and by Type of Kindergartens from the 2011/12 to 2015/16 School Years

District	2011/12			2012/13			2013/14			2014/15			2015/16		
	Non-Profit	Private	All	Non-Profit	Private	All	Non-Profit	Private	All	Non-Profit	Private	All	Non-Profit	Private	All
	Making	Independent	Types	Making	Independent	Types	Making	Independent	Types	Making	Independent	Types	Making	Independent	Types
Central & Western	5 256	624	5 880	4 873	672	5 545	4 880	632	5 512	4 839	675	5 514	5 124	933	6 057
Wan Chai	5 578	809	6 387	5 636	799	6 435	5 649	776	6 425	5 842	710	6 552	5 921	770	6 691
Eastern	8 754	1 761	10 515	9 792	1 849	11 641	9 919	1 874	11 793	10 027	1 971	11 998	10 288	2 069	12 357
Southern	3 257	1 431	4 688	3 315	1 597	4 912	3 242	1 531	4 773	3 348	1 440	4 788	3 449	1 371	4 820
Yau Tsim Mong	4 254	1 160	5 414	4 377	1 230	5 607	4 472	1 409	5 881	4 621	1 578	6 199	4 735	1 734	6 469
Sham Shui Po	7 447	162	7 609	7 797	201	7 998	8 114	216	8 330	8 705	230	8 935	9 188	254	9 442
Kowloon City	12 206	9 267	21 473	12 535	9 898	22 433	12 609	10 029	22 638	12 835	10 038	22 873	13 299	10 304	23 603
Wong Tai Sin	6 756	0	6 756	6 824	12	6 836	7 044	38	7 082	7 268	57	7 325	7 560	84	7 644
Kwun Tong	11 163	146	11 309	11 355	248	11 603	11 349	156	11 505	11 712	189	11 901	12 128	241	12 369
Sai Kung	6 199	1 243	7 442	6 245	1 625	7 870	6 350	1 834	8 184	6 527	1 970	8 497	7 028	2 149	9 177
Sha Tin	9 541	1 718	11 259	9 904	1 934	11 838	10 261	2 222	12 483	10 721	2 468	13 189	11 686	2 774	14 460
Tai Po	4 425	922	5 347	4 698	977	5 675	5 031	1 099	6 130	5 245	1 161	6 406	5 577	1 288	6 865
North	9 727	493	10 220	10 270	603	10 873	10 826	827	11 653	11 508	1 055	12 563	11 833	1 137	12 970
Yuen Long	13 337	728	14 065	14 290	874	15 164	15 173	1 039	16 212	15 483	1 344	16 827	16 145	1 607	17 752
Tuen Mun	9 867	355	10 222	10 707	420	11 127	11 248	490	11 738	12 061	669	12 730	12 543	847	13 390
Tsuen Wan	5 254	604	5 858	5 385	692	6 077	5 431	802	6 233	5 638	748	6 386	5 940	993	6 933
Kwai Tsing	9 176	403	9 579	9 210	444	9 654	9 266	460	9 726	9 648	498	10 146	10 274	499	10 773
Islands	2 691	719	3 410	2 705	771	3 476	2 748	797	3 545	2 762	806	3 568	2 867	759	3 626
All Districts	134 888	22 545	157 433	139 918	24 846	164 764	143 612	26 231	169 843	148 790	27 607	176 397	155 585	29 813	185 398

Notes : (1) Figures do not include special schools.

(2) Figures refer to the position as at September of the respective school years.

(3) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.

Number of Students in Primary Schools by District and by Sector from the 2011/12 to 2015/16 School Years

2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	640	6 624	549	1 946	1 393	11 152
Wan Chai	2 126	6 746	0	3 266	1 997	14 135
Eastern	2 479	12 922	1 004	705	3 132	20 242
Southern	841	4 677	818	2 182	4 204	12 722
Yau Tsim Mong	1 085	11 115	1 273	689	0	14 162
Sham Shui Po	1 933	12 325	1 682	4 566	449	20 955
Kowloon City	3 157	15 108	1 363	6 487	3 339	29 454
Wong Tai Sin	417	14 827	0	2 376	0	17 620
Kwun Tong	1 520	21 833	508	573	0	24 434
Sai Kung	524	11 441	2 857	18	719	15 559
Sha Tin	828	21 264	1 687	1 418	899	26 096
Tai Po	363	9 924	0	0	1 016	11 303
North	696	16 993	0	0	0	17 689
Yuen Long	2 554	24 176	1 057	205	76	28 068
Tuen Mun	663	18 218	724	58	0	19 663
Tsuen Wan	1 789	11 246	0	69	0	13 104
Kwai Tsing	0	18 577	560	0	0	19 137
Islands	0	5 987	0	534	865	7 386
All Districts	21 615	244 003	14 082	25 092	18 089	322 881

2012/13 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	626	6 449	562	2 113	1 407	11 157
Wan Chai	2 016	6 480	0	3 218	1 575	13 289
Eastern	2 351	12 490	1 050	722	3 267	19 880
Southern	811	4 368	839	2 310	4 189	12 517
Yau Tsim Mong	1 005	10 804	1 285	723	0	13 817
Sham Shui Po	1 826	11 893	1 675	4 774	450	20 618
Kowloon City	3 056	14 885	1 501	6 357	3 552	29 351
Wong Tai Sin	413	14 320	0	2 435	0	17 168
Kwun Tong	1 465	21 539	516	592	384	24 496
Sai Kung	531	10 786	2 789	31	717	14 854
Sha Tin	808	21 045	1 646	1 491	897	25 887
Tai Po	420	9 994	0	0	1 114	11 528
North	745	16 959	0	0	0	17 704
Yuen Long	2 493	23 445	1 138	194	65	27 335
Tuen Mun	652	17 783	734	64	406	19 639
Tsuen Wan	1 754	10 930	0	92	0	12 776
Kwai Tsing	0	17 833	540	0	0	18 373
Islands	0	5 552	0	680	821	7 053
All Districts	20 972	237 555	14 275	25 796	18 844	317 442

2013/14 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	634	6 614	0	2 182	1 289	10 719
Wan Chai	1 970	6 302	0	3 234	1 954	13 460
Eastern	2 305	12 593	1 067	796	3 434	20 195
Southern	795	4 337	1 430	2 397	4 118	13 077
Yau Tsim Mong	1 166	10 838	1 265	749	0	14 018
Sham Shui Po	1 850	11 856	1 678	4 733	0	20 117
Kowloon City	2 938	15 015	1 557	7 037	3 740	30 287
Wong Tai Sin	418	14 256	0	2 496	0	17 170
Kwun Tong	1 414	21 687	565	629	268	24 563
Sai Kung	543	10 608	2 730	35	973	14 889
Sha Tin	789	21 550	1 718	1 618	898	26 573
Tai Po	582	10 426	0	0	1 134	12 142
North	791	17 333	0	0	0	18 124
Yuen Long	2 429	23 676	1 245	199	56	27 605
Tuen Mun	629	18 264	741	65	443	20 142
Tsuen Wan	1 726	10 750	0	89	0	12 565
Kwai Tsing	0	17 507	566	0	391	18 464
Islands	0	5 276	0	738	794	6 808
All Districts	20 979	238 888	14 562	26 997	19 492	320 918

2014/15 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	631	6 849	0	2 321	1 260	11 061
Wan Chai	1 916	6 398	0	3 355	1 769	13 438
Eastern	2 359	12 853	1 109	891	3 381	20 593
Southern	755	4 331	1 416	2 560	4 339	13 401
Yau Tsim Mong	1 281	11 030	1 285	784	0	14 380
Sham Shui Po	1 858	11 984	1 667	4 837	0	20 346
Kowloon City	2 856	15 351	1 597	7 255	4 041	31 100
Wong Tai Sin	493	14 633	0	2 542	0	17 668
Kwun Tong	1 406	22 033	624	641	717	25 421
Sai Kung	588	10 902	2 758	49	976	15 273
Sha Tin	763	22 427	1 732	1 651	898	27 471
Tai Po	673	11 120	0	0	1 065	12 858
North	773	17 785	0	0	0	18 558
Yuen Long	2 452	24 771	1 356	222	41	28 842
Tuen Mun	616	19 266	746	72	490	21 190
Tsuen Wan	1 711	10 797	0	101	0	12 609
Kwai Tsing	0	17 451	549	0	435	18 435
Islands	0	5 041	0	834	781	6 656
All Districts	21 131	245 022	14 839	28 115	20 193	329 300

2015/16 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	642	7 041	0	2 450	948	11 081
Wan Chai	1 902	6 519	0	3 382	2 004	13 807
Eastern	2 431	13 092	1 149	974	3 444	21 090
Southern	741	4 365	1 414	2 627	4 459	13 606
Yau Tsim Mong	1 338	11 158	1 229	829	0	14 554
Sham Shui Po	1 888	12 149	1 643	4 963	0	20 643
Kowloon City	2 853	15 564	1 688	7 507	4 080	31 692
Wong Tai Sin	548	14 986	0	2 643	0	18 177
Kwun Tong	1 396	22 002	698	649	850	25 595
Sai Kung	585	11 173	2 815	68	975	15 616
Sha Tin	771	23 450	1 769	1 674	898	28 562
Tai Po	765	11 877	0	0	1 031	13 673
North	785	18 173	0	0	0	18 958
Yuen Long	2 487	25 942	1 418	212	31	30 090
Tuen Mun	620	20 413	755	71	491	22 350
Tsuen Wan	1 714	10 991	0	81	0	12 786
Kwai Tsing	0	17 708	542	0	445	18 695
Islands	0	4 937	0	863	783	6 583
All Districts	21 466	251 540	15 120	28 993	20 439	337 558

Notes : (1) Figures do not include special schools. International schools include English Schools Foundation Schools.

(2) Figures refer to the position as at September of the respective school years.

Number of Students in Secondary Day Schools by District and by Sector from the 2011/12 to 2015/16 School Years

2011/12 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1 140	8 200	0	2 874	34	2 029	14 277
Wan Chai	3 029	8 486	0	2 020	49	912	14 496
Eastern	4 145	21 471	0	3 485	0	2 318	31 419
Southern	0	11 351	0	1 982	1 042	5 177	19 552
Yau Tsim Mong	1 892	12 313	811	2 974	144	0	18 134
Sham Shui Po	959	15 685	1 087	7 605	1 100	83	26 519
Kowloon City	1 788	29 917	0	4 197	1 125	2 894	39 921
Wong Tai Sin	639	22 040	0	1 331	633	0	24 643
Kwun Tong	2 052	26 527	1 387	5 916	79	0	35 961
Sai Kung	1 135	18 365	0	6 163	16	0	25 679
Sha Tin	2 063	35 066	0	5 126	1 556	1 197	45 008
Tai Po	889	16 536	0	1 857	0	0	19 282
North	1 323	18 170	0	1 213	153	168	21 027
Yuen Long	4 577	31 712	0	3 992	1 001	0	41 282
Tuen Mun	2 314	32 873	0	0	0	0	35 187
Tsuen Wan	1 186	12 876	0	0	0	0	14 062
Kwai Tsing	0	31 880	0	0	0	0	31 880
Islands	667	5 842	0	1 584	535	130	8 758
All Districts	29 798	359 310	3 285	52 319	7 467	14 908	467 087

2012/13 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	989	6 357	0	2 740	0	2 045	12 131
Wan Chai	2 706	7 521	0	1 834	0	935	12 996
Eastern	3 723	18 925	0	3 189	0	2 435	28 272
Southern	0	9 856	0	1 889	1 102	5 290	18 137
Yau Tsim Mong	1 722	10 905	701	2 781	83	0	16 192
Sham Shui Po	836	15 268	990	7 110	883	79	25 166
Kowloon City	1 632	25 673	0	4 418	911	2 923	35 557
Wong Tai Sin	553	19 843	0	1 262	549	0	22 207
Kwun Tong	1 819	23 965	1 223	5 249	0	0	32 256
Sai Kung	1 014	16 231	0	5 821	22	0	23 088
Sha Tin	1 865	31 053	0	4 538	1 638	1 212	40 306
Tai Po	606	14 405	0	1 600	0	0	16 611
North	1 146	16 339	0	1 204	80	207	18 976
Yuen Long	4 068	28 129	0	3 909	531	0	36 637
Tuen Mun	2 001	28 713	0	0	0	251	30 965
Tsuen Wan	1 052	11 702	0	0	0	0	12 754
Kwai Tsing	0	28 580	0	0	0	0	28 580
Islands	581	5 159	0	1 441	622	153	7 956
All Districts	26 313	318 624	2 914	48 985	6 421	15 530	418 787

2013/14 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	943	6 064	0	2 728	0	1 849	11 584
Wan Chai	2 568	7 175	0	1 789	0	1 037	12 569
Eastern	3 574	17 561	0	3 111	0	2 606	26 852
Southern	0	9 090	0	1 826	1 174	5 324	17 414
Yau Tsim Mong	1 649	10 432	650	2 705	75	0	15 511
Sham Shui Po	814	14 411	927	6 935	939	83	24 109
Kowloon City	1 592	23 065	0	4 378	899	2 943	32 877
Wong Tai Sin	501	18 445	0	1 248	535	0	20 729
Kwun Tong	1 730	22 494	0	6 256	0	0	30 480
Sai Kung	938	14 999	0	5 624	24	228	21 813
Sha Tin	1 777	29 856	0	4 459	1 660	1 205	38 957
Tai Po	500	13 377	0	1 518	0	0	15 395
North	1 111	15 335	0	1 203	79	262	17 990
Yuen Long	3 840	26 207	0	3 894	385	0	34 326
Tuen Mun	1 858	26 286	0	0	0	378	28 522
Tsuen Wan	1 003	10 873	0	0	0	0	11 876
Kwai Tsing	0	26 719	0	0	0	0	26 719
Islands	539	4 788	0	1 429	693	173	7 622
All Districts	24 937	297 177	1 577	49 103	6 463	16 088	395 345

2014/15 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	910	5 689	0	2 263	0	1 850	10 712
Wan Chai	2 431	6 854	0	1 755	0	1 108	12 148
Eastern	3 415	16 188	0	3 032	0	2 335	24 970
Southern	0	8 378	0	1 812	1 224	5 340	16 754
Yau Tsim Mong	1 595	9 980	607	2 627	38	0	14 847
Sham Shui Po	752	13 643	858	6 832	919	95	23 099
Kowloon City	1 531	21 654	0	4 417	914	2 930	31 446
Wong Tai Sin	483	17 226	0	1 252	543	0	19 504
Kwun Tong	1 604	21 085	0	6 037	0	410	29 136
Sai Kung	887	13 877	0	5 561	26	265	20 616
Sha Tin	1 682	27 768	0	4 827	1 677	1 184	37 138
Tai Po	406	12 443	0	1 413	0	0	14 262
North	1 109	14 426	0	1 186	0	274	16 995
Yuen Long	3 591	24 467	0	3 861	219	0	32 138
Tuen Mun	1 709	23 921	0	0	0	456	26 086
Tsuen Wan	942	10 147	0	0	0	0	11 089
Kwai Tsing	0	24 963	0	0	0	0	24 963
Islands	493	4 396	0	1 393	751	195	7 228
All Districts	23 540	277 105	1 465	48 268	6 311	16 442	373 131

2015/16 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	875	5 431	0	2 293	0	1 775	10 374
Wan Chai	2 339	6 612	0	1 626	0	1 149	11 726
Eastern	3 263	14 923	0	3 011	0	2 277	23 474
Southern	0	7 766	0	1 811	1 295	5 320	16 192
Yau Tsim Mong	1 518	9 428	542	2 535	32	0	14 055
Sham Shui Po	664	12 872	824	6 699	949	171	22 179
Kowloon City	1 481	20 444	0	4 400	918	2 841	30 084
Wong Tai Sin	437	16 233	0	1 267	523	0	18 460
Kwun Tong	1 505	19 820	0	5 592	0	506	27 423
Sai Kung	825	12 721	0	5 521	31	279	19 377
Sha Tin	1 586	25 888	0	4 808	1 688	1 180	35 150
Tai Po	393	11 648	0	1 288	0	0	13 329
North	1 065	13 640	0	1 195	0	274	16 174
Yuen Long	3 405	22 705	0	3 817	149	0	30 076
Tuen Mun	1 581	21 952	0	0	0	540	24 073
Tsuen Wan	900	9 464	0	0	0	0	10 364
Kwai Tsing	0	23 313	0	0	0	0	23 313
Islands	423	4 039	0	1 369	737	218	6 786
All Districts	22 260	258 899	1 366	47 232	6 322	16 530	352 609

- Notes: (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
- (2) Figures refer to the position as at September of the respective school years.

Number of Cross-boundary Students in Kindergartens (including Kindergarten-cum-Child Care Centres) by District from the 2011/12 to 2015/16 School Years

District	School Year	Kindergartens (including Kindergarten-cum-Child Care Centres)
North	2011/12	3 677
	2012/13	4 281
	2013/14	4 908
	2014/15	5 379
	2015/16	5 431
Tai Po	2011/12	67
	2012/13	190
	2013/14	340
	2014/15	391
	2015/16	346
Sha Tin	2011/12	1
	2012/13	2
	2013/14	25
	2014/15	51
	2015/16	62
Yuen Long	2011/12	1 070
	2012/13	1 653
	2013/14	2 235
	2014/15	2 500
	2015/16	2 547
Tuen Mun	2011/12	892
	2012/13	1 265
	2013/14	1 679
	2014/15	1 893
	2015/16	1 856
Tsuen Wan & Kwai Tsing	2011/12	1
	2012/13	34
	2013/14	45
	2014/15	80
	2015/16	91
Tung Chung	2012/13	29
	2013/14	54
	2014/15	69
	2015/16	73
Wong Tai Sin	2014/15	1
	2015/16	1

Notes: (1) Figures refer to the position as at September of the respective school years.

(2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.

(3) All kindergartens (including kindergarten-cum-child care centres) are private schools. In the surveys, we did not collect information on the type of kindergartens the students were attending. Hence, the information as requested is not available.

Number of Cross-boundary Students in Primary Schools by District and by Sector from the 2011/12 to 2015/16 School Years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	2011/12	189	3 739	0	0	0	0	3 928
	2012/13	273	4 106	0	0	0	0	4 379
	2013/14	332	4 664	0	0	0	0	4 996
	2014/15	330	5 260	0	0	0	0	5 590
	2015/16	360	5 757	0	0	0	0	6 117
Tai Po	2011/12	17	334	0	0	0	0	351
	2012/13	86	583	0	0	0	0	669
	2013/14	231	899	0	0	0	0	1 130
	2014/15	297	1 199	0	0	0	0	1 496
	2015/16	369	1 621	0	0	0	0	1 990
Sha Tin	2011/12	0	64	0	0	0	0	64
	2012/13	0	109	0	0	0	0	109
	2013/14	0	176	0	0	0	0	176
	2014/15	0	322	0	0	0	0	322
	2015/16	0	473	0	0	0	0	473
Yuen Long	2011/12	9	613	0	0	3	0	625
	2012/13	15	987	0	0	10	0	1 012
	2013/14	24	1 562	0	0	4	0	1 590
	2014/15	52	2 552	2	0	3	0	2 609
	2015/16	65	3 363	3	0	4	0	3 435
Tuen Mun	2011/12	2	303	0	0	0	0	305
	2012/13	2	576	0	0	0	0	578
	2013/14	11	1 168	2	0	0	0	1 181
	2014/15	22	1 684	6	0	0	0	1 712
	2015/16	32	2 260	9	0	0	0	2 301
Tsuen Wan & Kwai Tsing	2011/12	0	1	2	0	0	0	3
	2012/13	0	0	2	0	0	0	2
	2013/14	0	7	1	0	0	0	8
	2014/15	0	3	0	0	0	0	3
	2015/16	0	48	0	0	0	0	48
Tung Chung	2012/13	0	0	0	0	0	0	0
	2013/14	0	0	0	0	0	0	0
	2014/15	0	6	0	0	0	0	6
	2015/16	0	65	0	0	0	0	65
Wong Tai Sin	2014/15	1	35	0	0	0	0	36
	2015/16	1	137	0	0	0	0	138

Note: (1) Figures refer to the position as at September of the respective school years.

(2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.

Number of Cross-boundary Students in Secondary Schools by District and by Sector from the 2011/12 to 2015/16 school years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	2011/12	218	1 160	54	0	0	0	1 432
	2012/13	258	1 243	68	0	0	0	1 569
	2013/14	291	1 414	77	0	0	0	1 782
	2014/15	308	1 593	94	0	0	0	1 995
	2015/16	297	1 702	118	0	0	0	2 117
Tai Po	2011/12	12	147	23	0	0	0	182
	2012/13	18	200	37	0	0	0	255
	2013/14	25	260	50	0	0	0	335
	2014/15	37	307	62	0	0	0	406
	2015/16	42	357	58	0	0	0	457
Sha Tin	2011/12	0	24	2	0	0	0	26
	2012/13	0	24	1	0	0	0	25
	2013/14	1	27	2	0	0	0	30
	2014/15	1	46	2	0	0	0	49
	2015/16	1	81	2	0	0	0	84
Yuen Long	2011/12	13	168	15	0	0	0	196
	2012/13	14	212	20	0	0	0	246
	2013/14	13	254	13	0	0	0	280
	2014/15	13	259	21	0	0	0	293
	2015/16	21	305	25	0	0	0	351
Tuen Mun	2011/12	0	43	0	0	0	0	43
	2012/13	0	53	0	0	0	0	53
	2013/14	2	72	0	0	0	0	74
	2014/15	6	100	0	0	0	0	106
	2015/16	8	115	0	0	0	0	123
Tsuen Wan & Kwai Tsing	2011/12	0	2	0	0	0	0	2
	2012/13	0	5	0	0	0	0	5
	2013/14	0	3	0	0	0	0	3
	2014/15	0	1	0	0	0	0	1
	2015/16	0	0	0	0	0	0	0
Tung Chung	2012/13	0	0	0	0	0	0	0
	2013/14	0	0	0	0	0	0	0
	2014/15	0	1	0	0	0	0	1
	2015/16	0	0	0	0	0	0	0
Wong Tai Sin	2014/15	0	1	0	0	0	0	1
	2015/16	0	0	0	0	0	0	0

Note: (1) Figures refer to the position as at September of the respective school years.

(2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.

Number of Newly Admitted Pupils[#] from the Mainland in Primary Schools by District and by Sector from the 2011/12 to 2015/16 School Years

2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	17	55	0	0	72
Wan Chai	3	27	0	6	36
Eastern	31	86	2	1	120
Southern	9	33	0	2	44
Yau Tsim Mong	50	158	0	0	208
Sham Shui Po	57	203	0	0	260
Kowloon City	1	126	0	10	137
Wong Tai Sin	12	163	0	2	177
Kwun Tong	11	227	0	0	238
Sai Kung	10	32	2	0	44
Sha Tin	0	206	2	0	208
Tai Po	11	106	0	0	117
North	28	391	0	0	419
Yuen Long	24	274	2	0	300
Tuen Mun	3	135	0	0	138
Tsuen Wan	10	171	0	0	181
Kwai Tsing	0	157	0	0	157
Islands	0	39	0	0	39
All Districts	277	2 589	8	21	2 895

2012/13 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	7	40	0	0	47
Wan Chai	1	31	0	5	37
Eastern	24	75	0	5	104
Southern	8	24	0	3	35
Yau Tsim Mong	60	128	0	0	188
Sham Shui Po	53	217	1	2	273
Kowloon City	2	148	1	8	159
Wong Tai Sin	11	127	0	5	143
Kwun Tong	5	224	0	0	229
Sai Kung	10	44	0	0	54
Sha Tin	0	141	1	3	145
Tai Po	4	142	0	0	146
North	27	250	0	0	277
Yuen Long	17	287	0	2	306
Tuen Mun	8	174	0	0	182
Tsuen Wan	6	183	0	0	189
Kwai Tsing	0	149	0	0	149
Islands	0	24	0	0	24
All Districts	243	2 408	3	33	2 687

2013/14 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	10	43	0	2	55
Wan Chai	4	22	0	3	29
Eastern	19	115	0	2	136
Southern	8	30	0	3	41
Yau Tsim Mong	57	133	0	0	190
Sham Shui Po	55	195	0	5	255
Kowloon City	7	128	0	8	143
Wong Tai Sin	17	111	0	1	129
Kwun Tong	9	207	0	0	216
Sai Kung	1	47	2	0	50
Sha Tin	1	202	1	1	205
Tai Po	3	131	0	0	134
North	22	244	0	0	266
Yuen Long	16	292	0	2	310
Tuen Mun	2	168	0	0	170
Tsuen Wan	1	144	0	0	145
Kwai Tsing	0	158	0	0	158
Islands	0	24	0	0	24
All Districts	232	2 394	3	27	2 656

2014/15 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	3	60	0	0	63
Wan Chai	6	36	0	3	45
Eastern	39	118	2	1	160
Southern	6	63	0	5	74
Yau Tsim Mong	65	186	2	0	253
Sham Shui Po	51	318	1	5	375
Kowloon City	12	197	3	22	234
Wong Tai Sin	23	226	0	1	250
Kwun Tong	26	329	1	1	357
Sai Kung	18	120	0	0	138
Sha Tin	3	303	1	0	307
Tai Po	2	233	0	0	235
North	20	402	0	0	422
Yuen Long	28	535	2	0	565
Tuen Mun	7	330	1	1	339
Tsuen Wan	8	224	0	0	232
Kwai Tsing	0	296	0	0	296
Islands	0	58	0	0	58
All Districts	317	4 034	13	39	4 403

2015/16 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	3	48	0	0	51
Wan Chai	1	28	0	6	35
Eastern	32	106	2	2	142
Southern	6	44	0	5	55
Yau Tsim Mong	46	183	0	0	229
Sham Shui Po	67	245	2	2	316
Kowloon City	12	178	0	18	208
Wong Tai Sin	20	213	0	0	233
Kwun Tong	25	328	1	0	354
Sai Kung	4	88	1	0	93
Sha Tin	6	249	0	0	255
Tai Po	13	193	0	0	206
North	19	308	0	0	327
Yuen Long	28	432	2	0	462
Tuen Mun	4	306	0	0	310
Tsuen Wan	11	242	0	1	254
Kwai Tsing	0	248	0	0	248
Islands	0	46	0	0	46
All Districts	297	3 485	8	34	3 824

- Notes:
- (1) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other private international schools.
 - (2) Figures refer to the position as at September of the respective years. Such students were newly admitted during the past 12 months.
 - (3) Figures for 2015/16 school year are provisional and subject to revisions.
- # Figures refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

Number of Newly Admitted Pupils[#] from the Mainland in Secondary Schools by District and by Sector from the 2011/12 to 2015/16 School Years

2011/12 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	38	0	3	0	41
Wan Chai	3	34	0	14	0	51
Eastern	1	131	0	44	0	176
Southern	0	65	0	0	0	65
Yau Tsim Mong	1	123	83	25	0	232
Sham Shui Po	0	151	5	159	1	316
Kowloon City	1	170	0	34	8	213
Wong Tai Sin	29	107	0	3	0	139
Kwun Tong	1	148	12	193	0	354
Sai Kung	0	56	0	10	3	69
Sha Tin	2	166	0	11	0	179
Tai Po	14	100	0	13	0	127
North	109	100	0	6	0	215
Yuen Long	1	176	0	36	0	213
Tuen Mun	0	183	0	0	0	183
Tsuen Wan	0	167	0	0	0	167
Kwai Tsing	0	173	0	0	0	173
Islands	0	16	0	3	0	19
All Districts	162	2 104	100	554	12	2 932

2012/13 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	35	0	5	0	40
Wan Chai	0	21	0	11	0	32
Eastern	0	121	0	78	0	199
Southern	0	51	0	2	0	53
Yau Tsim Mong	0	80	77	42	0	199
Sham Shui Po	6	147	1	165	1	320
Kowloon City	7	201	0	27	8	243
Wong Tai Sin	37	112	0	1	0	150
Kwun Tong	5	138	14	211	0	368
Sai Kung	0	67	0	10	0	77
Sha Tin	0	145	0	14	0	159
Tai Po	12	120	0	17	0	149
North	112	93	0	6	0	211
Yuen Long	1	188	0	28	1	218
Tuen Mun	1	193	0	0	0	194
Tsuen Wan	0	139	0	0	0	139
Kwai Tsing	0	191	0	0	0	191
Islands	0	11	0	3	0	14
All Districts	181	2 053	92	620	10	2 956

2013/14 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	27	0	0	0	27
Wan Chai	0	18	0	11	0	29
Eastern	2	120	0	89	0	211
Southern	0	51	0	0	2	53
Yau Tsim Mong	1	83	65	30	0	179
Sham Shui Po	9	95	3	121	0	228
Kowloon City	1	160	0	28	1	190
Wong Tai Sin	47	100	0	4	0	151
Kwun Tong	2	120	0	234	0	356
Sai Kung	1	85	0	19	0	105
Sha Tin	1	149	0	9	0	159
Tai Po	29	116	0	19	0	164
North	95	94	0	8	0	197
Yuen Long	1	148	0	24	0	173
Tuen Mun	1	176	0	0	0	177
Tsuen Wan	0	113	0	0	0	113
Kwai Tsing	0	124	0	0	0	124
Islands	2	6	0	0	0	8
All Districts	192	1 785	68	596	3	2 644

2014/15 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	1	35	0	0	0	36
Wan Chai	1	22	0	16	0	39
Eastern	0	105	0	62	0	167
Southern	0	39	0	0	6	45
Yau Tsim Mong	1	92	73	21	0	187
Sham Shui Po	7	122	2	123	1	255
Kowloon City	4	147	0	31	0	182
Wong Tai Sin	41	121	0	0	0	162
Kwun Tong	2	114	0	178	0	294
Sai Kung	0	66	0	22	0	88
Sha Tin	0	194	0	7	0	201
Tai Po	29	127	0	17	0	173
North	60	147	0	4	0	211
Yuen Long	2	151	0	40	0	193
Tuen Mun	0	131	0	0	0	131
Tsuen Wan	0	143	0	0	0	143
Kwai Tsing	0	124	0	0	0	124
Islands	1	27	0	4	0	32
All Districts	149	1 907	75	525	7	2 663

2015/16 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	28	0	1	0	29
Wan Chai	6	19	0	0	0	25
Eastern	0	69	0	66	0	135
Southern	0	31	0	0	10	41
Yau Tsim Mong	0	103	47	19	0	169
Sham Shui Po	2	126	13	70	0	211
Kowloon City	0	93	0	20	3	116
Wong Tai Sin	24	84	0	0	0	108
Kwun Tong	2	101	0	134	0	237
Sai Kung	0	57	0	25	0	82
Sha Tin	0	118	0	7	0	125
Tai Po	12	98	0	8	0	118
North	73	106	0	7	0	186
Yuen Long	1	113	0	19	0	133
Tuen Mun	1	124	0	0	0	125
Tsuen Wan	0	135	0	0	0	135
Kwai Tsing	0	148	0	0	0	148
Islands	0	13	0	3	0	16
All Districts	121	1 566	60	379	13	2 139

- Notes: (1) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other private international schools.
- (2) Figures refer to the position as at September of the respective years. Such students were newly admitted during the past 12 months.
- (3) Figures for 2015/16 school year are provisional and subject to revisions.
- # Figures refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

Number of Non-Chinese Speaking Students in Kindergartens by District and by Type of Kindergartens from the 2011/12 to 2015/16 School Years

District	2011/12			2012/13			2013/14			2014/15			2015/16		
	Non-Profit Making	Private Independent	All Types	Non-Profit Making	Private Independent	All Types	Non-Profit Making	Private Independent	All Types	Non-Profit Making	Private Independent	All Types	Non-Profit Making	Private Independent	All Types
Central & Western	762	314	1 076	772	358	1 130	765	389	1 154	703	365	1 068	671	481	1 152
Wan Chai	664	759	1 423	649	724	1 373	605	671	1 276	770	636	1 406	754	690	1 444
Eastern	550	425	975	579	440	1 019	618	362	980	659	365	1 024	536	348	884
Southern	692	755	1 447	645	880	1 525	682	753	1 435	751	623	1 374	785	555	1 340
Yau Tsim Mong	632	160	792	702	169	871	732	189	921	698	239	937	653	231	884
Sham Shui Po	397	5	402	453	5	458	342	2	344	313	7	320	315	9	324
Kowloon City	707	516	1 223	678	745	1 423	707	578	1 285	633	495	1 128	647	450	1 097
Wong Tai Sin	93	0	93	104	0	104	71	0	71	106	0	106	101	0	101
Kwun Tong	156	15	171	135	19	154	174	21	195	193	34	227	202	28	230
Sai Kung	391	151	542	431	217	648	484	217	701	475	194	669	499	210	709
Sha Tin	351	64	415	369	94	463	401	87	488	340	86	426	452	90	542
Tai Po	146	9	155	129	4	133	140	14	154	159	15	174	174	16	190
North	12	8	20	25	9	34	22	9	31	11	4	15	11	10	21
Yuen Long	574	14	588	584	20	604	597	15	612	594	39	633	599	47	646
Tuen Mun	179	61	240	237	65	302	217	60	277	227	48	275	248	62	310
Tsuen Wan	64	21	85	66	8	74	79	14	93	82	11	93	96	13	109
Kwai Tsing	647	7	654	653	3	656	655	2	657	658	4	662	671	1	672
Islands	702	567	1 269	747	606	1 353	763	592	1 355	782	614	1 396	765	562	1 327
All Districts	7 719	3 851	11 570	7 958	4 366	12 324	8 054	3 975	12 029	8 154	3 779	11 933	8 179	3 803	11 982

Notes : (1) Figures refer to the position as at September of the respective school years.

(2) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.

(3) Figures include students studying in kindergarten-cum-child care centres.

Number of Non-Chinese Speaking Students in Primary Schools by District and by Sector from the 2011/12 to 2015/16 School Years

2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	1	374	2
Wan Chai	378	580	0
Eastern	13	42	14
Southern	4	9	0
Yau Tsim Mong	181	491	229
Sham Shui Po	700	34	82
Kowloon City	6	125	219
Wong Tai Sin	0	331	0
Kwun Tong	1	921	7
Sai Kung	0	108	26
Sha Tin	1	36	35
Tai Po	3	26	0
North	3	17	0
Yuen Long	9	692	22
Tuen Mun	0	451	67
Tsuen Wan	4	44	0
Kwai Tsing	0	341	501
Islands	0	573	0
All Districts	1 304	5 195	1 204

2012/13 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	1	417	2
Wan Chai	340	580	0
Eastern	12	65	10
Southern	6	9	0
Yau Tsim Mong	198	493	226
Sham Shui Po	674	39	72
Kowloon City	7	147	264
Wong Tai Sin	0	304	0
Kwun Tong	2	909	7
Sai Kung	1	129	23
Sha Tin	1	46	37
Tai Po	1	29	0
North	1	15	0
Yuen Long	8	724	33
Tuen Mun	1	506	65
Tsuen Wan	2	48	0
Kwai Tsing	0	366	493
Islands	0	632	0
All Districts	1 255	5 458	1 232

2013/14 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	1	467	0
Wan Chai	321	608	0
Eastern	13	120	9
Southern	6	18	2
Yau Tsim Mong	260	500	220
Sham Shui Po	639	40	73
Kowloon City	7	149	275
Wong Tai Sin	1	288	0
Kwun Tong	6	874	7
Sai Kung	0	145	13
Sha Tin	1	47	45
Tai Po	0	46	0
North	1	13	0
Yuen Long	6	769	50
Tuen Mun	1	519	53
Tsuen Wan	2	42	0
Kwai Tsing	0	375	529
Islands	0	729	0
All Districts	1 265	5 749	1 276

2014/15 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	3	529	0
Wan Chai	284	655	0
Eastern	21	142	8
Southern	6	19	1
Yau Tsim Mong	301	509	221
Sham Shui Po	662	70	76
Kowloon City	5	158	265
Wong Tai Sin	2	280	0
Kwun Tong	11	828	4
Sai Kung	0	174	18
Sha Tin	1	69	49
Tai Po	0	65	0
North	1	17	0
Yuen Long	3	791	69
Tuen Mun	1	555	51
Tsuen Wan	2	48	0
Kwai Tsing	0	387	513
Islands	0	823	0
All Districts	1 303	6 119	1 275

2015/16 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	3	573	0
Wan Chai	268	668	0
Eastern	21	146	7
Southern	4	29	1
Yau Tsim Mong	322	548	203
Sham Shui Po	651	87	79
Kowloon City	5	159	262
Wong Tai Sin	1	255	0
Kwun Tong	13	813	1
Sai Kung	1	185	18
Sha Tin	1	67	49
Tai Po	1	97	0
North	1	28	0
Yuen Long	17	822	68
Tuen Mun	1	582	39
Tsuen Wan	1	54	0
Kwai Tsing	0	419	503
Islands	0	885	0
All Districts	1 311	6 417	1 230

- Notes : (1) Figures refer to the position as at September of the respective school years.
- (2) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.
- (3) Figures cover students studying in ordinary public sector and DSS primary schools, but not special schools. We do not have readily available information about the number of NCS students in private, ESF and other international schools.

Number of Non-Chinese Speaking Students in Secondary Day Schools by District and by Sector from the 2011/12 to 2015/16 School Years

2011/12 School Year

District	Government	Aided	Caput	DSS
Central & Western	3	26	0	276
Wan Chai	27	188	0	63
Eastern	7	455	0	8
Southern	0	36	0	7
Yau Tsim Mong	601	13	1	181
Sham Shui Po	3	37	1	1 027
Kowloon City	2	59	0	81
Wong Tai Sin	0	13	0	5
Kwun Tong	2	121	0	1 071
Sai Kung	1	25	0	88
Sha Tin	0	38	0	203
Tai Po	0	9	0	20
North	0	10	0	6
Yuen Long	6	140	0	98
Tuen Mun	3	578	0	0
Tsuen Wan	2	27	0	0
Kwai Tsing	0	75	0	0
Islands	4	37	0	689
All Districts	661	1 887	2	3 823

2012/13 School Year

District	Government	Aided	Caput	DSS
Central & Western	3	44	0	334
Wan Chai	25	228	0	64
Eastern	7	432	0	15
Southern	0	34	0	5
Yau Tsim Mong	617	18	1	194
Sham Shui Po	2	44	1	1 058
Kowloon City	1	59	0	97
Wong Tai Sin	2	16	0	3
Kwun Tong	1	134	0	1 093
Sai Kung	1	41	0	120
Sha Tin	2	30	0	178
Tai Po	0	10	0	22
North	0	11	0	3
Yuen Long	5	163	0	88
Tuen Mun	4	754	0	0
Tsuen Wan	2	29	0	0
Kwai Tsing	0	100	0	0
Islands	0	40	0	784
All Districts	672	2 187	2	4 058

2013/14 School Year

District	Government	Aided	Caput	DSS
Central & Western	3	52	0	361
Wan Chai	36	270	0	69
Eastern	8	454	0	23
Southern	0	38	0	3
Yau Tsim Mong	620	18	1	209
Sham Shui Po	2	50	0	1 209
Kowloon City	1	67	0	114
Wong Tai Sin	1	15	0	4
Kwun Tong	1	154	0	1 116
Sai Kung	1	89	0	136
Sha Tin	2	25	0	162
Tai Po	0	8	0	30
North	0	9	0	2
Yuen Long	7	208	0	120
Tuen Mun	4	817	0	0
Tsuen Wan	2	43	0	0
Kwai Tsing	0	122	0	0
Islands	2	68	0	820
All Districts	690	2 507	1	4 378

2014/15 School Year

District	Government	Aided	Caput	DSS
Central & Western	6	84	0	6
Wan Chai	51	329	0	104
Eastern	4	485	0	28
Southern	0	51	0	4
Yau Tsim Mong	607	22	1	208
Sham Shui Po	2	66	0	1 305
Kowloon City	2	127	0	137
Wong Tai Sin	1	26	0	7
Kwun Tong	0	146	0	1 074
Sai Kung	0	150	0	199
Sha Tin	2	28	0	506
Tai Po	0	12	0	34
North	1	5	0	2
Yuen Long	7	225	0	126
Tuen Mun	5	881	0	0
Tsuen Wan	2	52	0	0
Kwai Tsing	0	154	0	0
Islands	2	92	0	856
All Districts	692	2 935	1	4 596

2015/16 School Year

District	Government	Aided	Caput	DSS
Central & Western	5	106	0	5
Wan Chai	54	398	0	145
Eastern	4	524	0	59
Southern	0	75	0	6
Yau Tsim Mong	583	40	1	203
Sham Shui Po	0	77	0	1 409
Kowloon City	2	144	0	156
Wong Tai Sin	2	35	0	6
Kwun Tong	0	155	0	956
Sai Kung	0	207	0	211
Sha Tin	2	32	0	442
Tai Po	0	12	0	42
North	1	8	0	2
Yuen Long	4	301	0	150
Tuen Mun	7	1 002	0	0
Tsuen Wan	4	59	0	0
Kwai Tsing	0	186	0	0
Islands	2	112	0	846
All Districts	670	3 473	1	4 638

- Notes : (1) Figures refer to the position as at September of the respective school years.
- (2) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.
- (3) Figures cover students studying in ordinary public sector and DSS secondary day schools, but not special schools. We do not have readily available information about the number of NCS students in private, ESF and other international schools.

Number of Students with Special Educational Needs (SEN) in Public Sector Mainstream Schools from the 2011/12 to 2015/16 School Years

	School Year				
School Level	2011/12	2012/13	2013/14	2014/15	2015/16
Primary	15 940	16 810	17 390	18 200	19 830
Secondary	12 690	14 580	16 440	17 990	19 640
Total	28 630	31 390	33 830	36 190	39 470

Notes: (1) We do not provide the number of students with SEN by district as the provision of support services for students with SEN does not have relationship with the district in which they live or study.

(2) SEN-related resources are subsumed under the DSS unit subsidy and we do not separately collect the number of students with SEN in DSS schools.

Number of Students with Special Educational Needs (SEN) in English Schools Foundation (ESF) schools, other private international schools, and private independent schools (PIS) from the 2011/12 to 2015/16 School Years

School Year	ESF		PIS		International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2011/12	143	202	175	208	128	86	446	496
2012/13	141	232	123	184	190	97	454	513
2013/14	139	239	69	137	262	88	470	464
2014/15	136	256	117	175	329	163	582	594
2015/16	230	435	178	277	385	175	793	887

Notes : (1) Figures refer to the position as at September of the respective years.

(2) Statistics cover students with SEN under integrated classes / special classes / special schools in PIS, ESF and other private International Schools as reported by the schools concerned in response to the Annual Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

**Expenditure for Initiation Programme, Induction Programme
and School-based Support Scheme Grant for Newly-Arrived Children
from the 2011/12 to 2015/16 School Years**

School Year		2011/12	2012/13	2013/14	2014/15	2015/16
Expenditure (\$ million)	Initiation Programme	18.2	19.4	21.5	21.8	25.3
	Induction Programme	1.8	1.9	2.2	2.1	2.2
	School-based Support Scheme Grant	21.6	22.9	25.1	24.9	28.9
	Total	41.6	44.2	48.8	48.8	56.4

Note: Figures for the 2015/16 school year are provisional and subject to revisions.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2011/12 to 2015/16 school years**

Support measures	Actual Expenditure in the 2011/12 School Year \$ million	Actual expenditure in the 2012/13 school year \$ million	Actual expenditure in the 2013/14 school year \$ million	Actual expenditure in the 2014/15 school year \$ million	Estimated expenditure in the 2015/16 school year \$ million
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration.</p> <p>The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	<p>16.8</p> <p>Note 1</p>	<p>17.5</p> <p>Note 1</p>	<p>61.3</p> <p>Note 1</p>	<p>197.8</p> <p>Note 1</p>	<p>223.9</p> <p>Note 1</p>

Support measures	Actual Expenditure in the 2011/12 School Year \$ million	Actual expenditure in the 2012/13 school year \$ million	Actual expenditure in the 2013/14 school year \$ million	Actual expenditure in the 2014/15 school year \$ million	Estimated expenditure in the 2015/16 school year \$ million
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students Development of the “Learning Framework” and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	An additional sum of about \$2.3 million to continue with the development of teaching reference materials and assessment tools Note 1	An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools Note 1	An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools Note 1	3.0 Note 1	3.0 Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.

Support measures	Actual Expenditure in the 2011/12 School Year \$ million	Actual expenditure in the 2012/13 school year \$ million	Actual expenditure in the 2013/14 school year \$ million	Actual expenditure in the 2014/15 school year \$ million	Estimated expenditure in the 2015/16 school year \$ million
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	2.7	2.7	2.6	3.8	3.7
A total funding of \$77 million has been earmarked for Project of After-school Extended Chinese Learning for NCS Students, that started in the 2010/11 school year under the Language Fund, to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, all schools may apply. Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.	12.0	13.0	21.0	-	-
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	1.4	2.0	2.5	2.8	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	-	-	2.3	4.9

Support measures	Actual Expenditure in the 2011/12 School Year \$ million	Actual expenditure in the 2012/13 school year \$ million	Actual expenditure in the 2013/14 school year \$ million	Actual expenditure in the 2014/15 school year \$ million	Estimated expenditure in the 2015/16 school year \$ million
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.28	0.76	1.33	1.87	2.09
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	-	0.88	2.51	1.09	2.58
<p>Support for kindergartens admitting NCS students -</p> <p>(a) University-School Support Programmes financed by the Education Development Fund:</p> <p>(i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years</p> <p>(ii) a 2-year project to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years</p> <p>(b) School-based professional support services</p>	-	3.3	3.0	3.0	0.7
	-	-	-	-	Note 2
	-	-	Note 1	Note 1	Note 1

Notes:

1. These measures are provided by different sections of EDB and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The estimated expenditure of the USP project is \$6.3 million and \$1.8 million for the 2015/16 and 2016/17 school years respectively. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure for kindergartens and primary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB205

(Question Serial No. 1706)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please set out the details and expenditure of the Education Bureau's work plans for promoting the Basic Law education at primary and secondary schools in the past 5 years (2011/12 to 2015/16 school years) and for the coming year.
2. What is the progress of the development of learning and teaching resource packages and the assessment bank? What is the expenditure involved? Has the Administration evaluated the effectiveness of such work? If yes, what are the details?

Asked by: Hon IP Kin-yuen (Member Question No. 28)

Reply:

- (1) Pursuant to the 2010-11 Policy Address, Education Bureau (EDB) started developing learning packages to enhance students' understanding of the Basic Law from November 2010. The Chinese and English versions of the learning packages for junior secondary and senior primary students, developed during the 2011-12, have been distributed to schools in stages from January 2012 to January 2013. During the same period, web-based resources supporting the learning of the Basic Law were also made available for school use. To keep pace with the development of e-learning, an e-book version of the learning packages for junior secondary has also been developed in February 2014. A Pack on "Effective Use of 'Let's Learn the Basic Law' Learning Package", which is a collection of schools' good practices, was developed and distributed to all primary schools in 2015. EDB developed the "Basic Law Audio-visual Learning and Teaching Package" for junior secondary students in April 2015 and we are currently developing the "Basic Law Audio-visual Learning and Teaching Package (Senior Primary)" for senior primary students to deepen their knowledge of the Basic Law. Apart from the above, EDB organised a Basic Law Inter-school Competition in May 2015, and will organise the 2nd Basic Law Inter-school Competition in July 2016 to arouse students' interest in studying the Basic Law.

To facilitate teachers in their assessment of students' understanding of the Basic Law, 2 databases of questions for assessment in schools have been provided for primary and secondary school teachers respectively by June 2012. Students can assess their own understanding of the Basic Law online through responding to questions or engaging in online games available from December 2012.

To enhance teachers' understanding of the concepts and essence of the Basic Law as well as strategies for using the learning packages and web-based resources in their school-based learning and teaching practices, EDB has organised, from time to time, professional development programmes during the past 5 years.

Expenditure for the related curriculum work and support measures, which includes research and development, provision of learning activities for students and professional programmes for school heads

and teachers, etc. is absorbed by the recurrent expenditure of EDB as an integral part of day-to-day curriculum development work. Other than expenditure on developing learning and teaching resources, there is no separate breakdown for individual items. The expenditure of EDB for developing learning and teaching resources on Basic Law education from 2011-12 to 2016-17 is as follows:

2011-12 [@]	2012-13 [@]	2013-14 [@]	2014-15 ^{@#}	2015-16 ^{@*}	2016-17 ^{@++}
\$16 million	\$0.8 million	\$0.65 million	\$2.07 million	\$3.65 million	\$1.84 million

[@] Manpower resources in the provision are absorbed by the recurrent expenditure of EDB

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

⁺⁺ Estimated figures

- (2) EDB conducted trial teaching of the revamped and updated e-book version of the junior secondary learning package and reprint its teacher version with minor amendments in 2015. Meanwhile, EDB developed a "Basic Law Audio-visual Learning and Teaching Package" for junior secondary students in April 2015 and we are currently developing a "Basic Law Audio-visual Learning and Teaching Package (Senior Primary)" to deepen students' understanding of the Basic Law in junior secondary and senior primary levels. The estimated expenditure for developing learning and teaching resources for Basic Law education for secondary schools and primary schools in 2016-17 is \$0.98 million and \$0.86 million respectively. EDB will also continue to enrich and update the assessment bank. On an on-going basis, EDB will collect feedback on the effectiveness of its work through various channels to further enrich and refine the above resource materials.

- End -

CONTROLLING OFFICER'S REPLY**EDB206****(Question Serial No. 1707)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (1) Director of Bureau's Office, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(a) Using the table below, please provide information on cross-boundary projects or programmes in which the Education Bureau of Hong Kong collaborated with Mainland department(s) or is/has been involved as well as the manpower and expenditure involved in the past 5 years (from the 2011/12 to 2015/16 school years) and the coming year (2016/17):

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved

(b) please set out the numbers, details, objectives and expenditures of the meetings between the Education Bureau and the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region/Mainland officials in the past 5 years (2011/12 to 2015/16);

(c) please set out the numbers, details, objectives, numbers of participants and expenditures of the duty visits and study trips made by Education Bureau officials to the Mainland in the past 5 years (2011/12 to 2015/16); and

(d) please set out the numbers, details, objectives, numbers of participants and expenditures of the overseas duty visits and study trips (except those to the Mainland) made by Education Bureau officials in the past 5 years (2011/12 to 2015/16).

Asked by: Hon IP Kin-yuen (Member Question No. 29)

Reply:

Part (a)

By cross-boundary projects or programmes which the Education Bureau (EDB) collaborated with Mainland department(s), we refer to those projects/programmes with direct involvement of both EDB and Mainland department(s). The manpower and expenditure involved in these projects in the past five years (2011-12 to 2015-16) and the coming year (2016-17) are at Annex A and Annex B respectively.

Part (b)

The required information on the meetings of EDB with the Liaison Office of the Central People's Government in the Hong Kong SAR (CPGLO) and other mainland officials is provided in the table below:

Financial Year	No. of Meetings with CPGLO	No. of Meetings with Mainland officials
2011-12	1	33
2012-13	1	30
2013-14	2	29
2014-15	2	33
2015-16	3	23

The Government of the Hong Kong Special Administrative Region (HKSAR) maintains necessary working relationship with the mainland government authorities and the offices set up by the Central People's Government in the HKSAR, with a view to ensuring mutual understanding and effective exchanges. The meetings are mainly for experience sharing and discussion of cooperation plans. We do not keep a separate account to capture expenditure on meetings with them.

Parts (c) and (d)

The details and expenditure on duty visits outside Hong Kong incurred by EDB officials are as below:

Financial Year	Mainland			Overseas		
	No. of Visits	No. of Officials	Expenditure (\$'000)	No. of Visits	No. of Officials	Expenditure (\$'000)
2011-12	77	208	1,452	34	89	3,256
2012-13	80	267	1,509	34	82	3,402
2013-14	61	198	1,350	37	108	3,759
2014-15	91	216	941	40	111	3,157
2015-16	116	307	1,542	32	91	1,893

The major objectives of the duty visits to the Mainland or overseas were to promote the education initiatives of Hong Kong, share experience on education reforms, explore co-operation on other educational fronts and attend international conferences on education issues.

**Cross-boundary projects or programmes in which EDB collaborated with Mainland department(s)
from 2011-12 to 2015-16**

2011-12

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education Department of Education, Guangdong Province	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	14.6*
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.	Ministry of Education Department of Education, Guangdong Province Shenzhen Municipal Education Bureau The Education Bureau of Foshan	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	3.0*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Guangdong- Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own exchange.	Department of Education, Guangdong Province Guangzhou Municipal Education Bureau Shenzhen Municipal Education Bureau	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.73* for the period from September 2010 to December 2012
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong / Macau in alternate year, aims at promoting interflow among senior secondary students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to apply for the Summer Camp via school circular.	NA	NA	0.7*
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the Exchange Programme via school circular.	NA	NA	1.3*
National Day Delegation from the Educational Sector of Hong Kong 2011	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional	Ministry of Education	Completed	A letter was issued to invite education workers to join the Programme.	NA	NA	0.5*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	interflow.						
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers’ knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.2*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	The Chinese University of Hong Kong	NA	1.2*
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	Letters were sent to school councils inviting them to make nominations.	NA	NA	NA* (The expenditure was borne by Shenzhen)
#The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary	Ministry of Education and some Mainland higher education institutions.	EDB organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2011 in December	EDB has issued press releases on the details of the Scheme and the Mainland Higher Education Expo 2011.	NA	NA	The expenditure on organising the Mainland Higher Education Expo 2011 was 1.2

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. The Scheme started in 2012/13.		2011, attracting a total of over 7 500 visitors.				

* Manpower is subsumed under the departmental expenditure of EDB

The initiatives commenced in 2011-12

2012-13

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education Department of Education, Guangdong Province	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	17.4*
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' professional capacity through on-site professional development activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.	Department of Education, Guangdong Province Shenzhen Municipal Education Bureau The Education Bureau of Foshan	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	3.0*
Guangdong- Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong.	Department of Education, Guangdong Province Guangzhou	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.69* for the period from October

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	Each sister school pair formulates and carries out its own exchange.	Municipal Education Bureau Shenzhen Municipal Education Bureau		Scheme.			2012 to December 2014
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the programme via school circular and training calendar.	NA	NA	1.3*
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong / Macau in alternate year, aims at promoting interflow among senior secondary students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	Hong Kong-Beijing Management Promotion Centre Ltd	NA	0.3*
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland.	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA	NA	2.8*
National Day Delegation from the Educational Sector of Hong Kong 2012	The Programme aims at deepening education workers' understanding of the Mainland and	Ministry of Education	Completed.	A letter was issued to invite education workers to join the programme.	NA	NA	0.4*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	promoting professional interflow.						
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 7-day study-trip to Beijing.	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.9 *
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 7-day study-trip to Shanghai.	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	1.1*
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers’ knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.2*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	The Chinese University of Hong Kong	NA	1.3*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	Hong Kong.						
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	Letters were sent to school councils inviting them to make nominations.	NA	NA	NA* (The expenditure was borne by Shenzhen)
Pilot Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou.	The People’s Government of Zhejiang Province	Completed	Under the pilot programme, letters were sent to the school sponsoring bodies inviting them to make nominations.	NA	NA	0.3*
Letter of Intent on further strengthening exchange and co-operation between Hong Kong and Mainland higher education institutions (Letter of Intent)	The Letter of Intent was signed in end June 2012 between Hong Kong and Mainland higher education institutions to further strengthen exchange and collaboration on bilateral visits, nurturing of talents and co-operation in research, etc., between the higher education institutions of the two places.	Ministry of Education and Mainland higher education institutions	As at September 2013, about 5 000 Hong Kong students benefitted from the exchange activities organised by Hong Kong and Mainland higher education institutions.	EDB issued a press release on the relevant details on 28 June 2012.	NA	NA	Hong Kong and Mainland higher education institutions are responsible for implementing the co-operation initiatives. The expenditure on organising the signing ceremony of the Letter of Intent was 0.3
The Scheme for Admission of Hong Kong Students to Mainland Higher Education	The Ministry of Education has implemented the Scheme since the 2012/13 academic year.	Ministry of Education and Mainland higher education institutions	In the 2012/13 academic year, over 4 200	EDB has issued press releases on the details of the Scheme in the 2013/14 academic year and the	NA	NA	The expenditure on organising the Mainland Higher Education Expo 2012

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Institutions (The Scheme)	Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 63 Mainland institutions participated in the Scheme in the 2012/13 academic year.		students were enrolled in the Scheme. Mainland higher education institutions admitted about 1 000 Hong Kong students. EDB organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2012 in November 2012, attracting a total of over 7 000 visitors.	Mainland Higher Education Expo 2012.			was 2.4

*Manpower is subsumed under the departmental expenditure of EDB

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education Department of Education, Guangdong Province	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details have been reported to the Education Panel of Legislative Council.	NA	NA	19.7*
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' professional capacity through on-site professional development activities with the Mainland teachers serving in schools in Foshan, Zhongshan, Shenzhen and Guangdong.	Department of Education, Guangdong Province Shenzhen Municipal Education Bureau The Education Bureau of Foshan The Education Bureau of Zhongshan	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	1.9*
Guangdong- Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong.	Department of Education, Guangdong Province Guangzhou	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.69* for the period from October

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	Each sister school pair formulates and carries out its own exchange.	Municipal Education Bureau Shenzhen Municipal Education Bureau		Scheme.			2012 to December 2014
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the programme via training calendar.	China Travel Services (HK) Ltd.	NA	1.0*
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong / Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA	NA	0.9*
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland.	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	Yazhou Travel Service Ltd	NA	1.5*
National Day Delegation from the Educational Sector of Hong Kong 2013	The Programme aims at deepening education workers' understanding of the Mainland and	Ministry of Education	Completed	A letter was issued to invite education workers to join the programme.	Yazhou Travel Service Ltd.	NA	0.5*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	promoting professional interflow.						
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.6*
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.3*
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers’ knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.1*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	The Chinese University of Hong Kong	NA	1.4*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.	The Chinese University of Hong Kong	NA	0.2*
Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou/Xian.	The People’s Government of Zhejiang Province The People’s Government of Shanxi Province	Completed	Letters were sent to the school sponsoring bodies inviting them to make nominations.	NA	NA	0.6*
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 70 Mainland	Ministry of Education and Mainland higher education institutions	In the 2013/14 academic year, about 2 300 students were enrolled in the Scheme. Mainland higher education institutions admitted about 1 200 Hong Kong students. EDB organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2013 in November	EDB has issued press releases on the details of the Scheme in the 2014/15 academic year and the Mainland Higher Education Expo 2013.	NA	NA	The expenditure on organising the Mainland Higher Education Expo 2013 was 2.5

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	institutions participated in the Scheme in the 2013/14 academic year.		2013, attracting a total of over 7 500 visitors.				

*Manpower is subsumed under the departmental expenditure of EDB

2014-15

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education Department of Education, Guangdong Province	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	18.5*
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Zhongshan and Guangdong.	Department of Education, Guangdong Province The Education Bureau of Zhongshan	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	NA	0.7*
Guangdong- Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration	Department of Education, Guangdong Province	Ongoing	A letter was issued to all Hong Kong primary and	The Hong Kong Federation of	NA	Included in the commissioned service with a total contract

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own exchange.	Guangzhou Municipal Education Bureau Shenzhen Municipal Education Bureau		secondary schools inviting them to join the Scheme.	Education Workers		sum of 0.29* for the period from November 2014 to August 2015
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong / Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	Hong Kong-Beijing Tourist Agency Ltd	NA	0.3*
Mainland Exchange Programme for Student Leaders	The Programme aims to strengthen participants' leadership skills, broaden participants' horizons and enhance participants' understanding of our country and its development.	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	Yazhou Travel Service Ltd.	NA	2.5*
National Day Delegation from the Educational Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	Completed	A letter was issued to invite education workers to join the Programme.	Yazhou Travel Service Ltd.	NA	0.4*
Mainland Exchange Programme for Celebration of	The Programme aims to broaden students' horizons and to strengthen	Ministry of Education	Completed	Schools were invited to nominate students and	Hong Kong-Beijing Tourist	NA	2.8*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
the 65th Anniversary of the Founding of the People's Republic of China cum the 5th Anniversary of the Founding of the 'Passing on the Torch' Platform	their understanding of the culture as well as the economic and technology development of the Mainland.			teachers participants via school circular.	Agency Ltd.		
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.7 *
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.3*
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.2*
Guangdong- Hong Kong Cultural Exchange	This is a reciprocal programme which aims at deepening	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as	The Chinese University of Hong Kong	NA	1.4*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Programme – In-service Programme for English Language Teachers from Guangdong	the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.			only Guangdong English teachers were involved.			
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.	NA	NA	NA* (The expenditure was borne by Shenzhen)
Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou/ Xian.	The People’s Government of Zhejiang Province The People’s Government of Shanxi Province	Completed	Letters were sent to the school sponsoring bodies inviting them to make nominations.	NA	NA	0.5*
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit	Ministry of Education and Mainland higher education institutions	In the 2014/15 academic year, about 3 200 students were enrolled in the Scheme. Mainland higher education institutions admitted about 1 500 Hong Kong students. EDB organised jointly with the Ministry of Education	EDB has issued press releases on the details of the Scheme in the 2015/16 academic year and the Mainland Higher Education Expo 2014.	NA	NA	The expenditure on organising the Mainland Higher Education Expo 2014 was 2.5

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 75 Mainland institutions participated in the Scheme in the 2014/15 academic year.		the two-day Mainland Higher Education Expo 2014 in November 2014, attracting a total of almost 9 000 visitors.				
# Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims to support needy Hong Kong students pursuing undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme).	Ministry of Education and Mainland higher education institutions	The MUSSS was launched in August 2014 and will benefit three cohorts of students entering the first year of undergradu ate studies under the Admission Scheme in the 2014/15, 2015/16 and 2016/17 academic years. The application and vetting process was completed with 263 successful applicants out of 448 applications in the 2014/15 academic year.	EDB has issued press releases on the details of the MUSSS in the 2014/15 academic year.	The Working Family and Student Financial Assistance Agency (WFSFAA) 在職家庭及 學生資助事 務處； Commission ed service: China Education Exchange (HK) Center 中國教育留 學交流 (香 港) 中心	NA	The total expenditure on MUSSS for 2014-15 was 4.0

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Space Science Experiment Design Competition for Hong Kong Secondary School Students 2014/15	Organising competition to enhance Hong Kong secondary students' interest in science and technology and to promote innovation and creativity of students	China Manned Space Agency	The competition was completed. The winning proposals have been submitted to the China Manned Space Agency for testing and the experiments may be conducted in the next manned space flight	Yes	Home Affairs Bureau, the Government of Hong Kong Special Administrative Region Hong Kong Productivity Council	NA	NA * (The expenditure was borne by the Hong Kong Productivity Council)

*Manpower is subsumed under the departmental expenditure of EDB.

The initiatives commenced in 2014-15

2015-16

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education Department of Education, Guangdong Province	The Programme commenced in August 2015 and will be completed in August 2016.	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	NA	17.6*
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.	Department of Education, Guangdong Province The Education Bureau of Foshan The Education Bureau of Shenzhen	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	NA	1.16*
Guangdong- Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong.	Department of Education, Guangdong Province Guangzhou	Ongoing	A letter was issued to all Hong Kong primary, secondary and special schools inviting them to	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.40* for the period from

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	Each sister school pair formulates and carries out its own exchange.	Municipal Education Bureau Shenzhen Municipal Education Bureau Foshan Municipal Education Bureau		join the Scheme.			September 2015 to August 2016
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong / Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA	NA	1.5*
Mainland Exchange Programme for Student Leaders	The Programme aims to broaden participants' horizons, to enhance participants' understanding of our country and its development, and to strengthen participants' leadership skills.	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	Hong Kong-Beijing Tourist Agency Ltd.	NA	2.6*
National Day Delegation from the Educational Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	Completed	A letter was issued to invite education workers to join the Programme.	Yazhou Travel Service Ltd.	NA	0.9*

Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.7*
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.4*
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	The Programme started in July 2015 and will be completed in April 2016.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.1*
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	The Chinese University of Hong Kong	NA	1.4*
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.	The Chinese University of Hong Kong	NA	0.25*
The Scheme for Admission of Hong Kong Students to Mainland Higher	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under	Ministry of Education and Mainland higher education	In the 2015/16 academic year, about 3 000	EDB has issued press releases on the details of the Scheme in the 2016/17	NA	NA	The expenditure on organising the Mainland Higher Education

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Education Institutions (The Scheme)	the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 78 Mainland institutions participated in the Scheme in the 2015/16 academic year.	institutions	students were enrolled in the Scheme. Mainland higher education institutions admitted over 1 400 Hong Kong students. EDB organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2015 in November 2015, attracting a total of over 12 000 visitors.	academic year and the Mainland Higher Education Expo 2015.			Expo 2015 was 3.2
#Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims to support needy Hong Kong students pursuing undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme).	Ministry of Education and Mainland higher education institutions	As at end January 2016, there are 230 successful applicants out of 336 applications in the 2015/16 academic year.	EDB has announced the details of the MUSSS in the 2015/16 academic year via official website.	The Working Family and Student Financial Assistance Agency (WFSFAA) 在職家庭及學生資助事務處; Commissioned service: China	NA	The estimated expenditure on MUSSS for 2015-16 will be 6.5

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
					Education Exchange (HK) Center 中 國教育留學 交流(香港) 中心		
^ Mainland- Hong Kong Curriculum Exchange Meeting	The meeting aims to strengthen the exchange between the Mainland and Hong Kong on matters related to curriculum reform in basic education, and to provide a platform for the professional discussion of curriculum, pedagogy as well as learning and teaching resources, so as to promote the curriculum reforms in the Mainland and Hong Kong and to improve the quality of education.	Ministry of Education	The 9th meeting was held on 7 and 8 January 2016 in Beijing.	The meeting, which was for professional discussion on curriculum development matters, comprised mainly members from Curriculum Development Council (CDC) and its related committees, and their counterparts in the Mainland. Details were reported in the CDC meeting.	Hong Kong-Beiji ng Tourist Agency Ltd.	NA	0.12*
Study Tour to Dunhuang, Gansu, on Cross Curricular Studies	The study tour aims at enhancing principals' and teachers' understanding of Dunhuang's history and culture, and exploring ways to promote	Dunhuang Academy	Completed	A letter was issued to leaders of professional education bodies, principals and teachers who proactively promote quality education and	Silk Road Travel Management Ltd.	NA	0.9*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	Dunhuang's culture and spirit in schools.			academics who make contribution to the education sector in the development of related curricula inviting them to join the study tour.			

* Manpower is subsumed under the departmental expenditure of EDB

The initiative commenced in 2014-15

^ A total of 8 meetings were held from 2002 to 2010. The meeting was suspended since 2011-12 and was resumed in 2015-16

**Cross-boundary projects or programmes in which EDB will collaborate with Mainland department(s)
in 2016-17**

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (estimates only, \$ million)
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education Department of Education, Guangdong Province	The Programme will commence in August 2016 and will be completed in August 2017.	The content and purpose of the Programme will be announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	NA	17.7*
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Shenzhen and Guangdong.	Department of Education, Guangdong Province The Education Bureau of Shenzhen	The programme will commence in March 2016 and will be completed in June 2016.	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	NA	0.46*
Guangdong- Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools	Department of Education, Guangdong Province	Ongoing	A letter will be issued to all Hong Kong primary, secondary and	To be commissioned	NA	Service requirements being reviewed

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (estimates only, \$ million)
	in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own exchange.	Guangzhou Municipal Education Bureau Shenzhen Municipal Education Bureau		special schools inviting them to join the Scheme.			
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong / Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	Beijing Municipal Commission of Education	The Programme will be conducted in July 2016.	Schools will be invited to nominate students and teachers participants via school circular.	To be commissioned	NA	0.4*
Mainland Exchange Programme for Student Leaders	The Programme aims to broaden participants' horizons, to enhance participants' understanding of our country and its development, and to strengthen participants' leadership skills.	Ministry of Education	The Programme will be conducted in March and December 2016.	Schools will be invited to nominate students and teachers participants via school circular.	Hong Kong-Beijing Tourist Agency Ltd.	NA	2.5*
National Day Delegation from the Educational Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	The Programme will be conducted between September and October 2016.	A letter will be issued to invite education workers to join the Programme.	To be commissioned	NA	0.6*
Leadership Enhancement Programme (with Mainland Visit) for	The Programme aims at enhancing leadership of primary school principals through	Beijing Normal University	The Programme will be held in April 2016.	The Programme was announced through the Training Calendar System	NA	NA	0.55*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (estimates only, \$ million)
Primary School Principals	a 6-day study-trip to Beijing.			of EDB to invite applications.			
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Beijing.	Beijing Normal University	The Programme will be held in April 2016.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.77*
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers’ knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	The Programme will commence in July 2016 and will be completed in April 2017.	The Programme will be announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.2*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	The Programme will be held in July 2016.	The Programme will not be announced in Hong Kong as only Guangdong English teachers will be involved.	Local teacher education institution to be commissioned by the EDB through quotation exercise.	NA	1.4*
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	The Forum will be held in December 2016.	The Forum will be announced through the Training Calendar System of EDB to invite principals	NA	NA	NA* (The expenditure will be borne by Shenzhen)

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (estimates only, \$ million)
				to participate.			
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 84 Mainland institutions participated in the Scheme in the 2016/17 academic year.	Ministry of Education and some Mainland higher education institution	EDB will continue to assist the Ministry of Education in implementing the Scheme in Hong Kong. Our initial plan is to organise jointly with the Ministry of Education the Mainland Higher Education Expo 2016 in November/ December 2016.	EDB has issued press releases on the details of the Scheme in the 2016/17.	NA	NA	The estimated expenditure on organising the Mainland Higher Education Expo 2016 is about 4.5
# Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims to support needy Hong Kong students pursuing undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS will continue to be implemented in the 2016/17 academic year. We are now reviewing how to extend the scope of the subsidy of the scheme. The review is expected to be completed by the first quarter	As announced in the 2016 Policy Address, EDB will advance its review of ways to extend the scope of the subsidy of the MUSSS, with a view to assisting more students with financial needs to pursue further studies in the Mainland. Press releases on	The Working Family and Student Financial Assistance Agency (WFSFAA) 在職家庭及學生資助事務處; Commissioned service: China Education Exchange	NA	We are now reviewing how to extend the scope of the subsidy of the scheme and the review is expected to be completed by the first quarter of 2016. Expenditures involved in implementing the scheme in

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Will the project/ programme be released to the public?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisation sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (estimates only, \$ million)
			of 2016.	the revised details of the MUSSS will be issued by EDB in mid-2016.	(HK) Center 中國教育留學 交流 (香港) 中心		2016-17 would be contingent on the outcomes of the review.
Mainland- Hong Kong Curriculum Exchange Meeting	The meeting aims to strengthen the exchange between the Mainland and Hong Kong on matters related to curriculum reform in basic education, and to provide a platform for the professional discussion of curriculum, pedagogy as well as learning and teaching resources, so as to promote the curriculum reforms in the Mainland and Hong Kong and to improve the quality of education.	Ministry of Education	The 10th meeting is scheduled to be held on 5 and 6 January 2017 in Hong Kong.	The meeting, which is for professional discussion on curriculum development matters, will comprise mainly members from Curriculum Development Council (CDC) and its related committees, and their counterparts in the Mainland. Details were reported in the CDC meeting.	Contractor will be engaged through quotation exercise to provide backdrop, refreshments and photo-taking services for the opening and closing ceremony.	NA	0.03*

* Manpower is subsumed under the departmental expenditure of EDB

The initiatives commenced in 2014-15

- End -

CONTROLLING OFFICER'S REPLY**EDB207****(Question Serial No. 1708)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding education for non-Chinese speaking (NCS) students, please provide the following information in the past 5 years (i.e. from 2011/12 to 2015/16 school year):

(a) the number of NCS students with a breakdown by stage, grade level, types and ethnicity of the students;

Table 1: Kindergarten

	2011/12		
	K1	K2	K3
Indonesian			
Filipino			
Indian			
Pakistani			
Nepalese			
Japanese			
Thai			
Korean			
Other Asian			
White			
Mixed			
Others			
Total			

Table 2: Primary School

	2011/12					
	P1	P2	P3	P4	P5	P6
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						

White						
Mixed						
Others						
Total						

Table 3: Secondary School

	2011/12						
	S1	S2	S3	S4	S5	S6	S7
Indonesian							
Filipino							
Indian							
Pakistani							
Nepalese							
Japanese							
Thai							
Korean							
Other Asian							
White							
Mixed							
Others							
Total							

Table 4: Special School

	2011/12					
	School for Children with Visual Impairment	School for Children with Hearing Impairment	School for Children with Physical Disability	School for Children with Intellectual Disability	School for Social Development	Hospital School
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						
White						
Mixed						
Others						
Total						

- (b) the numbers of kindergartens, primary schools, secondary schools and special schools which have admitted NCS students, with a breakdown by the intake of such students;

	2011/12			
No. of NCS Students	Kindergarten	Primary school	Secondary school	Special school
Under 10				
10-30				
31-50				
Over 50				

- (c) the details of and the expenditure incurred by the Education Bureau (EDB) on the development of the Support Network (Education services for NCS students);
- (d) the number of NCS students pursuing the remedial programmes offered by the Chinese Language Learning Support Centres and the number of such centres in various districts;
- (e) the numbers of students and schools participating in the Project of After-school Extended Chinese Learning and the total provision involved;
- (f) the number of schools joining the Language Support Services, the number of NCS students benefited from such services and the expenditure involved;
- (g) the number of schools joining the School-based Curriculum Development Support Services for primary schools, the number of NCS students benefited from such services and the expenditure involved;
- (h) the number of students participating in the Induction programme, Initiation programme and 4-week Summer bridging programme, the number of schools offering such programmes and the total provision involved;
- (i) details of the Pilot Scheme on Workplace Chinese Language, and the annual number of NCS students participating in the scheme as well as the total provision involved since its introduction in July 2012;
- (j) the implementation details of activities co-organised by the EDB and non-governmental organisations and targeted at NCS students, as well as the numbers of participants and participating organisations of such activities;
- (k) the number of NCS students sitting for the Chinese examinations under the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate of Education (GCE) and the number of students who were granted full or half fee remission of the subsidised examination fee under the Examination Fee Remission Scheme; and
- (l) the expenditure and staff establishment involved in implementing the Chinese Language Curriculum Second Language Learning Framework designed for NCS students, and the numbers of primary and secondary teachers, ethnic minority teachers and teaching assistants who received the relevant training.

Asked by: Hon IP Kin-yuen (Member Question No. 30)

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) ethnic minority students by ethnicity as asked in the question studying at different grade levels in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools, and special schools from the 2011/12 to 2015/16 school years is tabulated at Annex A, Annex B and Annex C respectively. The number of ethnic minority students studying at different grade levels in kindergartens from the 2011/12 to 2015/16 school years is tabulated at Annex D.
- (b) The number of schools with NCS students ranging from “less than 10”, “10 to 30”, “31 to 50” and “51 or above” in kindergartens, public sector and DSS primary and secondary schools, and special schools from the 2011/12 to 2015/16 school years is tabulated at Annex E.
- (c) From the 2006/07 to 2012/13 school years, schools admitting a critical mass of NCS students, having experience in taking care of NCS students, ready to partner with the Education Bureau (EDB) to develop school-based support measures and share experiences with other schools were provided with additional funding and professional support services to develop school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration.

The funding arrangement has been revised with effect from the 2013/14 school year under which all schools admitting 10 or above NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students. Starting from the 2014/15 school year, the funding support has been enhanced to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and creation of an inclusive learning environment in schools. Through the sharing of these schools with other schools admitting NCS students via the school support network that EDB has formed, all NCS students will benefit. The development of the support network is undertaken by different sections of EDB and deployment of staff may be adjusted having regard to the needs and circumstances. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and a breakdown of expenditure by item is not available.

- (d) The number of NCS students participating in the after-school support programmes offered by the Chinese Language Learning Support Centres and number of venues from the 2011/12 to 2015/16 school years are tabulated below:

School year	No. of participating NCS students	No. of venues
2011/12	588	15
2012/13	503	16
2013/14	523	19
2014/15	970	24
2015/16 (Note)	974	22

Note: Figures as at January 2016.

- (e) The time-limited Project of After-school Extended Chinese Learning for NCS Students funded by the Language Fund has started since the 2010/11 school year. Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students. The number of participating schools and NCS students from the 2011/12 to 2013/14 school years is tabulated below:

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2011/12	90	4 000	12
2012/13	92	4 300	13
2013/14	134	8 200	21

- (f) The number of schools admitting NCS students provided with the Language Learning Support Services from the 2011/12 to 2015/16 school years is as follows:

School year	No. of participating schools	No. of participating NCS students
2011/12	18	4 200
2012/13	21	5 100
2013/14	25	6 200
2014/15 (Note)	17	1 400
2015/16 (Note)	26	2 240

Note:

From the 2014/15 school year, EDB has enhanced the school-based professional support services for schools admitting NCS students through diversified modes. In addition to the professional support services provided under Language Learning Support Services, schools admitting NCS students are also supported through the Professional Development Schools Scheme, the University-School Support Programmes, School Support Partners (Seconded Teacher) Scheme, etc. funded by the Education

Development Fund. In the 2014/15 and 2015/16 school years, a total of 79 and 97 schools admitting NCS students are receiving the professional support services respectively, benefitting about 9 410 and 8 150 NCS students in the respective school years. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and a breakdown of expenditure is not available.

- (g) One of the objectives of the school-based curriculum development support services is to support schools to address learner diversity from the curriculum perspective. The services are school-based and contextualised in the needs of schools to benefit all students including but not limited to NCS students in the participating schools. From the 2011/12 to 2015/16 school years, about 160 primary schools received school-based support services each year. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and a breakdown of expenditure is not available.
- (h) The number of schools / non-governmental organisations (NGOs) participating in the full-time Initiation Programme, Induction Programme and Summer Bridging Programme for NCS students, the number of participating NCS students and the expenditure from the 2011/12 to 2015/16 school years are tabulated below:

Initiation Programme

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2011/12	3	185	4.53
2012/13	3	159	5.06
2013/14	3	124	5.34
2014/15	3	159	5.73
2015/16 (estimated)	3	155	6.00

Induction Programme

School year	No. of participating NGOs	No. of participating NCS students	Expenditure (\$)
2011/12	1	10	17,700
2012/13	1	17	18,600
2013/14	0	0	0
2014/15	0	0	0
2015/16 (estimated)	1	10	21,000

Summer Bridging Programme

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2011/12	25	1 300	1.4
2012/13	31	1 700	2.0
2013/14 (Note)	38	1 730	2.5
2014/15 (Note)	40	1 750	2.8
2015/16 (Note)	33	1 650	2.6

Note:

Starting from 2013, the Summer Bridging Programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children. About 250, 360 and 240 NCS parents participated in 2013, 2014 and 2015 respectively.

- (i) The Pilot Scheme on Workplace Chinese Language Programme for NCS Students was implemented from the 2011/12 to 2014/15 school years, prior to the implementation of the Applied Learning Chinese (for NCS students) courses starting from the 2014/15 school year, with a view to enhancing NCS students' competitiveness in the workplace. 12 courses pegged with Qualifications Framework Levels 1 to 3 were provided by phases. In the 2011/12, 2012/13, 2013/14 and 2014/15 school years, about 60, 100, 60 and 70 NCS students participated in the programmes respectively. The total expenditure for this project was about \$0.95 million from the 2011/12 to 2014/15 school years.
- (j) Since the 2012/13 school year, in collaboration with NGOs, district-based programmes have been organised for NCS students aged 3 to 9 in localities with a greater concentration of NCS children with a view to motivating them to learn Chinese through fun activities such as games and creative arts, etc.. A total of about 2 100 NCS students have joined the programmes organised by 4 NGOs.
- (k) Eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination have been subsidised since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education. Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level. Besides, starting from the 2011/12 school year, apart from the examination fee subsidy, eligible needy NCS students sitting for the GCSE (Chinese) examinations can apply for full or half fee remission of the subsidised examination fee under the Examination Fee Remission Scheme (EFRS). The EFRS has further been extended to eligible needy NCS students taking the IGCSE, GCE AS-Level and GCE A-Level (Chinese) examinations from the 2012/13 school year onwards. The number of NCS students subsidised and granted full or half fee remission of the subsidised examination fee under the EFRS from the 2011/12 to 2015/16 school years are tabulated below:

School year	No. of NCS students subsidised	No. of NCS students granted full fee remission	No. of NCS students granted half fee remission
2011/12	536	60	41
2012/13	1 119	125	88
2013/14	1 222	128	95
2014/15	1 471	143	121
2015/16	1 536	Not yet available	Not yet available

- (l) EDB has, starting from the 2014/15 school year, allocated about \$200 million per year to step up education support for NCS students in learning the Chinese Language through, among others, facilitating schools' implementation of the "Learning Framework". Related measures are provided by different sections of EDB and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund. A total of 55 seminars and workshops have been arranged since June 2014 to enable every primary and secondary school admitting NCS students to have the professional development opportunities for their teachers to understand the "Learning Framework" as well as to use the assessment tools and planning tools effectively. In addition, to enhance pedagogical effectiveness in supporting NCS students' learning of the Chinese language, how to teach Chinese from a second language learners' perspective has been embedded in different professional development programmes for teachers as appropriate. We have not kept a separate record of which training programmes have incorporated such elements and are therefore unable to give the number of teachers who have attended the programmes or its breakdown. The manpower resources and expenses for providing the training programmes are mainly subsumed under the overall expenditure of EDB.

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying at different grade levels in primary schools
from the 2011/12 to 2015/16 school years**

P1	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	17	9	18	21	27
Filipino	188	205	194	216	206
Indian	149	166	147	143	162
Pakistani	474	504	481	521	485
Nepalese	204	216	246	299	332
Japanese	8	22	16	26	22
Thai	20	14	18	23	23
Korean	4	4	7	11	10
Other Asian	10	4	16	42	35
White	63	84	118	109	95
Others	89	71	94	58	80
Total	1 226	1 299	1 355	1 469	1 477

P2	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	6	16	12	22	20
Filipino	191	197	211	208	222
Indian	144	161	163	154	145
Pakistani	445	498	515	506	545
Nepalese	234	207	220	253	295
Japanese	14	11	19	14	21
Thai	15	27	20	20	28
Korean	6	5	5	9	11
Other Asian	10	10	3	53	41
White	55	62	98	118	102
Others	86	81	86	69	65
Total	1 206	1 275	1 352	1 426	1 495

P3	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	15	6	17	12	21
Filipino	205	193	211	224	222
Indian	143	142	168	159	156
Pakistani	479	445	490	522	513
Nepalese	195	244	206	222	269
Japanese	8	12	12	18	17
Thai	19	21	25	19	26
Korean	5	5	5	4	6
Other Asian	3	8	10	23	59
White	51	52	62	90	114
Others	84	77	88	62	65
Total	1 207	1 205	1 294	1 355	1 468

P4	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	7	13	10	18	15
Filipino	223	224	194	210	226
Indian	179	161	138	171	168
Pakistani	479	497	457	505	518
Nepalese	208	208	250	204	222
Japanese	7	7	9	12	16
Thai	23	22	22	27	22
Korean	3	3	4	5	6
Other Asian	4	7	6	34	28
White	41	52	55	65	78
Others	64	73	83	59	55
Total	1 238	1 267	1 228	1 310	1 354

P5	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	7	6	13	10	18
Filipino	201	232	228	199	214
Indian	166	195	155	139	176
Pakistani	474	485	498	469	502
Nepalese	168	220	212	249	210
Japanese	6	7	7	7	13
Thai	14	26	29	22	36
Korean	3	2	2	6	4
Other Asian	4	5	3	29	36
White	34	44	53	55	56
Others	57	48	78	61	58
Total	1 134	1 270	1 278	1 246	1 323

P6	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	7	7	6	15	14
Filipino	206	201	237	228	200
Indian	186	164	191	157	137
Pakistani	446	466	480	506	458
Nepalese	196	162	212	207	244
Japanese	13	5	6	6	6
Thai	34	16	27	32	23
Korean	1	3	2	2	7
Other Asian	6	1	4	20	31
White	45	35	42	55	51
Others	39	53	47	54	50
Total	1 179	1 113	1 254	1 282	1 221

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
4. "Mixed" is not classified as an ethnicity.

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying at different grade levels in secondary schools
from the 2011/12 to 2015/16 school years**

S1	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	12	7	11	12	14
Filipino	237	254	238	266	273
Indian	197	220	185	220	218
Pakistani	502	496	506	559	599
Nepalese	229	236	194	249	249
Japanese	10	11	12	10	6
Thai	12	19	14	21	33
Korean	8	7	8	12	8
Other Asian	11	11	18	46	65
White	24	24	29	42	52
Others	68	86	106	70	91
Total	1 310	1 371	1 321	1 507	1 608

S2	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	6	9	3	11	12
Filipino	259	241	253	248	275
Indian	193	200	236	187	221
Pakistani	451	485	494	474	528
Nepalese	216	228	239	194	242
Japanese	12	12	12	12	10
Thai	13	10	29	17	19
Korean	10	7	6	8	11
Other Asian	2	6	6	35	30
White	27	22	25	33	33
Others	86	71	83	78	60
Total	1 275	1 291	1 386	1 297	1 441

S3	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	9	6	8	6	12
Filipino	223	258	247	254	259
Indian	184	197	202	232	184
Pakistani	320	429	469	505	484
Nepalese	173	206	232	229	199
Japanese	12	13	10	10	10
Thai	15	15	9	34	15
Korean	10	11	8	8	9
Other Asian	8	3	7	25	34
White	23	30	24	32	42
Others	58	74	74	75	75
Total	1 035	1 242	1 290	1 410	1 323

S4	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	5	7	5	9	8
Filipino	181	224	258	241	254
Indian	170	194	206	200	223
Pakistani	291	312	416	448	489
Nepalese	160	180	208	240	235
Japanese	12	14	15	13	12
Thai	7	15	17	11	29
Korean	4	11	10	7	5
Other Asian	7	8	3	24	25
White	24	26	30	31	48
Others	54	61	82	55	82
Total	915	1 052	1 250	1 279	1 410

S5	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	3	5	6	3	9
Filipino	142	167	210	242	221
Indian	94	149	181	192	196
Pakistani	194	258	272	382	401
Nepalese	92	142	169	201	209
Japanese	11	10	11	11	10
Thai	10	5	14	11	8
Korean	5	3	10	13	5
Other Asian	5	4	8	31	20
White	24	16	21	27	22
Others	60	51	56	40	48
Total	640	810	958	1 153	1 149

S6	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	5	3	5	6	2
Filipino	107	133	159	197	228
Indian	92	88	137	165	181
Pakistani	131	173	237	239	347
Nepalese	86	73	132	156	191
Japanese	7	11	10	10	9
Thai	5	9	4	13	11
Korean	5	4	3	9	12
Other Asian	0	3	6	20	31
White	22	14	9	15	21
Others	26	51	46	36	34
Total	486	562	748	866	1 067

S7	2011/12
Indonesian	0
Filipino	18
Indian	11
Pakistani	18
Nepalese	9
Japanese	3
Thai	1
Korean	1
Other Asian	0
White	3
Others	5
Total	69

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
4. "Mixed" is not classified as an ethnicity.

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying in special schools
from the 2011/12 to 2015/16 school years**

2011/12	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	1	0
Filipino	1	2	4	18	3
Indian	0	2	2	11	0
Pakistani	1	12	14	57	1
Nepalese	0	2	5	22	1
Japanese	0	0	1	4	0
Thai	0	0	1	0	0
Korean	1	0	1	1	0
Other Asian	0	0	0	0	0
White	0	0	1	2	0
Others	1	1	1	17	0
Total	4	19	30	133	5

2012/13	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	1	0
Filipino	1	2	5	22	4
Indian	0	2	1	13	0
Pakistani	1	12	16	61	0
Nepalese	0	2	5	28	1
Japanese	0	0	1	4	0
Thai	0	0	1	0	0
Korean	1	0	1	1	0
Other Asian	0	0	0	0	0
White	1	0	1	2	0
Others	1	1	0	15	0
Total	5	19	31	147	5

2013/14	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	4	0
Filipino	1	2	6	28	2
Indian	0	1	1	23	0
Pakistani	1	12	18	71	0
Nepalese	0	2	6	31	0
Japanese	0	0	1	7	0
Thai	0	0	1	3	0
Korean	1	0	1	1	0
Other Asian	0	0	0	3	0
White	1	0	1	3	0
Others	1	1	1	19	0
Total	5	18	36	193	2

2014/15	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	5	2
Filipino	2	2	6	32	2
Indian	1	1	1	25	0
Pakistani	1	11	20	81	0
Nepalese	0	2	5	33	1
Japanese	0	0	1	10	0
Thai	0	0	1	4	5
Korean	1	0	1	1	0
Other Asian	0	0	0	5	0
White	2	0	2	5	0
Others	0	1	2	11	4
Total	7	17	39	212	14

2015/16	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	6	2
Filipino	2	2	6	45	2
Indian	1	1	2	28	0
Pakistani	3	11	24	88	1
Nepalese	0	2	5	39	2
Japanese	0	0	1	11	0
Thai	0	0	1	4	5
Korean	1	0	1	1	0
Other Asian	0	0	0	7	0
White	4	0	2	5	1
Others	0	2	3	14	3
Total	11	18	45	248	16

Notes:

1. Figures refer to the position as at September of the respective school years.
2. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Students from hospital school are not included due to the transitional nature of the education service provided.
4. "Mixed" is not classified as an ethnicity.

**Number of ethnic minority students by ethnicity
studying at different grade levels in kindergartens
from the 2011/12 to 2015/16 school years**

K1	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	19	34	20	27	25
Filipino	156	192	210	199	182
Indian	346	378	364	411	444
Pakistani	463	429	430	478	488
Nepalese	282	331	303	309	306
Japanese	333	329	321	315	312
Thai	44	32	31	36	21
Korean	84	103	108	113	116
Other Asian	61	94	106	168	151
White	1 160	1 352	1 490	1 208	1 271
Others	433	446	467	506	547
Total	3 381	3 720	3 850	3 770	3 863

K2	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	27	22	25	22	47
Filipino	212	197	225	242	223
Indian	388	387	399	392	432
Pakistani	498	547	478	503	513
Nepalese	263	303	337	315	335
Japanese	307	310	274	255	238
Thai	36	40	38	36	39
Korean	99	109	96	113	99
Other Asian	67	50	71	158	142
White	1 359	1 446	1 528	1 304	1 273
Others	466	454	503	500	527
Total	3 722	3 865	3 974	3 840	3 868

K3	2011/12	2012/13	2013/14	2014/15	2015/16
Indonesian	14	10	24	27	25
Filipino	189	194	207	200	221
Indian	259	258	270	275	266
Pakistani	559	497	506	505	502
Nepalese	215	273	310	330	325
Japanese	246	259	239	202	206
Thai	31	42	31	32	20
Korean	58	42	53	58	46
Other Asian	51	22	51	103	93
White	837	873	821	733	676
Others	226	306	334	293	370
Total	2 685	2 776	2 846	2 758	2 750

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data covers ethnic minority students regardless of their spoken language.
4. "Mixed" is not classified as an ethnicity.

Number of schools with non-Chinese speaking (NCS) students ranging from less than 10, 10 to 30, 31 to 50 and 51 or above in kindergartens, public sector and Direct Subsidy Scheme primary and secondary schools, and special schools from the 2011/12 to 2015/16 school years

Number of NCS Students	2011/12			
	Kindergarten	Primary	Secondary	Special
Less than 10	360	246	211	37
10 - 30	82	35	15	5
31 - 50	34	9	5	0
51 or above	68	27	22	0
Number of NCS Students	2012/13			
	Kindergarten	Primary	Secondary	Special
Less than 10	357	247	214	38
10 - 30	105	35	19	7
31 - 50	26	11	3	0
51 or above	71	28	24	0
Number of NCS Students	2013/14			
	Kindergarten	Primary	Secondary	Special
Less than 10	374	232	203	37
10 - 30	98	46	34	9
31 - 50	27	13	5	0
51 or above	73	29	25	0
Number of NCS Students	2014/15			
	Kindergarten	Primary	Secondary	Special
Less than 10	343	221	193	36
10 - 30	114	57	40	12
31 - 50	33	10	7	0
51 or above	67	33	27	0
Number of NCS Students	2015/16			
	Kindergarten	Primary	Secondary	Special
Less than 10	351	217	193	32
10 - 30	108	65	49	17
31 - 50	35	13	4	0
51 or above	66	34	33	0

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for kindergartens cover students studying in kindergarten-cum-child care centres.
4. The data include NCS students in public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum.
5. Hospital school is not included in special schools due to the transitional nature of the education service provided.

- End -

CONTROLLING OFFICER'S REPLY**EDB208****(Question Serial No. 1709)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

On the attendance at public examinations and other territory-wide examinations by students with special educational needs (SEN), please provide the information of the past 5 years (2011/12 to 2015/16 school years):

(a) among the students with SEN who attended the Hong Kong Certificate of Education Examination (HKCEE), Hong Kong Advanced Level Examination (HKALE) and Hong Kong Diploma of Secondary Education (HKDSE) Examination, the number of students applying for special examination arrangements by category of SEN and category of special arrangements;

(b) the number of dropped out Secondary 4 and Secondary 5 students with SEN and the number of students with SEN who have studied Secondary 6 but eventually did not enrol in the HKDSE or have enrolled in the HKDSE but were absent at the examination, by category of SEN and category of special arrangements;

(c) the Hong Kong Examinations and Assessment Authority's expenditure on making special examination arrangements for candidates of public examinations;

(d) the details of the current special examinations arrangements made by mainstream schools for students with SEN to attend the Pre-Secondary One Hong Kong Attainment Test and Territory-wide System Assessment, as well as the Education Bureau's expenditure on making this kind of special examination arrangements in the past 5 years.

Asked by: Hon IP Kin-yuen (Member Question No. 31)

Reply:

- (a) The number of students with SEN applying for special examination arrangements in the HKALE and HKDSE Examination in the past five years from the 2011/12 to 2015/16 school years, listed by categories of SEN and special examination arrangements is at **Appendix**. As HKCEE has been ceased since 2011/12 school year, relevant figure is not available.
- (b) For the 2011/12 to 2014/15 school years, about 230, 330, 400 and 410 students with SEN were reported to have left school after completing Secondary 4 (S4) or Secondary 5 (S5) respectively. According to the information reported by schools, the main reasons for these students leaving the schools include attending full-time or part-time courses run by the Vocational Training Council, joining the Apprenticeship schemes or pre-employment vocational training, continuing their studies in local private schools or pursuing overseas study, etc. With the implementation of the new senior secondary

curriculum and the diversified articulation to different pathways for lifelong learning, all students, including those with different types of SEN, will consider a variety of factors such as one's own academic/ vocational/ career/ life aspirations, interests, aptitude and educational needs to make an informed choice of their exit pathway. Providing a breakdown of S4 and S5 students who left school by their SEN types is not meaningful and can be misleading.

We do not have the information on the number of Secondary 6 students with SEN who did not enroll in the HKDSE Examination. The number of SEN absentees, listed by categories of SEN, is only available since the 2015 HKDSE and is set out as follows -

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2015	HKDSE	0	0	0	1	0	2	3

- (c) The expenditure incurred by the Hong Kong Examinations and Assessment Authority (HKEAA) on the provision of special examination arrangements for HKALE and HKDSE Examination in the past five years is as follows -

School Year	Expenditure (\$ million)
2011/12	4.5
2012/13	3.4
2013/14	7.2
2014/15	10.7
2015/16	12.4*

Note: HKEAA's financial year runs from 1 September to 31 August.

* Figure projected based on the resources required in handling the increase in number of candidates with SEN and the complexity for special examination arrangements, and with reference to September 2015 to January 2016 actual expenditure.

- (d) For the Pre-Secondary One Hong Kong Attainment Test, the Education Bureau (EDB) has been facilitating primary schools to indicate the needs of their students with special educational needs as well as their recommendations of the support to be required in a prescribed form for Primary 6 parents/students to be delivered to the secondary schools to which each student is allocated a school place so that the secondary schools will provide the special arrangements accordingly. The special arrangements required mainly include extending the time of the test, exemption of the listening test and special seating arrangements. Secondary schools may request EDB's assistance, if necessary, such as provision of enlarged question and answer booklets. EDB incurred a total cost of about \$370,000 for this purpose in the past five years from the 2011/12 to 2015/16 school years.

For Territory-wide System Assessment (TSA), schools may select special arrangements for SEN students according to their needs. The special arrangements for Oral, Chinese audio-visual (CAV) and Written assessments are as follows -

(i) Oral and CAV assessments

CAV assessments for primary schools and Oral assessments are conducted on a sampling basis. Under normal circumstances, SEN students would not be included in the Student Sample List. However, depending on individual needs, schools may request in writing to put any SEN students in the pool for random selection. In that case, no special arrangements will be provided to those students concerned.

(ii) Written assessments

Schools may make reference to their own special arrangements for SEN students in recent internal

examinations and adopt them in the TSA where appropriate. In addition, the Hong Kong Examinations and Assessment Authority would provide some major adjustment arrangements such as allowing students to take assessments separately, extending assessment duration, providing auxiliary facilities and equipment (e.g. typewriter or magnifier for students with Visual Impairment), Braille scripts, enlarged scripts, single-paged printing of question papers, coloured question papers (e.g. ivory, green) as well as A3 question-answer booklets, allowing students to use screen readers and other answering methods (e.g. typing the answers through the use of computers) and other ways to present the questions such as reading aloud the questions for students with Severe Reading Difficulties sitting for Listening and Writing papers.

The expenditure on the provision of special examination arrangements for the TSA in the past five years is as follows –

School Year	Expenditure (\$ million)
2011/12	0.13
2012/13	0.21
2013/14	0.12
2014/15	0.13
2015/16	0.15*

Note: HKEAA's financial year runs from 1 September to 31 August.

* Projected figure

Numbers of Students Applying for Special Examination Arrangements in the HKALE and HKDSE from 2011/12 to 2015/16
(by Categories of Special Educational Needs)

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2012	HKDSE	103	63	251	82	339	218	1 056
	HKALE	43	35	98	15	16	50	257
2013	HKDSE	100	71	224	110	461	242	1 208
	HKALE #	6	1	10	1	0	6	24
2014	HKDSE	136	69	246	135	619	393	1 598
2015	HKDSE	147	79	217	139	697	467	1 746
2016	HKDSE *	113	54	268	128	881	591	2 035

Numbers of Students Applying for Special Examination Arrangements in the HKALE and HKDSE from 2011/12 to 2015/16
(by Categories of Special Examination Arrangements)

Year of Examination	Examination	Sitting Examination at Special Centre	Extra Time Allowance	Special Question Papers			Special Answer Sheets	Exemption (Part / Whole)	Special Services		
				Braille	Enlarged	Abridged			Amanuensis	Use of Personal Computer	Use of Screen Reader
2012	HKDSE	593	458	7	51	0	217	101	2	12	42
	HKALE	234	95	4	16	13	21	30	3	10	0
2013	HKDSE	891	717	9	79	1	327	108	1	17	68
	HKALE #	22	12	0	3	2	5	4	0	1	0
2014	HKDSE	1 216	1 065	3	75	0	146	105	1	23	86
2015	HKDSE	1 689^	1 271	9	98	1	151	89	2	24	95
2016	HKDSE *	1 985^	1 617	9	78	2	315	82	8	31	127

* Figures as at 4 March 2016

^ Including both written and speaking examinations

For private candidates only

- End -

CONTROLLING OFFICER'S REPLY**EDB209****(Question Serial No. 1710)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In respect of self-financing post-secondary institutions admitting students with special educational needs (SEN), students with disabilities and non-Chinese speaking students, please provide information for the past 5 years (i.e. 2011/12 to 2015/16 academic years) on:

- (a) The numbers of intake of students with SEN and intake of students with disabilities in these institutions, as well as the expenditure arising from the support for those students, please give a breakdown by institution and by type of students;
- (b) Of the student hostels in these institutions, how many have been provided with barrier-free facilities (in terms of hostel places)? What were the expenditure involved in constructing the barrier-free facilities for each institution in the past 5 years; and
- (c) The numbers of local non-Chinese speaking students admitted to these institutions, please give a breakdown by institution and by Chinese qualifications of the students.

Asked by: Hon IP Kin-yuen (Member Question No. 32)

Reply:

- (a) According to the information provided by institutions, the number of students with special educational needs (SEN) pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2011/12 to 2015/16 academic years by type are at **Annex A**. We do not provide the data in respect of individual institutions since quite a number of institutions of varying scales and with different facilities are involved and some of them are concerned about the publication and use of such data. We do not have information on the expenditure arising from the support of SEN students by institution.
- (b) There are two self-financing post-secondary institutions providing student hostels, both of them have provided barrier-free facilities. We do not have information on the expenditure involved in constructing barrier-free facilities in hostel by the institutions.
- (c) According to the statistics provided by institutions, the number of enrolment of non-Chinese speaking students pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2011/12 to 2015/16 academic years by institution are set out at **Annex B**. We do not have statistics confining to local non-Chinese speaking students or by Chinese qualifications of the students.

**Number of Students with SEN ^(Note 1) Pursuing Full-time Locally-accredited Self-financing
Sub-degree and Undergraduate Programmes by Type
from the 2011/12 to 2015/16 Academic Years**

Type of SEN	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16
Specific Learning Difficulties	17	28	41	61	82
Intellectual Disability	0	0	0	0	0
Autism Spectrum Disorders	7	13	14	21	26
Attention Deficit / Hyperactivity Disorder	7	9	17	34	64
Physical Disability	45	35	38	62	49
Visual Impairment	33	47	43	41	45
Hearing Impairment	45	45	57	79	64
Speech and Language Impairment	5	5	8	12	16
Others ^(Note 2)	62	70	52	102	98
Total	221	252	270	412	444

Notes:

1. The number of students with SEN is based on information as declared by individual students.
2. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.

**Enrolment of Non-Chinese Speaking Students of Full-time Locally-Accredited
Self-financing Sub-degree and Undergraduate Programmes by Institution
from the 2011/12 to 2015/16 Academic Years**

Academic Year	Institution	Number of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
2011/12	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	9	0	9
	City University of Hong Kong	12	3	15
	HKU SPACE Po Leung Kuk Community College	19	0	19
	Hong Kong Baptist University	0	1	1
	Hong Kong Institute of Technology	17	4	21
	Lingnan University	5	0	5
	The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	2	0	2
	The Hong Kong Polytechnic University	15	5	20
	The Open University of Hong Kong	5	6	11
	The University of Hong Kong	65	0	65
	Tung Wah College	0	4	4
	Vocational Training Council	54	0	54
	Yew Chung Community College	2	0	2
	Total	207	23	230
2012/13	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	8	0	8
	Centennial College	0	16	16
	Chu Hai College of Higher Education	0	3	3
	City University of Hong Kong	23	1	24
	HKU SPACE Po Leung Kuk Community College	29	0	29
	Hong Kong Art School	0	3	3
	Hong Kong Institute of Technology	14	5	19
	Lingnan University	10	0	10
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	0	94	94
	The Hong Kong Polytechnic University	12	5	17
	The Open University of Hong Kong	12	3	15
	The University of Hong Kong	56	0	56
	Vocational Training Council	74	3	77
	Yew Chung Community College	19	0	19
	Total	259	133	392

Academic Year	Institution	Number of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
2013/14	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	8	0	8
	Centennial College	0	31	31
	Chu Hai College of Higher Education	0	3	3
	City University of Hong Kong	27	2	29
	HKU SPACE Po Leung Kuk Community College	28	0	28
	Hong Kong Art School	0	4	4
	Hong Kong Baptist University	21	0	21
	Hong Kong Institute of Technology	18	3	21
	Hong Kong Shue Yan University	0	1	1
	Lingnan University	3	0	3
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	0	186	186
	The Chinese University of Hong Kong	1	0	1
	The Hong Kong Polytechnic University	8	2	10
	The Open University of Hong Kong	13	0	13
	The University of Hong Kong	73	3	76
	Tung Wah College	2	22	24
	Vocational Training Council	84	16	100
	Yew Chung Community College	25	0	25
	Total	313	273	586
2014/15	Caritas Institute of Higher Education	7	3	10
	Centennial College	0	58	58
	Chu Hai College of Higher Education	0	3	3
	City University of Hong Kong	63	8	71
	Hang Seng Management College	0	3	3
	HKU SPACE Po Leung Kuk Stanley Ho Community College	31	0	31
	Hong Kong Art School	0	5	5
	Hong Kong Baptist University	25	0	25
	Hong Kong College of Technology	1	0	1
	Hong Kong Institute of Technology	4	5	9
	Hong Kong Shue Yan University	0	1	1
	Lingnan University	4	0	4
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	0	228	228
	The Hong Kong Polytechnic University	10	7	17
	The Hong Kong University of Science and Technology	0	38	38
	The Open University of Hong Kong	21	32	53
	The University of Hong Kong	119	14	133
	Tung Wah College	1	24	25
	Vocational Training Council	118	15	133
	Yew Chung Community College	23	0	23
	Total	427	444	871

Academic Year	Institution	Number of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
2015/16	Caritas Bianchi College of Careers	1	0	1
	Caritas Institute of Higher Education	1	6	7
	Centennial College	0	78	78
	Chu Hai College of Higher Education	0	5	5
	City University of Hong Kong	130	6	136
	HKU SPACE Po Leung Kuk Stanley Ho Community College	48	0	48
	Hong Kong Art School	1	4	5
	Hong Kong Baptist University	15	1	16
	Hong Kong College of Technology	1	0	1
	Hong Kong Institute of Technology	1	4	5
	Hong Kong Shue Yan University	0	1	1
	Lingnan University	10	0	10
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	0	182	182
	The Hong Kong Polytechnic University	8	7	15
	The Hong Kong University of Science and Technology	0	79	79
	The Open University of Hong Kong	34	4	38
	The University of Hong Kong	130	32	162
	Tung Wah College	0	22	22
	Vocational Training Council	141	23	164
	Yew Chung Community College	28	0	28
	Total	549	454	1 003

- End -

CONTROLLING OFFICER'S REPLY**EDB210****(Question Serial No. 1711)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown by member institution and by type of students the numbers of students with special educational needs, students with disabilities and local non-Chinese speaking students admitted to the member institutions of Vocational Training Council in the past 5 years (i.e. 2011/12 to 2015/16 academic years), as well as the details of the support measures for these students and the expenditure incurred.

Asked by: Hon IP Kin-yuen (Member Question No. 33)

Reply:

The number of students with special educational needs (SEN) (including students with disabilities) and local non-Chinese speaking (NCS) students from the 2011/12 to 2015/16 academic years (AY) studying in the member institutions of the Vocational Training Council (VTC) is set out below –

Type of Student / Institution	2011/12 AY	2012/13 AY	2013/14 AY	2014/15 AY	2015/16 AY (provisional)
Number of Students with SEN ^(Note 1)	402	577	657	955	1 087
<i>Technological and Higher Education Institute of Hong Kong</i>	<i>N/A</i> ^(Note 3)	<i>0</i>	<i>0</i>	<i>3</i>	<i>5</i>
<i>School for Higher and Professional Education</i>	<i>13</i>	<i>17</i>	<i>11</i>	<i>17</i>	<i>9</i>
<i>Hong Kong Institute of Vocational Education / Hong Kong Design Institute</i>	<i>249</i>	<i>244</i>	<i>268</i>	<i>421</i>	<i>487</i>
<i>Youth College</i>	<i>121</i>	<i>304</i>	<i>352</i>	<i>478</i>	<i>561</i>
<i>Hotel and Tourism Institute / Chinese Culinary Institute / International Culinary Institute</i>	<i>19</i>	<i>12</i>	<i>26</i>	<i>36</i>	<i>25</i>
Number of NCS Students ^(Notes 1 & 2)	698	757	1 018	1 145	970
<i>Technological and Higher Education Institute of Hong Kong</i>	<i>N/A</i> ^(Note 3)	<i>0</i>	<i>7</i>	<i>13</i>	<i>20</i>
<i>Hong Kong Institute of Vocational Education / Hong Kong Design Institute</i>	<i>306</i>	<i>293</i>	<i>544</i>	<i>700</i>	<i>630</i>
<i>Youth College</i>	<i>125</i>	<i>146</i>	<i>168</i>	<i>180</i>	<i>150</i>
<i>Hotel and Tourism Institute / Chinese Culinary Institute / International Culinary Institute</i>	<i>267</i>	<i>318</i>	<i>299</i>	<i>252</i>	<i>170</i>

Note:

1. The number of students includes students in publicly-funded and self-financing programmes offered by VTC.

2. In the 2011/12 and 2012/13 AYs, the number of local NCS students refers to those studying in dedicated programmes only because VTC did not keep separate figures for NCS students studying in other programmes not dedicated to NCS students. Starting from the 2013/14 AY, figures of NCS students studying in other non-dedicated programmes are also included.
3. The Technological and Higher Education Institute of Hong Kong was established in the 2012/13 AY.

N/A: Figures not available.

Since 2013-14, an additional recurrent funding of \$12 million has been allocated to VTC each year to enhance services for students with SEN. These services include provision of equipment and technical learning aids, special in-class arrangements, consultation and assessment services by clinical psychologist, assessment and support services by educational psychologist, enhanced support for teaching and learning, and career advisory services.

NCS students of VTC's pre-employment programmes enjoy various support services to help them better cope with study and adapt to campus life. These services include academic and learning support, such as student orientations, additional tutorial classes, counseling and coaching, peer support through the peer mentorship scheme and various student activities for promoting a culture of inclusion and integration with the community as well as advisory support for articulation and career development. Separate breakdown of resources deployed to support services for NCS students is not available.

Furthermore, Youth College (Yeo Chei Man) was set up under VTC in the 2012/13 AY to provide diversified study opportunities for students, as well as dedicated support for NCS students and students with SEN. In 2016-17, the Government has earmarked about \$25.9 million of subvention for the operation of Youth College (Yeo Chei Man), covering staff salaries, administrative costs and other operating expenses.

- End -

CONTROLLING OFFICER'S REPLY**EDB211****(Question Serial No. 1712)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Please list the class-to-teacher ratio of the member institutions of the Vocational Training Council (VTC) in the past 5 years (2011/12 to 2015/16 academic years) by institution and programme level. What measures are available to improve the class-to-teacher ratio of the member institutions?
- (b) Has the VTC taken any measures to deal with the decline in secondary student population? Will the job stability of the teaching staff working in the VTC be affected by these measures?

Asked by: Hon IP Kin-yuen (Member Question No. 34)

Reply:

- (a) The member institutions under the Vocational Training Council (VTC) share resources in many aspects, and depending on the operational needs, teaching staff may be deployed to different operation units to best utilise their expertise. The overall student-to-teacher ratios of VTC's member institutions (including the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Youth College, Hotel and Tourism Institute, Chinese Culinary Institute, International Culinary Institute, Maritime Services Training Institute and Pro-Act Training and Development Centres) for the 2011/12 to 2015/16 academic years are as follows –

Academic Year	Student-to-Teacher Ratio
2011/12	20.2:1
2012/13	19.9:1
2013/14	19.3:1
2014/15	19.3:1
2015/16	19.3:1

VTC will continue to ensure optimal deployment of resources to provide quality vocational and professional education and training.

- (b) VTC regularly reviews its programme provisions and services, taking into account changing manpower demands of industries, Government policy directions and evolving developments of disciplines. New initiatives are launched from time to time to cater for emerging needs. More recent examples include the Pilot Training and Support Scheme, use of new technology for enhanced learning and development of online courses. These new initiatives and other curriculum enhancements will provide opportunity for deployment of existing staff with expertise matching the requirements of the initiatives concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB212

(Question Serial No. 1713)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational and Professional Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the data from 2011-12 to 2015-16 on the following items:

- (a) Total expenditure and total recurrent expenditure on education, as well as their percentage shares in the Government's total public expenditure and total recurrent expenditure respectively;
- (b) Please provide a breakdown of the total expenditure on education by recurrent expenditure, non-recurrent and capital account expenditure under General Revenue Account (GRA) as well as capital expenditure under Capital Works Reserve Fund (CWRP) and Loan Fund (LF); and
- (c) Please list the following information on pre-primary education, primary education, secondary education, teacher training, adult education, higher education, technical education, vocational education and departmental support:
 - (i) The recurrent and non-recurrent expenditures under GRA, their respective percentage shares in GRA as well as in recurrent and non-recurrent expenditures on education;
 - (ii) The total expenditure (including GRA, CWRP and LF) of the above education areas and its share in the total expenditure on education;
 - (iii) The expenditure on education (including recurrent expenditure, non-recurrent and capital account expenditure under GRA only) for each of the above education areas and their respective percentage shares in the Gross Domestic Product (GDP);
 - (iv) The total expenditure on education (including GRA, CWRP and LF) of the above education areas and its percentage share in the GDP; and
 - (v) The provisions for each of the education areas and their percentage changes in the past 5 years (i.e. 2011-12 to 2015-16).

Asked by: Hon IP Kin-yuen (Member Question No. 35)

Reply:

(a) Total expenditure and total recurrent expenditure on education

	2011-12	2012-13	2013-14	2014-15	2015-16 Revised Estimate
Total expenditure on education					
Amount (\$ million)	67,891	76,600	76,392	73,724	79,122
Percentage share of Total Public Expenditure	17.6%	19.1%	16.7%	17.4%	17.1%
Total recurrent expenditure on education					
Amount (\$ million)	55,526	60,449	63,458	67,803	72,453
Percentage share of Total Recurrent Government Expenditure	22.9%	23.0%	22.3%	22.2%	22.2%

(b) Breakdown of the total expenditure on education by GRA, CWRP and LF

	2011-12	2012-13	2013-14	2014-15	2015-16 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
General Revenue Account					
Recurrent	55,526	60,449	63,458	67,803	72,453
Non-recurrent	4,033	9,050	6,033	461	1,352
Capital account	708	732	652	715	800
sub-total	60,267	70,231	70,143	68,979	74,605
Capital Works Reserve Fund	5,749	4,328	2,467	2,013	2,126
Loan Fund	1,875	2,041	3,782	2,732	2,391
Total expenditure on education	67,891	76,600	76,392	73,724	79,122

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2011-12)

2011-12	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non- recurrent	% of Non- recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,637	4.7%	4.4%	2	0.0%	0.0%	2,639	0.14%
Primary Education	11,770	21.2%	19.5%	34	0.8%	0.1%	12,052	0.62%
Secondary Education	21,836	39.3%	36.2%	28	0.7%	0.0%	22,179	1.15%
Special Education	1,565	2.8%	2.6%	4	0.1%	0.0%	1,606	0.08%
Vocational and Professional Education ⁽¹⁾	2,239	4.0%	3.7%	0	0.0%	0.0%	2,280	0.12%
Post-secondary Education ⁽²⁾	13,374	24.1%	22.2%	3,018	74.8%	5.0%	16,392	0.85%
Others ⁽³⁾	2,105	3.8%	3.5%	947	23.5%	1.6%	3,120	0.16%
Total ⁽⁴⁾	55,526	100%	92.1%	4,033	100%	6.7%	60,267	3.12%
Out of the above total, teacher training ⁽⁵⁾	1,029	1.9%	1.7%	15	0.4%	0.0%	1,044	0.05%
GDP (\$ million) ⁽⁶⁾	1,934,430							

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2012-13)

2012-13	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,824	4.7%	4.0%	0	0.0%	0.0%	2,824	0.14%
Primary Education	12,789	21.2%	18.2%	75	0.8%	0.1%	13,143	0.65%
Secondary Education	22,594	37.4%	32.2%	95	1.0%	0.1%	23,029	1.13%
Special Education	1,723	2.9%	2.5%	8	0.1%	0.0%	1,775	0.09%
Vocational and Professional Education ⁽¹⁾	2,477	4.1%	3.5%	27	0.3%	0.0%	2,542	0.12%
Post-secondary Education ⁽²⁾	15,841	26.2%	22.6%	8,697	96.1%	12.4%	24,538	1.20%
Others ⁽³⁾	2,201	3.6%	3.1%	147	1.6%	0.2%	2,380	0.12%
Total ⁽⁴⁾	60,449	100%	86.1%	9,050	100%	12.9%	70,231	3.45%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,114	1.8%	1.6%	49	0.5%	0.1%	1,164	0.06%
GDP (\$ million) ⁽⁶⁾	2,037,059							

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2013-14)

2013-14	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	3,055	4.8%	4.4%	166	2.8%	0.2%	3,221	0.15%
Primary Education	13,415	21.2%	19.1%	33	0.5%	0.0%	13,716	0.64%
Secondary Education	22,911	36.1%	32.7%	17	0.3%	0.0%	23,224	1.09%
Special Education	1,787	2.8%	2.5%	1	0.0%	0.0%	1,822	0.09%
Vocational and Professional Education ⁽¹⁾	2,566	4.0%	3.7%	29	0.5%	0.0%	2,630	0.12%
Post-secondary Education ⁽²⁾	17,465	27.5%	24.9%	597	9.9%	0.9%	18,062	0.84%
Others ⁽³⁾	2,259	3.6%	3.2%	5,190	86.0%	7.4%	7,469	0.35%
Total ⁽⁴⁾	63,458	100%	90.5%	6,033	100%	8.6%	70,143	3.28%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,144	1.8%	1.6%	21	0.3%	0.0%	1,165	0.05%
GDP (\$ million) ⁽⁶⁾	2,138,010							

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2014-15)

2014-15	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	3,447	5.1%	5.0%	0	0.0%	0.0%	3,447	0.15%
Primary Education	14,781	21.8%	21.4%	16	3.5%	0.0%	15,091	0.67%
Secondary Education	24,287	35.8%	35.2%	0	0.0%	0.0%	24,623	1.09%
Special Education	1,975	2.9%	2.9%	0	0.0%	0.0%	2,011	0.09%
Vocational and Professional Education ⁽¹⁾	2,655	3.9%	3.8%	14	3.0%	0.0%	2,711	0.12%
Post-secondary Education ⁽²⁾	18,266	26.9%	26.5%	266	57.7%	0.4%	18,532	0.82%
Others ⁽³⁾	2,392	3.6%	3.5%	164	35.6%	0.2%	2,564	0.11%
Total ⁽⁴⁾	67,803	100%	98.3%	461	100%	0.7%	68,979	3.05%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,207	1.8%	1.7%	39	8.5%	0.1%	1,246	0.06%
GDP (\$ million) ⁽⁶⁾	2,258,225							

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2015-16 Revised Estimate)

2015-16 Revised Estimate	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non- recurrent	% of Non- recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	3,913	5.4%	5.2%	0	0.0%	0.0%	3,913	0.16%
Primary Education	16,061	22.2%	21.5%	34	2.5%	0.0%	16,406	0.68%
Secondary Education	25,175	34.7%	33.7%	20	1.5%	0.0%	25,566	1.06%
Special Education	2,170	3.0%	2.9%	2	0.1%	0.0%	2,231	0.09%
Vocational and Professional Education ⁽¹⁾	2,727	3.8%	3.7%	7	0.5%	0.0%	2,792	0.12%
Post-secondary Education ⁽²⁾	19,854	27.4%	26.6%	98	7.2%	0.1%	19,952	0.83%
Others ⁽³⁾	2,553	3.5%	3.4%	1,192	88.2%	1.6%	3,745	0.16%
Total ⁽⁴⁾	72,453	100%	97.1%	1,352	100%	1.8%	74,605	3.11%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,257	1.7%	1.7%	0	0.0%	0.0%	1,257	0.05%
GDP (\$ million) ⁽⁶⁾	2,402,506							

(c) (ii) Total expenditure on education by level and its percentage share

	2011-12		2012-13		2013-14		2014-15		2015-16 Revised Estimate	
	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,639	3.9%	2,825	3.7%	3,222	4.2%	3,448	4.7%	3,915	4.9%
Primary Education	12,662	18.7%	13,439	17.5%	14,403	18.9%	15,438	20.9%	16,903	21.4%
Secondary Education	22,797	33.6%	23,354	30.5%	23,921	31.3%	25,002	33.9%	26,039	32.9%
Special Education	1,676	2.5%	1,914	2.5%	1,869	2.4%	2,064	2.8%	2,350	3.0%
Vocational and Professional Education ⁽¹⁾	2,624	3.9%	2,835	3.7%	3,131	4.1%	3,391	4.6%	3,102	3.9%
Post-secondary Education ⁽²⁾	22,268	32.8%	29,776	38.9%	22,331	29.2%	21,769	29.5%	22,994	29.1%
Others ⁽³⁾	3,225	4.8%	2,457	3.2%	7,517	9.8%	2,613	3.5%	3,820	4.8%
Total ⁽⁴⁾	67,891	100%	76,600	100%	76,392	100%	73,724	100%	79,122	100%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,085	1.6%	1,213	1.6%	1,222	1.6%	1,299	1.8%	1,314	1.7%

(c) (iv) Total expenditure on education by level and as % of GDP

	2011-12		2012-13		2013-14		2014-15		2015-16 Revised Estimate	
	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,639	0.14%	2,825	0.14%	3,222	0.15%	3,448	0.15%	3,915	0.16%
Primary Education	12,662	0.65%	13,439	0.66%	14,403	0.67%	15,438	0.68%	16,903	0.70%
Secondary Education	22,797	1.18%	23,354	1.15%	23,921	1.12%	25,002	1.11%	26,039	1.08%
Special Education	1,676	0.09%	1,914	0.09%	1,869	0.09%	2,064	0.09%	2,350	0.10%
Vocational and Professional Education ⁽¹⁾	2,624	0.14%	2,835	0.14%	3,131	0.15%	3,391	0.15%	3,102	0.13%
Post-secondary Education ⁽²⁾	22,268	1.15%	29,776	1.46%	22,331	1.04%	21,769	0.96%	22,994	0.96%
Others ⁽³⁾	3,225	0.17%	2,457	0.12%	7,517	0.35%	2,613	0.12%	3,820	0.16%
Total ⁽⁴⁾	67,891	3.51%	76,600	3.76%	76,392	3.57%	73,724	3.26%	79,122	3.29%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,085	0.06%	1,213	0.06%	1,222	0.06%	1,299	0.06%	1,314	0.05%
GDP (\$ million) ⁽⁶⁾	1,934,430		2,037,059		2,138,010		2,258,225		2,402,506	

(c) (v) Total expenditure on education by level and percentage change

	2011-12	2012-13		2013-14		2014-15		2015-16 Revised Estimate	
	Amount	Amount	Change over 2011-12	Amount	Change over 2012-13	Amount	Change over 2013-14	Amount	Change over 2014-15
	\$ million	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,639	2,825	7.0%	3,222	14.1%	3,448	7.0%	3,915	13.5%
Primary Education	12,662	13,439	6.1%	14,403	7.2%	15,438	7.2%	16,903	9.5%
Secondary Education	22,797	23,354	2.4%	23,921	2.4%	25,002	4.5%	26,039	4.1%
Special Education	1,676	1,914	14.2%	1,869	-2.4%	2,064	10.4%	2,350	13.9%
Vocational and Professional Education ⁽¹⁾	2,624	2,835	8.0%	3,131	10.4%	3,391	8.3%	3,102	-8.5%
Post-secondary Education ⁽²⁾	22,268	29,776	33.7%	22,331	-25.0%	21,769	-2.5%	22,994	5.6%
Others ⁽³⁾	3,225	2,457	-23.8%	7,517	205.9%	2,613	-65.2%	3,820	46.2%
Total ⁽⁴⁾	67,891	76,600	12.8%	76,392	-0.3%	73,724	-3.5%	79,122	7.3%
Out of the above total, teacher training ⁽⁵⁾	1,085	1,213	11.8%	1,222	0.7%	1,299	6.3%	1,314	1.2%

For adult education, starting from the 2005/06 school year, subsidies are provided to students through the Financial Assistance Scheme for Designated Evening Adult Education Courses under Head 173 Working Family and Student Financial Assistance Agency. With effect from the 2011/12 school year, the scheme has been running on a recurrent basis and the expenditure is reflected under recurrent expenditure of secondary education.

Notes

1. Expenditure on vocational and professional education covers provision to the Vocational Training Council and related student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.
2. Expenditure on post-secondary education covers provision for degree or above and sub-degree education (excluding vocational and professional education) and related student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.

The increase in expenditure in 2012-13 is mainly due to one-off injections into various funds totaling \$7 billion in-year, viz the Research Endowment Fund (\$5 billion), the HKSAR Government Scholarship Fund (\$1 billion) and the Self-financing Post-secondary Education Fund (\$1 billion). These injections were completed in 2012-13 and hence the decrease in expenditure in 2013-14.

3. Others include expenditure on Project Yi Jin / Diploma Yi Jin / below sub-degree programmes (excluding vocational and professional education), home-school co-operation activities, school uniformed group activities, bureau support, etc. and other non-recurrent expenditure. The increase in expenditure in 2013-14 is mainly due to one-off injection into the Language Fund (\$5 billion). The injection was completed in 2013-14 and hence the decrease in expenditure in 2014-15. The increase in expenditure in 2015-16 is mainly due to one-off injection into the Qualifications Framework Fund (\$1 billion).
4. The sums of figures may not add up to total due to rounding.
5. Teacher training includes the Training and Development Grant provided to schools, costs of in-service and pre-service teacher training courses, refunds of course fees to teachers and teacher education programmes provided by University Grant Committee-funded institutions. The related expenditure has been subsumed in the respective education level.
6. GDP is calendar-year-based and may be subject to further revision by the Census & Statistics Department.

- End -

CONTROLLING OFFICER'S REPLY

EDB213

(Question Serial No. 1714)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the respective amounts of funding allocated to the universities, continuing education providers (including training providers of the Project Yi Jin), the Hong Kong Institute of Education, the Vocational Training Council, adult education providers, all secondary schools, primary schools, kindergartens and special schools in the government, aided, Direct Subsidy Scheme and caput categories, international schools and schools under the English Schools Foundation as well as the unit cost of each subsidised place from 2011-12 to 2015-16.

Asked by: Hon IP Kin-yuen (Member Question No. 36)

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out in the **Annex**.

	Financial Provision					Unit Cost				
	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Revised Estimate	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million	\$	\$	\$	\$	\$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme ¹	2,012	2,143	2,277	2,552	2,982	N/A	N/A	N/A	N/A	N/A
Government primary schools ²	848	897	940	1,013	1,105	45,139	50,416	54,623	59,057	63,660
Aided primary schools	10,028	10,973	11,405	12,514	13,612	39,227	44,451	47,186	51,645	55,130
English Schools Foundation Junior Schools	116	117	117	119	119	20,741	20,938	20,915	21,214	21,140
Primary schools under the Direct Subsidy Scheme	530	609	660	729	805	37,196	42,222	45,278	49,019	53,000
Government secondary schools ²	1,339	1,396	1,396	1,460	1,522	52,084	57,249	62,767	68,761	74,270
Aided secondary schools	17,275	18,219	18,255	19,326	20,060	44,972	49,246	53,987	61,422	68,450
Caput schools	164	159	111	97	98	49,196	52,652	56,334	56,937	60,760
English Schools Foundation Secondary Schools	169	170	170	171	171	28,775	28,873	28,962	29,030	29,100
Secondary schools under the Direct Subsidy Scheme	2,315	2,317	2,462	2,654	2,870	44,047	45,965	49,390	53,893	59,590
Aided special schools	1,606	1,775	1,822	2,011	2,231	180,003	196,976	203,472	225,834	251,660
Vocational Training Council ³										
- Higher technician / technician level	1,854	2,013	2,082	2,182	2,303	69,000	74,900	81,200	85,000	90,000
- Craft level						55,500	63,500	67,200	71,500	73,600
University Grants Committee-funded Institutions ⁴	11,634	13,550	14,989	15,983	17,457	222,127	213,082	222,422	228,213	242,260
The Hong Kong Institute of Education ⁴	551	610	655	701	742	144,715	142,382	151,897	158,128	161,920

There is no direct government funding to the training providers of the Project Yi Jin / Diploma Yi Jin programme and adult education. Students taking courses under Project Yi Jin / Diploma Yi Jin programme or the Financial Assistance Scheme for Designated Evening Adult Education Courses and meeting the eligibility criteria can receive partial or full tuition fee reimbursement under the financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.

Notes

1. The financial provision covers government subsidy to non-profit-making kindergartens and kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme, as well as the Pre-primary Education Voucher Scheme (PEVS). Unit cost is not applicable here as substantial part of the financial provision is provided to parents for paying school fees under the PEVS, and not funding allocated to the kindergartens, etc.
2. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.
3. The financial provision for the Vocational Training Council (VTC) covers the vocational education courses offered by the Hong Kong Institute of Vocational Education and the VTC's training and development centres. The unit costs are calculated on an academic year and a full-time-equivalent basis.
4. Subventions to individual institutions under Head 190 University Grants Committee are as follows –

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
City University of Hong Kong	1,383	1,577	1,757	1,939	2,208
Hong Kong Baptist University	684	814	897	992	1,102
Lingnan University	283	333	363	379	411
The Chinese University of Hong Kong	2,661	3,166	3,551	3,752	4,027
The Hong Kong Institute of Education	551	610	655	701	742
The Hong Kong Polytechnic University	1,902	2,201	2,380	2,536	2,745
The Hong Kong University of Science and Technology	1,475	1,705	1,865	1,989	2,110
The University of Hong Kong	2,695	3,144	3,522	3,695	4,112
Total*	11,634	13,550	14,989	15,983	17,457

**Figures may not add up due to rounding.*

The non-recurrent funding under the Matching Grant Scheme is not included. The unit cost figures are calculated on an academic year and a full-time-equivalent basis.

The lower unit costs in 2012/13 academic year are mainly due to increase in student numbers under the new four-year curriculum, partly offset by price adjustments in 2012/13.

- End -

CONTROLLING OFFICER'S REPLY

EDB214

(Question Serial No. 2361)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please provide, by categories of special schools and District Council districts, the number of special school students who were able to pursue further studies (in post-secondary institutions, vocational training schools and so on) after completing secondary education in the past 5 school years (from the 2011/12 to the 2015/16 school years) and by types of the institutions where they pursued further their studies; and
2. What were the policies in support of special school students to pursue further studies in the past 5 school years (from the 2011/12 to the 2015/16 school years)? Which new policies will be introduced in the future? What is the amount of public expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 38)

Reply:

(1) and (2)

As a general practice, special schools will help their students plan and apply for post-school placement having regard to their interest, capabilities and service needs. The number of students in different types of special schools who have completed secondary education and pursued further studies or vocational training, with breakdown by type of institutions (according to the information provided by the special schools), from the 2011/12 to 2014/15 school years is at the Appendix. Information for the 2015/16 school year is not available at this stage. Apart from pursuing further studies, special school leavers may also receive vocational rehabilitation service, day-time training service, day care service, etc. As post-school placement for special school students does not have any relationship with the districts where the students study, providing the figures by district is not meaningful.

The Education Bureau (EDB) has been providing resources and support for special schools to help students develop their potential and prepare for further studies or post school training/services. The relative smaller class size of special schools (ranges from 8 to 15 per class in different types of special schools) facilitates more individualized support to cater for students' diversity. Besides, additional resource teachers and specialists including speech therapist, physiotherapist, occupational therapist, educational psychologist, school nurse, school social worker, etc. are provided for the schools to cater for various needs of the students. With a view to enhancing the quality of learning and teaching in special schools, we have also been enhancing the interface between basic and senior secondary education and strengthening teacher professional development through various projects. A number of measures have also been introduced to further enhance the education services provided by special schools for their students since the 2014/15 school year. They include providing

additional teacher assistants for schools for children with intellectual disability (ID), physical disability, and visual impairment (VI) cum ID as well as the psychiatric classes of hospital school; reducing progressively the class size to 12 students per class for the school for children with VI and schools for social development. EDB will continue to implement the above measures in the coming years. Starting from the 2016/17 school year, special schools operating senior secondary levels will be allowed to turn the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services.

The actual/estimated expenditure on special education from the 2011-12 to 2016-17 financial years is as follows:

Financial Year	2011-12	2012-13	2013-14	2014-15	2015-16 (revised estimate)	2016-17 (estimate)
Expenditure (\$ million)	1,606.2	1,775.3	1,822.5	2,010.8	2,231.0	2,309.5

**Number of students of special schools who have completed secondary education
and pursued further studies or vocational training
from the 2011/12 to 2014/15 school years**

2011/12 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	10	5	0	0	0	0	15
	The Hong Kong Institute of Vocational Education	2	1	2	0	1	0	0	6
	Yi Jin Project	0	5	8	0	0	0	0	13
	Training Centre (VTC)	0	0	0	0	9	1	0	10
Vocational Training	Shine Skills Centre	4	3	0	0	78	4	0	89
	Integrated Vocational Training Centre	0	0	0	0	70	4	0	74
	Integrated Vocational Training Centre-Residential Service	0	0	0	0	18	1	0	19
	On the Job Training Programme for Young People with Disabilities / Sunnyway – On the Job Training Programme for Young People with Disabilities / “Enhancing Employment of People with Disabilities through Small Enterprise” Project	0	1	0	0	0	0	0	1
Total		6	20	15	0	176	10	0	227

HI: Hearing Impairment

PD: Physical Disability

SSD: Schools for Social Development

VI cum ID: Visual Impairment cum Intellectual Disability

MiID: Mild Intellectual Disability

MoID: Moderate Intellectual Disability

SID: Severe Intellectual Disability

Notes: (1) The above figures are based on information collected from special schools as at September in the following school year. Students waitlisted for vocational training in the respective school years are not included.

(2) The schools for children with MiID and schools for children with MoID include the respective sections of the 7 schools for children with MiID and children with MoID.

(3) Figures for Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with VI only provides education up to secondary three, its school leavers will continue their secondary education in mainstream schools.

2012/13 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	2	5	4	0	0	0	0	11
	The Hong Kong Institute of Vocational Education	5	3	4	0	1	0	0	13
	Yi Jin Project	2	1	0	0	0	0	0	3
	Pro-Act Training and Development Centres (VTC)	0	0	0	0	7	0	0	7
	Youth College	0	0	2	0	0	0	0	2
	The Chinese Cuisine Training Institute	0	0	1	0	0	0	0	1
	Others (Not Specified)	0	0	2	0	0	0	0	2
Vocational Training	Shine Skills Centre	7	14	0	0	113	6	0	140
	Integrated Vocational Training Centre	0	0	0	0	65	1	0	66
	Integrated Vocational Training Centre - Residential Service	0	0	0	0	9	1	0	10
	On the Job Training Programme for Young People with Disabilities / Sunnyway – On the Job Training Programme for Young People with Disabilities / “Enhancing Employment of People with Disabilities through Small Enterprise” Project	0	0	0	0	6	2	0	8
Total		16	23	13	0	201	10	0	263

2013/14 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	1	14	4	0	0	0	0	19
	The Hong Kong Institute of Vocational Education	2	5	1	0	0	0	0	8
	Yi Jin Project	1	0	0	0	0	0	0	1
	Youth College	0	0	1	0	0	0	0	1
	Others (Not Specified)	0	0	1	0	0	0	0	1
Vocational Training	Shine Skills Centre	3	5	0	0	124	19	0	151
	Integrated Vocational Training Centre	0	0	0	0	79	1	0	80
	Integrated Vocational Training Centre-Residential Service	0	0	0	0	13	0	0	13
	On the Job Training Programme for Young People with Disabilities / Sunny Way – On the Job Training Programme for Young People with Disabilities / “Enhancing Employment of People with Disabilities through Small Enterprise” Project	0	0	0	0	3	0	0	3
Total		7	24	7	0	219	20	0	277

2014/15 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	2	4	0	0	0	0	6
	The Hong Kong Institute of Vocational Education	3	10	1	0	0	0	0	14
	Yi Jin Project	0	0	1	0	0	0	0	1
	Youth College	0	1	0	0	1	0	0	2
	Construction Industry Training Centre / Clothing Industry Training Centre	0	0	1	0	0	0	0	1
	Hospitality Industry Training and Development Centre	0	0	1	0	0	0	0	1
	Hong Kong Institute of Technology	0	0	1	0	0	0	0	1
	School of Business and Information Systems	0	0	2	0	0	0	0	2
	Others (Not Specified)	0	0	2	0	0	0	0	2
Vocational Training	Shine Skills Centre	2	14	0	0	96	4	0	116
	Integrated Vocational Training Centre	3	0	0	0	66	1	0	70
	Integrated Vocational Training Centre-Residential Service	0	0	0	1	11	10	0	22
	On the Job Training Programme for Young People with Disabilities / Sunny Way – On the Job Training Programme for Young People with Disabilities / “Enhancing Employment of People with Disabilities through Small Enterprise” Project	0	0	0	0	5	7	0	12
Total		8	27	13	1	179	22	0	250

- End -

CONTROLLING OFFICER'S REPLY**EDB215****(Question Serial No. 2362)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of schools across the territory that had introduced the National Education subject or Moral and National Education subject in the junior secondary level in the past 5 school years (from the 2011/12 to the 2015/16 school years) and their implementation periods, by districts and categories of primary, secondary and special schools;
2. What were the government's expenditures in the past 5 school years (from the 2011/12 to the 2015/16 school years) and what is the estimated expenditure for the 2016/17 school year on promoting National Education?
3. What were the respective numbers of students and teachers of kindergartens, primary and secondary schools and universities to whom the Education Bureau had offered Mainland exchange programmes in the past 5 school years (from the 2011/12 to the 2015/16 school years)? Please provide a breakdown of the number of exchange programmes, number of students and teachers as well as the public funding involved; and
4. In the past 5 school years (from the 2011/12 to the 2015/16 school years) and the 2016/17 school year, what are the staffing provisions of the Education Bureau for National Education? How much public funding is involved?

Asked by: Hon IP Kin-yuen (Member Question No. 39)

Reply:

On 30 April 2012, the Secretary for Education accepted the recommendations by the Curriculum Development Council on the refined Curriculum Guide for the "Moral and National Education" (MNE) subject in primary and secondary schools. In consideration of the views of the public, the MNE curriculum was shelved alongside the abolition of its initiation period in early October 2012. Schools and school sponsoring bodies (SSBs) are given the latitude to decide whether to implement the MNE curriculum and if so, how. In view of the discretion given to SSBs and schools, the Government has not conducted and will not conduct any data collection exercise that aims to specifically gauge the number of schools and SSBs that decide to implement the MNE initiative or the National Education (NE) subject. Therefore, we are not able to provide a specific breakdown of the implementation of the MNE initiative or the NE subject in the past 5 school years (from 2011/12 to 2015/16).

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources as well as

provision of Mainland exchange opportunities to complement students' learning in relevant Key Learning Areas/subjects, etc. As the staffing and expenditure for most of these items is absorbed by the recurrent expenditure of the Education Bureau (EDB), we are not able to provide a separate breakdown of the staffing provisions of EDB for NE for the past 5 school years (from 2011/12 to 2015/16) and the 2016/17 school year.

Expenditure in respect of subsidising Mainland exchange programmes (MEPs) for primary and secondary school teachers and students can be separately identified. Expenditure on MEPs in the past 5 school years (from 2011/12 to 2015/16) and the 2016/17 school year are as follows:

School Year	Expenditure (\$million) [@]	
	Programmes for students	Programmes for teachers
2011/12	52.3	1.9
2012/13	33.0	1.0
2013/14	37.2	1.3
2014/15 [#]	52.7	1.1
2015/16 [*]	70.5	1.5
2016/17 ⁺⁺	101.9	1.3

[@] Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

⁺⁺ Estimated figures

The number of post-secondary, secondary and primary school students who were provided with MEPs in the past 5 school years (from 2011/12 to 2015/16) and the expenditure involved are shown below:

School Year	Number of Students (rounded down to the nearest hundred)			Expenditure (\$million) [@]		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2011/12	3 200 [◇]	21 800	21 300	9.8	37.9	14.4
2012/13	7 700 [◇]	18 200	10 900	23.2	26.1	6.9
2013/14	5 800 [◇]	22 600	14 400	17.5	29.2	8.0
2014/15 [#]	4 000 [◇]	31 700	18 900	12.0	40.1	12.6
2015/16 [*]	3 900 [◇]	36 700	28 900	11.9	52.8	17.7

[@] Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

[◇] Estimated number of beneficiaries

The number of teachers who were provided with teachers' MEPs in the past 5 school years (from 2011/12 to 2015/16) and the expenditure involved are shown below:

School Year	Number of Teachers (rounded down to the nearest ten)	Expenditure (\$million) [@]
2011/12	560	1.9
2012/13	210	1.0
2013/14	270	1.3
2014/15 [#]	260	1.1

2015/16 [*]	260	1.5
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@ Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau

Actual figures revised from last year's estimates

* Provisional figures

No kindergarten students took part in the Mainland exchange programmes in the past 5 school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB216

(Question Serial No. 2363)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the number of kindergartens (including kindergarten-cum-child care centres), primary and secondary schools and the number of operating classes, places, students and vacant places by grade in these schools under different categories of schools, and provide the respective totals of these items, by the 18 school districts for the 2015/16 school year.

Asked by: Hon IP Kin-yuen (Member Question No. 40)

Reply:

The number of kindergartens (including kindergarten sections of kindergarten-cum-child care centres), primary and secondary day schools and the number of operating classes, places, students and vacant places by grade in these schools under different categories of schools broken down by district in the 2015/16 school year are detailed at Appendix 1.

Table 1: Number of Kindergartens by District and by Type, 2015/16 School Year

District	Non-Profit Making	Private Independent	All Types
Central & Western	30	11	41
Wan Chai	22	7	29
Eastern	65	19	84
Southern	26	17	43
Yau Tsim Mong	29	10	39
Sham Shui Po	44	3	47
Kowloon City	58	40	98
Wong Tai Sin	46	2	48
Kwun Tong	70	3	73
Sai Kung	46	15	61
Sha Tin	58	19	77
Tai Po	29	7	36
North	41	6	47
Yuen Long	69	5	74
Tuen Mun	60	6	66
Tsuen Wan	33	8	41
Kwai Tsing	59	3	62
Islands	23	11	34
All Districts	808	192	1 000

Notes: (1) Figures do not include special schools.

(2) Figures include kindergarten-cum-child care centres.

Table 2: Number of Places and Students in Kindergartens by District, by Grade and by Type, 2015/16 School Year

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Central & Western	K1	2 252	1 859	592	388	2 844	2 247
	K2	2 029	1 752	517	350	2 546	2 102
	K3	1 679	1 513	286	195	1 965	1 708
	All Grades	5 960	5 124	1 395	933	7 355	6 057
Wan Chai	K1	2 294	2 021	434	320	2 728	2 341
	K2	2 261	2 002	373	267	2 634	2 269
	K3	2 225	1 898	238	183	2 463	2 081
	All Grades	6 780	5 921	1 045	770	7 825	6 691
Eastern	K1	4 481	3 603	1 174	867	5 655	4 470
	K2	4 276	3 491	909	682	5 185	4 173
	K3	3 850	3 194	652	520	4 502	3 714
	All Grades	12 607	10 288	2 735	2 069	15 342	12 357
Southern	K1	1 336	1 084	1 110	612	2 446	1 696
	K2	1 630	1 214	738	430	2 368	1 644
	K3	1 543	1 151	569	329	2 112	1 480
	All Grades	4 509	3 449	2 417	1 371	6 926	4 820
Yau Tsim Mong	K1	1 830	1 595	978	690	2 808	2 285
	K2	1 822	1 618	782	624	2 604	2 242
	K3	1 672	1 522	490	420	2 162	1 942
	All Grades	5 324	4 735	2 250	1 734	7 574	6 469
Sham Shui Po	K1	3 828	3 194	88	66	3 916	3 260
	K2	3 716	3 157	111	85	3 827	3 242
	K3	3 330	2 837	127	103	3 457	2 940
	All Grades	10 874	9 188	326	254	11 200	9 442
Kowloon City	K1	5 439	4 670	4 528	3 699	9 967	8 369
	K2	5 330	4 555	4 122	3 575	9 452	8 130
	K3	4 675	4 074	3 401	3 030	8 076	7 104
	All Grades	15 444	13 299	12 051	10 304	27 495	23 603
Wong Tai Sin	K1	2 962	2 617	59	35	3 021	2 652
	K2	2 876	2 539	24	20	2 900	2 559
	K3	2 708	2 404	43	29	2 751	2 433
	All Grades	8 546	7 560	126	84	8 672	7 644

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Kwun Tong	K1	5 172	4 193	179	101	5 351	4 294
	K2	4 976	4 140	123	83	5 099	4 223
	K3	4 452	3 795	91	57	4 543	3 852
	All Grades	14 600	12 128	393	241	14 993	12 369
Sai Kung	K1	2 900	2 538	1 048	838	3 948	3 376
	K2	2 733	2 388	875	706	3 608	3 094
	K3	2 397	2 102	731	605	3 128	2 707
	All Grades	8 030	7 028	2 654	2 149	10 684	9 177
Sha Tin	K1	4 942	4 266	1 260	1 065	6 202	5 331
	K2	4 494	3 969	1 118	957	5 612	4 926
	K3	3 845	3 451	892	752	4 737	4 203
	All Grades	13 281	11 686	3 270	2 774	16 551	14 460
Tai Po	K1	2 101	1 949	694	476	2 795	2 425
	K2	2 033	1 878	555	417	2 588	2 295
	K3	1 844	1 750	507	395	2 351	2 145
	All Grades	5 978	5 577	1 756	1 288	7 734	6 865
North	K1	3 922	3 820	495	419	4 417	4 239
	K2	4 298	4 200	439	390	4 737	4 590
	K3	3 927	3 813	369	328	4 296	4 141
	All Grades	12 147	11 833	1 303	1 137	13 450	12 970
Yuen Long	K1	5 897	5 482	726	588	6 623	6 070
	K2	5 780	5 445	626	507	6 406	5 952
	K3	5 510	5 218	625	512	6 135	5 730
	All Grades	17 187	16 145	1 977	1 607	19 164	17 752
Tuen Mun	K1	4 538	4 249	487	362	5 025	4 611
	K2	4 634	4 347	390	295	5 024	4 642
	K3	4 151	3 947	245	190	4 396	4 137
	All Grades	13 323	12 543	1 122	847	14 445	13 390
Tsuen Wan	K1	2 409	2 143	523	404	2 932	2 547
	K2	2 256	2 023	440	327	2 696	2 350
	K3	1 997	1 774	350	262	2 347	2 036
	All Grades	6 662	5 940	1 313	993	7 975	6 933
Kwai Tsing	K1	4 297	3 680	219	184	4 516	3 864
	K2	3 993	3 472	177	158	4 170	3 630
	K3	3 514	3 122	184	157	3 698	3 279
	All Grades	11 804	10 274	580	499	12 384	10 773

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Islands	K1	1 118	917	487	329	1 605	1 246
	K2	1 173	977	418	275	1 591	1 252
	K3	1 158	973	225	155	1 383	1 128
	All Grades	3 449	2 867	1 130	759	4 579	3 626
All Districts	K1	61 718	53 880	15 081	11 443	76 799	65 323
	K2	60 310	53 167	12 737	10 148	73 047	63 315
	K3	54 477	48 538	10 025	8 222	64 502	56 760
	All Grades	176 505	155 585	37 843	29 813	214 348	185 398

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2015.
- (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
- (4) Figures on places do not include vacant classrooms and vacant child care centre portions.
- (5) As planning on pre-primary services is based on number of places instead of number of classes, information on operating classes is not available.

Table 3: Number of Vacant Places in Kindergartens by District, by Grade and by Type, 2015/16 School Year

District	Grade	Non-Profit Making	Private Independent	All Types
Central & Western	K1	393	204	597
	K2	277	167	444
	K3	166	91	257
	All Grades	836	462	1 298
Wan Chai	K1	273	114	387
	K2	259	106	365
	K3	327	55	382
	All Grades	859	275	1 134
Eastern	K1	878	307	1 185
	K2	785	227	1 012
	K3	656	132	788
	All Grades	2 319	666	2 985
Southern	K1	252	498	750
	K2	416	308	724
	K3	392	240	632
	All Grades	1 060	1 046	2 106
Yau Tsim Mong	K1	235	288	523
	K2	204	158	362
	K3	150	70	220
	All Grades	589	516	1 105
Sham Shui Po	K1	634	22	656
	K2	559	26	585
	K3	493	24	517
	All Grades	1 686	72	1 758
Kowloon City	K1	769	829	1 598
	K2	775	547	1 322
	K3	601	371	972
	All Grades	2 145	1 747	3 892
Wong Tai Sin	K1	345	24	369
	K2	337	4	341
	K3	304	14	318
	All Grades	986	42	1 028

District	Grade	Non-Profit Making	Private Independent	All Types
Kwun Tong	K1	979	78	1 057
	K2	836	40	876
	K3	657	34	691
	All Grades	2 472	152	2 624
Sai Kung	K1	362	210	572
	K2	345	169	514
	K3	295	126	421
	All Grades	1 002	505	1 507
Sha Tin	K1	676	195	871
	K2	525	161	686
	K3	394	140	534
	All Grades	1 595	496	2 091
Tai Po	K1	152	218	370
	K2	155	138	293
	K3	94	112	206
	All Grades	401	468	869
North	K1	102	76	178
	K2	98	49	147
	K3	114	41	155
	All Grades	314	166	480
Yuen Long	K1	415	138	553
	K2	335	119	454
	K3	292	113	405
	All Grades	1 042	370	1 412
Tuen Mun	K1	289	125	414
	K2	287	95	382
	K3	204	55	259
	All Grades	780	275	1 055
Tsuen Wan	K1	266	119	385
	K2	233	113	346
	K3	223	88	311
	All Grades	722	320	1 042
Kwai Tsing	K1	617	35	652
	K2	521	19	540
	K3	392	27	419
	All Grades	1 530	81	1 611

District	Grade	Non-Profit Making	Private Independent	All Types
Islands	K1	201	158	359
	K2	196	143	339
	K3	185	70	255
	All Grades	582	371	953
All Districts	K1	7 838	3 638	11 476
	K2	7 143	2 589	9 732
	K3	5 939	1 803	7 742
	All Grades	20 920	8 030	28 950

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2015.
- (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
- (4) Figures on vacant places do not include vacant classrooms and vacant child care centre portions.
- (5) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.

Table 1: Number of Primary Schools by District and by Sector, 2015/16 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
● Central & Western	2	14	0	5	6	27
Wan Chai	3	12	0	5	4	24
Eastern	4	22	2	2	7	37
Southern	2	9	2	3	6	22
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	9	0	33
Kowloon City	4	27	2	12	8	53
Wong Tai Sin	1	26	0	4	0	31
Kwun Tong	2	32	1	1	2	38
Sai Kung	1	21	4	1	2	29
Sha Tin	1	37	2	3	1	44
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	43	2	1	1	50
Tuen Mun	1	33	1	1	1	37
Tsuen Wan	2	19	0	1	0	22
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	4	2	22
All Districts	34	420	21	53	44	572

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

Table 2: Number of Operating Classes, Places and Students in Primary Schools by District, by Grade and by Sector, 2015/16 School Year

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Central & Western	P1	4	110	110	47	1 275	1 279	0	0	0	15	537	481	8	182	170	74	2 104	2 040
	P2	4	110	117	46	1 250	1 267	0	0	0	15	542	476	7	164	160	72	2 066	2 020
	P3	4	110	114	47	1 275	1 292	0	0	0	15	542	471	7	168	160	73	2 095	2 037
	P4	4	110	109	40	1 100	1 092	0	0	0	15	552	420	8	186	166	67	1 948	1 787
	P5	4	110	101	41	1 125	1 087	0	0	0	12	439	341	5	140	123	62	1 814	1 652
	P6	4	110	91	40	1 120	1 024	0	0	0	12	429	261	7	196	169	63	1 855	1 545
	All Grades	24	660	642	261	7 145	7 041	0	0	0	84	3 041	2 450	42	1 036	948	411	11 882	11 081
Wan Chai	P1	13	325	316	41	1 130	1 151	0	0	0	21	842	670	12	344	313	87	2 641	2 450
	P2	13	325	322	40	1 105	1 143	0	0	0	19	773	628	13	370	340	85	2 573	2 433
	P3	13	325	339	40	1 105	1 138	0	0	0	18	729	580	17	478	446	88	2 637	2 503
	P4	12	300	311	37	1 030	1 056	0	0	0	15	597	502	17	478	441	81	2 405	2 310
	P5	12	300	309	38	1 055	1 048	0	0	0	15	597	515	10	298	252	75	2 250	2 124
	P6	12	300	305	38	1 055	983	0	0	0	15	660	487	8	246	212	73	2 261	1 987
	All Grades	75	1 875	1 902	234	6 480	6 519	0	0	0	103	4 198	3 382	77	2 214	2 004	489	14 767	13 807
Eastern	P1	18	475	428	85	2 275	2 300	7	227	203	6	237	194	35	838	689	151	4 052	3 814
	P2	18	475	435	86	2 325	2 373	7	227	204	7	315	233	22	558	498	140	3 900	3 743
	P3	18	475	445	86	2 300	2 272	7	227	205	7	276	198	22	558	493	140	3 836	3 613
	P4	16	425	371	80	2 175	2 143	7	227	204	4	164	121	21	545	496	128	3 536	3 335
	P5	15	400	375	75	2 050	2 001	6	194	164	4	156	126	28	731	643	128	3 531	3 309
	P6	15	400	377	78	2 145	2 003	6	194	169	5	160	102	27	696	625	131	3 595	3 276
	All Grades	100	2 650	2 431	490	13 270	13 092	40	1 296	1 149	33	1 308	974	155	3 926	3 444	818	22 450	21 090

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Southern	P1	5	125	120	31	820	783	8	239	238	20	511	476	47	1 048	911	111	2 743	2 528
	P2	5	125	127	30	795	764	8	239	240	20	531	486	34	837	808	97	2 527	2 425
	P3	5	125	125	31	795	756	8	239	237	20	531	495	29	708	702	93	2 398	2 315
	P4	5	125	122	28	745	696	8	239	232	20	531	491	29	722	686	90	2 362	2 227
	P5	5	125	127	29	770	719	8	239	235	18	483	436	30	727	686	90	2 344	2 203
	P6	5	125	120	27	740	647	8	239	232	12	315	243	29	711	666	81	2 130	1 908
	All Grades	30	750	741	176	4 665	4 365	48	1 434	1 414	110	2 902	2 627	198	4 753	4 459	562	14 504	13 606
Yau Tsim Mong	P1	10	250	204	68	1 875	1 913	9	269	263	4	140	140	0	0	0	91	2 534	2 520
	P2	11	275	247	70	1 925	1 955	9	265	256	4	148	146	0	0	0	94	2 613	2 604
	P3	11	275	266	66	1 825	1 899	9	265	256	4	144	144	0	0	0	90	2 509	2 565
	P4	9	225	215	63	1 750	1 831	5	165	151	4	148	146	0	0	0	81	2 288	2 343
	P5	8	200	200	60	1 735	1 801	5	165	157	4	144	145	0	0	0	77	2 244	2 303
	P6	8	200	206	58	1 705	1 759	5	165	146	3	108	108	0	0	0	74	2 178	2 219
	All Grades	57	1 425	1 338	385	10 815	11 158	42	1 294	1 229	23	832	829	0	0	0	507	14 366	14 554
Sham Shui Po	P1	14	350	329	71	1 985	2 079	10	299	271	31	1 193	922	0	0	0	126	3 827	3 601
	P2	14	350	339	73	2 040	2 110	10	304	280	31	1 151	919	0	0	0	128	3 845	3 648
	P3	13	325	319	72	2 010	2 088	9	304	282	32	1 142	1 002	0	0	0	126	3 781	3 691
	P4	12	300	300	68	1 910	1 966	9	299	272	26	918	797	0	0	0	115	3 427	3 335
	P5	10	265	268	66	1 910	1 973	9	299	272	26	966	745	0	0	0	111	3 440	3 258
	P6	11	330	333	66	1 945	1 933	9	289	266	21	795	578	0	0	0	107	3 359	3 110
	All Grades	74	1 920	1 888	416	11 800	12 149	56	1 794	1 643	167	6 165	4 963	0	0	0	713	21 679	20 643

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Kowloon City	P1	18	450	481	99	2 655	2 703	9	282	285	42	1 777	1 326	31	819	745	199	5 983	5 540
	P2	18	450	481	101	2 680	2 749	9	282	290	43	1 783	1 326	28	745	661	199	5 940	5 507
	P3	18	450	477	95	2 580	2 673	9	282	294	45	1 895	1 386	28	746	686	195	5 953	5 516
	P4	18	450	477	92	2 505	2 603	9	282	291	43	1 808	1 261	29	754	714	191	5 799	5 346
	P5	18	450	470	90	2 430	2 489	9	282	277	40	1 677	1 190	28	728	678	185	5 567	5 104
	P6	18	450	467	87	2 390	2 347	9	282	251	35	1 456	1 018	25	653	596	174	5 231	4 679
	All Grades	108	2 700	2 853	564	15 240	15 564	54	1 692	1 688	248	10 396	7 507	169	4 445	4 080	1 143	34 473	31 692
Wong Tai Sin	P1	4	100	97	108	2 770	2 698	0	0	0	15	540	497	0	0	0	127	3 410	3 292
	P2	4	100	99	102	2 590	2 616	0	0	0	17	573	475	0	0	0	123	3 263	3 190
	P3	4	100	99	98	2 465	2 533	0	0	0	15	480	487	0	0	0	117	3 045	3 119
	P4	4	100	100	96	2 440	2 483	0	0	0	13	420	433	0	0	0	113	2 960	3 016
	P5	3	75	74	91	2 340	2 351	0	0	0	11	378	396	0	0	0	105	2 793	2 821
	P6	3	75	79	89	2 290	2 305	0	0	0	12	393	355	0	0	0	104	2 758	2 739
	All Grades	22	550	548	584	14 895	14 986	0	0	0	83	2 784	2 643	0	0	0	689	18 229	18 177
Kwun Tong	P1	9	225	230	136	3 525	3 543	5	135	127	3	135	126	7	156	154	160	4 176	4 180
	P2	9	270	262	133	3 915	3 811	5	135	131	3	135	114	7	156	156	157	4 611	4 474
	P3	9	225	226	140	3 620	3 785	5	135	132	3	135	108	7	156	158	164	4 271	4 409
	P4	9	225	226	136	3 520	3 666	5	135	130	3	135	115	6	134	136	159	4 149	4 273
	P5	9	225	225	136	3 545	3 619	4	108	107	3	135	92	6	134	131	158	4 147	4 174
	P6	9	225	227	134	3 465	3 578	4	80	71	3	135	94	5	112	115	155	4 017	4 085
	All Grades	54	1 395	1 396	815	21 590	22 002	28	728	698	18	810	649	38	848	850	953	25 371	25 595

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Sai Kung	P1	5	125	107	85	2 100	2 013	15	468	468	1	25	10	6	164	164	112	2 882	2 762
	P2	5	125	110	85	2 125	2 077	15	468	470	1	25	12	6	164	162	112	2 907	2 831
	P3	4	100	98	79	1 975	1 941	15	468	466	1	25	14	6	164	164	105	2 732	2 683
	P4	4	100	99	74	1 850	1 760	20	598	556	1	25	16	6	164	162	105	2 737	2 593
	P5	4	100	99	72	1 775	1 697	12	348	331	1	25	10	6	164	160	95	2 412	2 297
	P6	3	75	72	72	1 750	1 685	19	572	524	1	25	6	6	164	163	101	2 586	2 450
	All Grades	25	625	585	467	11 575	11 173	96	2 922	2 815	6	150	68	36	984	975	630	16 256	15 616
Sha Tin	P1	5	125	129	160	4 165	4 256	10	325	303	12	292	293	5	150	149	192	5 057	5 130
	P2	5	125	133	161	4 215	4 332	10	325	309	12	292	290	5	150	150	193	5 107	5 214
	P3	5	125	134	151	3 965	4 052	10	325	333	12	321	292	5	150	150	183	4 886	4 961
	P4	5	125	133	139	3 690	3 771	9	292	280	11	296	276	5	150	149	169	4 553	4 609
	P5	5	125	133	132	3 495	3 604	9	292	272	10	277	257	5	150	150	161	4 339	4 416
	P6	4	100	109	127	3 365	3 435	9	292	272	11	293	266	5	150	150	156	4 200	4 232
	All Grades	29	725	771	870	22 895	23 450	57	1 851	1 769	68	1 771	1 674	30	900	898	1 054	28 142	28 562
Tai Po	P1	5	150	148	71	2 130	2 259	0	0	0	0	0	0	8	253	205	84	2 533	2 612
	P2	5	150	147	73	2 190	2 267	0	0	0	0	0	0	7	233	190	85	2 573	2 604
	P3	8	200	197	78	1 995	2 067	0	0	0	0	0	0	7	233	197	93	2 428	2 461
	P4	6	150	149	75	1 920	1 962	0	0	0	0	0	0	7	233	162	88	2 303	2 273
	P5	3	75	74	65	1 670	1 704	0	0	0	0	0	0	7	212	149	75	1 957	1 927
	P6	2	50	50	62	1 595	1 618	0	0	0	0	0	0	6	188	128	70	1 833	1 796
	All Grades	29	775	765	424	11 500	11 877	0	0	0	0	0	0	42	1 352	1 031	495	13 627	13 673

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
North	P1	4	100	106	110	2 980	3 140	0	0	0	0	0	0	0	0	0	114	3 080	3 246
	P2	3	75	80	112	3 040	3 236	0	0	0	0	0	0	0	0	0	115	3 115	3 316
	P3	4	99	99	107	3 423	3 401	0	0	0	0	0	0	0	0	0	111	3 522	3 500
	P4	8	216	202	102	2 971	2 971	0	0	0	0	0	0	0	0	0	110	3 187	3 173
	P5	7	182	175	98	2 749	2 769	0	0	0	0	0	0	0	0	0	105	2 931	2 944
	P6	5	125	123	96	2 610	2 656	0	0	0	0	0	0	0	0	0	101	2 735	2 779
	All Grades	31	797	785	625	17 773	18 173	0	0	0	0	0	0	0	0	0	656	18 570	18 958
Yuen Long	P1	15	425	461	184	4 895	4 873	8	232	233	2	60	36	1	25	4	210	5 637	5 607
	P2	15	430	453	187	5 004	5 069	9	249	258	2	60	40	1	25	4	214	5 768	5 824
	P3	14	350	370	173	4 400	4 478	9	249	247	2	60	37	1	25	3	199	5 084	5 135
	P4	15	375	387	160	4 000	4 107	9	249	243	2	60	38	1	25	4	187	4 709	4 779
	P5	16	400	423	147	3 625	3 757	9	249	234	2	60	30	1	25	7	175	4 359	4 451
	P6	15	375	393	145	3 550	3 658	8	237	203	2	60	31	1	25	9	171	4 247	4 294
	All Grades	90	2 355	2 487	996	25 474	25 942	52	1 465	1 418	12	360	212	6	150	31	1 156	29 804	30 090
Tuen Mun	P1	4	100	105	152	3 840	3 932	4	132	132	1	45	16	3	66	66	164	4 183	4 251
	P2	4	100	106	154	3 920	3 886	4	132	132	1	45	12	4	88	88	167	4 285	4 224
	P3	4	100	105	145	3 615	3 664	4	132	132	1	45	7	3	72	72	157	3 964	3 980
	P4	4	100	101	127	3 245	3 278	4	132	121	1	45	11	4	96	96	140	3 618	3 607
	P5	4	100	101	116	2 940	2 966	4	132	122	1	45	15	3	72	72	128	3 289	3 276
	P6	4	100	102	110	2 800	2 687	4	132	116	2	45	10	4	96	97	124	3 173	3 012
	All Grades	24	600	620	804	20 360	20 413	24	792	755	7	270	71	21	490	491	880	22 512	22 350

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Tsuen Wan	P1	10	275	288	67	1 830	1 901	0	0	0	1	30	11	0	0	0	78	2 135	2 200
	P2	10	275	292	66	1 805	1 860	0	0	0	1	30	9	0	0	0	77	2 110	2 161
	P3	10	275	286	66	1 805	1 864	0	0	0	1	30	15	0	0	0	77	2 110	2 165
	P4	10	275	288	64	1 755	1 795	0	0	0	1	30	14	0	0	0	75	2 060	2 097
	P5	10	275	291	65	1 780	1 824	0	0	0	1	30	14	0	0	0	76	2 085	2 129
	P6	10	275	269	63	1 730	1 747	0	0	0	1	30	18	0	0	0	74	2 035	2 034
	All Grades	60	1 650	1 714	391	10 705	10 991	0	0	0	6	180	81	0	0	0	457	12 535	12 786
Kwai Tsing	P1	0	0	0	116	3 130	3 063	3	99	96	0	0	0	9	190	198	128	3 419	3 357
	P2	0	0	0	114	3 030	2 973	3	99	92	0	0	0	6	132	134	123	3 261	3 199
	P3	0	0	0	114	3 030	2 995	3	99	77	0	0	0	5	115	113	122	3 244	3 185
	P4	0	0	0	111	3 005	2 921	3	99	92	0	0	0	0	0	0	114	3 104	3 013
	P5	0	0	0	108	2 925	2 866	3	99	99	0	0	0	0	0	0	111	3 024	2 965
	P6	0	0	0	107	2 900	2 890	3	99	86	0	0	0	0	0	0	110	2 999	2 976
	All Grades	0	0	0	670	18 020	17 708	18	594	542	0	0	0	20	437	445	708	19 051	18 695
Islands	P1	0	0	0	39	955	852	0	0	0	8	217	191	7	163	147	54	1 335	1 190
	P2	0	0	0	37	830	789	0	0	0	7	185	152	6	144	128	50	1 159	1 069
	P3	0	0	0	36	855	813	0	0	0	7	179	153	6	144	127	49	1 178	1 093
	P4	0	0	0	35	880	812	0	0	0	7	173	149	6	148	126	48	1 201	1 087
	P5	0	0	0	37	905	836	0	0	0	6	153	128	6	148	128	49	1 206	1 092
	P6	0	0	0	38	950	835	0	0	0	3	90	90	6	148	127	47	1 188	1 052
	All Grades	0	0	0	222	5 375	4 937	0	0	0	38	997	863	37	895	783	297	7 267	6 583

Appendix 1(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
All Districts	P1	143	3 710	3 659	1 670	44 335	44 738	88	2 707	2 619	182	6 581	5 389	179	4 398	3 915	2 262	61 731	60 320
	P2	143	3 760	3 750	1 670	44 784	45 277	89	2 725	2 662	183	6 588	5 318	146	3 766	3 479	2 231	61 623	60 486
	P3	144	3 659	3 699	1 624	43 038	43 711	88	2 725	2 661	183	6 534	5 389	143	3 717	3 471	2 182	59 673	58 931
	P4	141	3 601	3 590	1 527	40 491	40 913	88	2 717	2 572	166	5 902	4 790	139	3 635	3 338	2 061	56 346	55 203
	P5	133	3 407	3 445	1 466	38 824	39 111	78	2 407	2 270	154	5 565	4 440	135	3 529	3 179	1 966	53 732	52 445
	P6	128	3 315	3 323	1 437	38 105	37 790	84	2 581	2 336	138	4 994	3 667	129	3 385	3 057	1 916	52 380	50 173
	All Grades	832	21 452	21 466	9 394	249 577	251 540	515	15 862	15 120	1 006	36 164	28 993	871	22 430	20 439	12 618	345 485	337 558

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2015.
 - (3) Figures on operating classes in a very small number of schools (other than the public sector) involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, combined class is treated as one class. When counting the number of classes broken down by grade, combined class is split into different classes in proportion to the number of students from different grades and the number is rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
 - (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

Table 3: Number of Vacant Places in Primary Schools by District, by Grade and by Sector, 2015/16 School Year

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	0	- 4	0	56	12	64
	P2	- 7	- 17	0	66	4	46
	P3	- 4	- 17	0	71	8	58
	P4	1	8	0	132	20	161
	P5	9	38	0	98	17	162
	P6	19	96	0	168	27	310
	All Grades	18	104	0	591	88	801
Wan Chai	P1	9	- 21	0	172	31	191
	P2	3	- 38	0	145	30	140
	P3	- 14	- 33	0	149	32	134
	P4	- 11	- 26	0	95	37	95
	P5	- 9	7	0	82	46	126
	P6	- 5	72	0	173	34	274
	All Grades	- 27	- 39	0	816	210	960
Eastern	P1	47	- 25	24	43	149	238
	P2	40	- 48	23	82	60	157
	P3	30	28	22	78	65	223
	P4	54	32	23	43	49	201
	P5	25	49	30	30	88	222
	P6	23	142	25	58	71	319
	All Grades	219	178	147	334	482	1 360

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Southern	P1	5	37	1	35	137	215
	P2	- 2	31	- 1	45	29	102
	P3	0	39	2	36	6	83
	P4	3	49	7	40	36	135
	P5	- 2	51	4	47	41	141
	P6	5	93	7	72	45	222
	All Grades	9	300	20	275	294	898
Yau Tsim Mong	P1	46	- 38	6	0	0	14
	P2	28	- 30	9	2	0	9
	P3	9	- 74	9	0	0	- 56
	P4	10	- 81	14	2	0	- 55
	P5	0	- 66	8	- 1	0	- 59
	P6	- 6	- 54	19	0	0	- 41
	All Grades	87	- 343	65	3	0	- 188
Sham Shui Po	P1	21	- 94	28	271	0	226
	P2	11	- 70	24	232	0	197
	P3	6	- 78	22	140	0	90
	P4	0	- 56	27	121	0	92
	P5	- 3	- 63	27	221	0	182
	P6	- 3	12	23	217	0	249
	All Grades	32	- 349	151	1 202	0	1 036

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	P1	- 31	- 48	- 3	451	74	443
	P2	- 31	- 69	- 8	457	84	433
	P3	- 27	- 93	- 12	509	60	437
	P4	- 27	- 98	- 9	547	40	453
	P5	- 20	- 59	5	487	50	463
	P6	- 17	43	31	438	57	552
	All Grades	- 153	- 324	4	2 889	365	2 781
Wong Tai Sin	P1	3	72	0	43	0	118
	P2	1	- 26	0	98	0	73
	P3	1	- 68	0	- 7	0	- 74
	P4	0	- 43	0	- 13	0	- 56
	P5	1	- 11	0	- 18	0	- 28
	P6	- 4	- 15	0	38	0	19
	All Grades	2	- 91	0	141	0	52
Kwun Tong	P1	- 5	- 18	8	9	2	- 4
	P2	8	104	4	21	0	137
	P3	- 1	- 165	3	27	- 2	- 138
	P4	- 1	- 146	5	20	- 2	- 124
	P5	0	- 74	1	43	3	- 27
	P6	- 2	- 113	9	41	- 3	- 68
	All Grades	- 1	- 412	30	161	- 2	- 224

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	P1	18	87	0	15	0	120
	P2	15	48	- 2	13	2	76
	P3	2	34	2	11	0	49
	P4	1	90	42	9	2	144
	P5	1	78	17	15	4	115
	P6	3	65	48	19	1	136
	All Grades	40	402	107	82	9	640
Sha Tin	P1	- 4	- 91	22	- 1	1	- 73
	P2	- 8	- 117	16	2	0	- 107
	P3	- 9	- 87	- 8	29	0	- 75
	P4	- 8	- 81	12	20	1	- 56
	P5	- 8	- 109	20	20	0	- 77
	P6	- 9	- 70	20	27	0	- 32
	All Grades	- 46	- 555	82	97	2	- 420
Tai Po	P1	2	- 129	0	0	48	- 79
	P2	3	- 77	0	0	43	- 31
	P3	3	- 72	0	0	36	- 33
	P4	1	- 42	0	0	71	30
	P5	1	- 34	0	0	63	30
	P6	0	- 23	0	0	60	37
	All Grades	10	- 377	0	0	321	- 46

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
North	P1	- 6	- 160	0	0	0	- 166
	P2	- 5	- 196	0	0	0	- 201
	P3	0	22	0	0	0	22
	P4	14	0	0	0	0	14
	P5	7	- 20	0	0	0	- 13
	P6	2	- 46	0	0	0	- 44
	All Grades	12	- 400	0	0	0	- 388
Yuen Long	P1	- 36	22	- 1	24	21	30
	P2	- 23	- 65	- 9	20	21	- 56
	P3	- 20	- 78	2	23	22	- 51
	P4	- 12	- 107	6	22	21	- 70
	P5	- 23	- 132	15	30	18	- 92
	P6	- 18	- 108	34	29	16	- 47
	All Grades	- 132	- 468	47	148	119	- 286
Tuen Mun	P1	- 5	- 92	0	29	0	- 68
	P2	- 6	34	0	33	0	61
	P3	- 5	- 49	0	38	0	- 16
	P4	- 1	- 33	11	34	0	11
	P5	- 1	- 26	10	30	0	13
	P6	- 2	113	16	35	- 1	161
	All Grades	- 20	- 53	37	199	- 1	162

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	- 13	- 71	0	19	0	- 65
	P2	- 17	- 55	0	21	0	- 51
	P3	- 11	- 59	0	15	0	- 55
	P4	- 13	- 40	0	16	0	- 37
	P5	- 16	- 44	0	16	0	- 44
	P6	6	- 17	0	12	0	1
	All Grades	- 64	- 286	0	99	0	- 251
Kwai Tsing	P1	0	67	3	0	- 8	62
	P2	0	57	7	0	- 2	62
	P3	0	35	22	0	2	59
	P4	0	84	7	0	0	91
	P5	0	59	0	0	0	59
	P6	0	10	13	0	0	23
	All Grades	0	312	52	0	- 8	356
Islands	P1	0	103	0	26	16	145
	P2	0	41	0	33	16	90
	P3	0	42	0	26	17	85
	P4	0	68	0	24	22	114
	P5	0	69	0	25	20	114
	P6	0	115	0	0	21	136
	All Grades	0	438	0	134	112	684

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	P1	51	- 403	88	1 192	483	1 411
	P2	10	- 493	63	1 270	287	1 137
	P3	- 40	- 673	64	1 145	246	742
	P4	11	- 422	145	1 112	297	1 143
	P5	- 38	- 287	137	1 125	350	1 287
	P6	- 8	315	245	1 327	328	2 207
	All Grades	- 14	-1 963	742	7 171	1 991	7 927

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2015.
 - (3) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.

● **Table 1: Number of Secondary Day Schools by District and by Sector, 2015/16 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
● Central & Western	1	8	0	2	0	3	14
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	7	39
Southern	0	13	0	2	3	5	23
Yau Tsim Mong	2	12	1	3	2	0	20
Sham Shui Po	1	15	1	9	3	2	31
Kowloon City	3	27	0	5	1	4	40
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	0	7	0	2	36
Sai Kung	1	18	0	7	1	1	28
Sha Tin	2	36	0	7	2	1	48
Tai Po	1	17	0	2	1	0	21
North	2	17	0	1	0	1	21
Yuen Long	4	30	0	5	5	0	44
Tuen Mun	2	36	0	0	0	1	39
Tsuen Wan	1	13	0	0	0	0	14
Kwai Tsing	0	31	0	0	0	0	31
Islands	1	7	0	3	2	1	14
All Districts	31	360	2	61	22	30	506

● N (1) Figures do not include special schools.

● (2) International schools include English Schools Foundation schools.

Table 2: Number of Operating Classes, Places and Students in Secondary Day Schools by District, by Grade and by Sector, 2015/16 School Year

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	4	128	144	31	1 022	893	0	0	0	13	411	427	0	0	0	10	295	281	58	1 856	1 745
	S2	4	132	144	31	1 025	886	0	0	0	13	411	423	0	0	0	11	317	292	59	1 885	1 745
	S3	4	136	143	30	1 056	943	0	0	0	13	411	400	0	0	0	10	280	259	57	1 883	1 745
	S4	4	144	139	30	1 080	943	0	0	0	15	405	379	0	0	0	11	308	255	60	1 937	1 716
	S5	4	144	144	30	1 071	911	0	0	0	15	396	344	0	0	0	10	280	236	59	1 891	1 635
	S6	5	180	161	31	1 104	855	0	0	0	16	404	320	0	0	0	10	307	223	62	1 995	1 559
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	307	229	10	307	229
	All Grades	25	864	875	183	6 358	5 431	0	0	0	85	2 438	2 293	0	0	0	72	2 094	1 775	365	11 754	10 374
Wan Chai	S1	12	384	395	37	1 284	1 124	0	0	0	8	328	264	0	0	0	8	202	191	65	2 198	1 974
	S2	12	396	398	37	1 292	1 135	0	0	0	8	328	268	0	0	0	8	202	196	65	2 218	1 997
	S3	12	408	389	38	1 292	1 143	0	0	0	8	328	245	0	0	0	8	202	177	66	2 230	1 954
	S4	12	432	397	38	1 332	1 115	0	0	0	11	451	267	0	0	0	8	202	166	69	2 417	1 945
	S5	12	432	373	38	1 324	1 073	0	0	0	13	543	273	0	0	0	7	177	151	70	2 476	1 870
	S6	13	468	387	39	1 356	1 022	0	0	0	13	563	309	0	0	0	7	177	140	72	2 564	1 858
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	151	128	6	151	128
	All Grades	73	2 520	2 339	227	7 880	6 612	0	0	0	61	2 541	1 626	0	0	0	52	1 313	1 149	413	14 254	11 726
Eastern	S1	16	512	539	89	2 941	2 234	0	0	0	15	585	488	0	0	0	19	491	430	139	4 529	3 691
	S2	16	528	535	90	3 047	2 327	0	0	0	16	626	509	0	0	0	19	485	428	141	4 686	3 799
	S3	16	544	527	90	2 966	2 475	0	0	0	16	626	520	0	0	0	21	487	377	143	4 623	3 899
	S4	17	576	547	99	3 348	2 720	0	0	0	16	601	557	0	0	0	18	388	274	150	4 913	4 098
	S5	17	576	529	96	3 234	2 571	0	0	0	16	601	482	0	0	0	17	375	304	146	4 786	3 886
	S6	19	648	586	99	3 456	2 596	0	0	0	16	629	455	0	0	0	15	327	308	149	5 060	3 945
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	180	156	9	180	156
	All Grades	101	3 384	3 263	563	18 992	14 923	0	0	0	95	3 668	3 011	0	0	0	118	2 733	2 277	877	28 777	23 474

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Southern	S1	0	0	0	46	1 542	1 179	0	0	0	11	390	341	11	298	292	31	860	839	99	3 090	2 651
	S2	0	0	0	46	1 542	1 174	0	0	0	11	390	340	10	250	232	32	886	813	99	3 068	2 559
	S3	0	0	0	48	1 602	1 293	0	0	0	11	390	308	11	258	233	32	856	807	102	3 106	2 641
	S4	0	0	0	54	1 764	1 412	0	0	0	11	375	302	9	177	169	33	896	763	107	3 212	2 646
	S5	0	0	0	54	1 764	1 345	0	0	0	11	375	280	9	177	153	30	820	745	104	3 136	2 523
	S6	0	0	0	56	1 836	1 363	0	0	0	10	375	240	9	142	112	30	790	718	105	3 143	2 433
	S7	0	0	0	0	0	0	0	0	0	0	0	0	9	142	104	28	740	635	37	882	739
	All Grades	0	0	0	304	10 050	7 766	0	0	0	65	2 295	1 811	68	1 444	1 295	216	5 848	5 320	653	19 637	16 192
Yau Tsim Mong	S1	9	288	246	48	1 568	1 376	2	70	45	14	522	437	0	0	0	0	0	0	73	2 448	2 104
	S2	9	297	252	49	1 646	1 424	3	105	57	13	520	440	0	0	0	0	0	0	74	2 568	2 173
	S3	9	306	243	48	1 587	1 501	3	102	87	13	523	453	0	0	0	0	0	0	73	2 518	2 284
	S4	9	324	260	56	1 925	1 749	4	144	114	14	515	441	3	81	4	0	0	0	86	2 989	2 568
	S5	9	324	256	56	1 925	1 689	4	144	121	14	515	391	2	54	5	0	0	0	85	2 962	2 462
	S6	9	324	261	60	2 095	1 689	4	144	118	14	505	373	3	86	23	0	0	0	90	3 154	2 464
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	54	1 863	1 518	317	10 746	9 428	20	709	542	82	3 100	2 535	8	221	32	0	0	0	481	16 639	14 055
Sham Shui Po	S1	5	140	117	70	2 333	2 113	4	140	129	37	1 323	1 033	6	180	166	2	40	22	124	4 156	3 580
	S2	5	140	115	70	2 395	2 206	4	140	133	38	1 372	1 102	6	180	156	2	40	26	125	4 267	3 738
	S3	5	136	121	70	2 362	2 243	4	140	136	36	1 372	1 158	6	180	149	2	40	32	123	4 230	3 839
	S4	4	144	112	66	2 268	2 157	4	144	142	35	1 342	1 226	6	168	146	2	45	22	117	4 111	3 805
	S5	5	144	88	66	2 268	2 008	4	144	135	34	1 310	1 085	5	140	121	2	45	37	116	4 051	3 474
	S6	6	180	111	75	2 505	2 145	5	174	149	34	1 370	1 095	8	265	136	2	45	26	130	4 539	3 662
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	100	75	1	25	6	5	125	81
	All Grades	30	884	664	417	14 131	12 872	25	882	824	214	8 089	6 699	41	1 213	949	13	280	171	740	25 479	22 179

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Kowloon City	S1	8	256	244	113	3 947	3 382	0	0	0	19	709	680	6	150	119	18	503	472	164	5 565	4 897
	S2	8	264	247	113	3 945	3 411	0	0	0	19	709	678	7	175	151	17	478	439	164	5 571	4 926
	S3	8	272	248	112	3 870	3 428	0	0	0	20	750	689	7	175	139	18	503	467	165	5 570	4 971
	S4	8	288	253	119	4 032	3 557	0	0	0	28	952	880	8	200	159	17	460	438	180	5 932	5 287
	S5	8	288	265	118	4 032	3 307	0	0	0	29	943	799	8	168	163	17	460	418	180	5 891	4 952
	S6	8	288	224	128	4 500	3 359	0	0	0	27	906	674	5	95	95	15	407	385	183	6 196	4 737
	S7	0	0	0	0	0	0	0	0	0	0	0	0	5	90	92	8	224	222	13	314	314
	All Grades	48	1 656	1 481	703	24 326	20 444	0	0	0	142	4 969	4 400	46	1 053	918	110	3 035	2 841	1 049	35 039	30 084
Wong Tai Sin	S1	3	70	37	87	2 990	2 520	0	0	0	6	246	244	4	144	116	0	0	0	100	3 450	2 917
	S2	3	99	60	88	3 025	2 584	0	0	0	6	246	242	4	144	117	0	0	0	101	3 514	3 003
	S3	3	102	88	91	2 975	2 694	0	0	0	6	246	220	3	108	72	0	0	0	103	3 431	3 074
	S4	3	108	98	95	3 183	2 921	0	0	0	6	246	215	3	108	89	0	0	0	107	3 645	3 323
	S5	3	108	82	93	3 147	2 700	0	0	0	6	246	185	3	108	71	0	0	0	105	3 609	3 038
	S6	3	108	72	100	3 376	2 814	0	0	0	6	270	161	3	108	58	0	0	0	112	3 862	3 105
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	18	595	437	554	18 696	16 233	0	0	0	36	1 500	1 267	20	720	523	0	0	0	628	21 511	18 460
Kwun Tong	S1	8	256	253	106	3 535	3 082	0	0	0	27	1 000	709	0	0	0	7	159	146	148	4 950	4 190
	S2	8	264	233	104	3 535	3 196	0	0	0	28	1 046	829	0	0	0	6	136	110	146	4 981	4 368
	S3	8	272	270	103	3 455	3 268	0	0	0	29	1 082	951	0	0	0	4	92	64	144	4 901	4 553
	S4	8	288	249	111	3 672	3 408	0	0	0	31	1 184	1 051	0	0	0	4	68	63	154	5 212	4 771
	S5	9	288	228	111	3 672	3 307	0	0	0	32	1 220	1 027	0	0	0	4	68	58	156	5 248	4 620
	S6	9	324	272	122	4 176	3 559	0	0	0	34	1 341	1 025	0	0	0	4	68	38	169	5 909	4 894
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	48	27	4	48	27
	All Grades	50	1 692	1 505	657	22 045	19 820	0	0	0	181	6 873	5 592	0	0	0	33	639	506	921	31 249	27 423

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	S1	4	128	138	67	2 349	1 888	0	0	0	33	1 040	915	1	25	7	2	66	54	107	3 608	3 002
	S2	4	132	127	67	2 345	1 909	0	0	0	34	1 073	943	1	25	9	2	66	51	108	3 641	3 039
	S3	4	136	135	69	2 324	2 059	0	0	0	33	1 065	926	1	25	4	2	44	51	109	3 594	3 175
	S4	5	144	137	76	2 556	2 298	0	0	0	34	1 168	1 018	1	25	7	2	44	44	118	3 937	3 504
	S5	5	144	132	77	2 555	2 187	0	0	0	35	1 151	900	1	25	4	2	44	31	120	3 919	3 254
	S6	5	180	156	85	2 916	2 380	0	0	0	33	1 121	819	0	0	0	2	44	22	125	4 261	3 377
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	22	26	2	22	26
	All Grades	27	864	825	441	15 045	12 721	0	0	0	202	6 618	5 521	5	125	31	14	330	279	689	22 982	19 377
Sha Tin	S1	8	256	250	149	4 980	4 026	0	0	0	24	835	797	13	260	255	8	176	177	202	6 507	5 505
	S2	8	264	257	151	5 065	4 013	0	0	0	24	835	772	12	252	250	8	176	175	203	6 592	5 467
	S3	8	272	261	151	4 995	4 354	0	0	0	26	919	839	12	258	257	8	176	175	205	6 620	5 886
	S4	8	288	278	157	5 274	4 709	0	0	0	27	921	829	12	246	239	8	176	172	212	6 905	6 227
	S5	8	288	260	157	5 274	4 372	0	0	0	32	1 020	850	12	252	232	8	176	162	217	7 010	5 876
	S6	9	324	280	173	5 818	4 414	0	0	0	31	958	721	12	252	238	8	176	166	233	7 528	5 819
	S7	0	0	0	0	0	0	0	0	0	0	0	0	12	252	217	8	176	153	20	428	370
	All Grades	49	1 692	1 586	938	31 406	25 888	0	0	0	164	5 488	4 808	85	1 772	1 688	56	1 232	1 180	1 292	41 590	35 150
Tai Po	S1	3	96	54	67	2 190	1 794	0	0	0	8	324	179	0	0	0	0	0	0	78	2 610	2 027
	S2	3	99	53	65	2 232	1 826	0	0	0	9	364	199	0	0	0	0	0	0	77	2 695	2 078
	S3	3	102	75	67	2 176	1 928	0	0	0	9	364	243	0	0	0	0	0	0	79	2 642	2 246
	S4	3	108	83	68	2 268	2 090	0	0	0	9	364	256	0	0	0	0	0	0	80	2 740	2 429
	S5	3	108	86	68	2 268	1 964	0	0	0	9	364	238	0	0	0	0	0	0	80	2 740	2 288
	S6	2	72	42	79	2 585	2 046	0	0	0	9	368	173	0	0	0	0	0	0	90	3 025	2 261
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	17	585	393	414	13 719	11 648	0	0	0	53	2 148	1 288	0	0	0	0	0	0	484	16 452	13 329

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
North	S1	6	192	162	70	2 345	2 140	0	0	0	5	205	203	0	0	0	3	60	45	84	2 802	2 550
	S2	6	198	166	71	2 380	2 238	0	0	0	5	201	199	0	0	0	3	60	54	85	2 839	2 657
	S3	6	204	195	69	2 345	2 288	0	0	0	5	200	197	0	0	0	3	60	49	83	2 809	2 729
	S4	6	216	199	77	2 448	2 370	0	0	0	5	205	199	0	0	0	3	60	50	91	2 929	2 818
	S5	6	216	190	77	2 412	2 206	0	0	0	5	205	197	0	0	0	3	60	34	91	2 893	2 627
	S6	6	216	153	88	2 916	2 398	0	0	0	5	225	200	0	0	0	2	40	31	101	3 397	2 782
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	20	11	1	20	11
	All Grades	36	1 242	1 065	452	14 846	13 640	0	0	0	30	1 241	1 195	0	0	0	18	360	274	536	17 689	16 174
Yuen Long	S1	16	512	553	126	4 182	3 427	0	0	0	20	689	558	0	0	0	0	0	0	162	5 383	4 538
	S2	16	528	565	127	4 253	3 596	0	0	0	21	750	600	0	0	0	0	0	0	164	5 531	4 761
	S3	16	544	567	127	4 141	3 783	0	0	0	21	725	675	0	0	0	0	0	0	164	5 410	5 025
	S4	19	576	545	133	4 392	3 978	0	0	0	25	826	710	1	12	12	0	0	0	178	5 806	5 245
	S5	19	576	536	135	4 422	3 790	0	0	0	24	785	664	2	58	30	0	0	0	180	5 841	5 020
	S6	21	720	639	152	5 166	4 131	0	0	0	24	772	610	5	199	107	0	0	0	202	6 857	5 487
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	107	3 456	3 405	800	26 556	22 705	0	0	0	135	4 547	3 817	8	269	149	0	0	0	1 050	34 828	30 076
Tuen Mun	S1	8	256	252	126	4 254	3 188	0	0	0	0	0	0	0	0	0	4	100	98	138	4 610	3 538
	S2	8	264	256	125	4 287	3 313	0	0	0	0	0	0	0	0	0	4	96	95	137	4 647	3 664
	S3	8	272	250	130	4 344	3 705	0	0	0	0	0	0	0	0	0	3	75	76	141	4 691	4 031
	S4	9	288	264	141	4 632	4 009	0	0	0	0	0	0	0	0	0	4	100	98	154	5 020	4 371
	S5	9	288	275	141	4 632	3 751	0	0	0	0	0	0	0	0	0	3	60	60	153	4 980	4 086
	S6	10	360	284	155	5 202	3 986	0	0	0	0	0	0	0	0	0	3	63	64	168	5 625	4 334
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	48	49	2	48	49
	All Grades	52	1 728	1 581	818	27 351	21 952	0	0	0	0	0	0	0	0	0	23	542	540	893	29 621	24 073

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	S1	4	128	144	48	1 680	1 412	0	0	0	0	0	0	0	0	0	0	0	0	52	1 808	1 556
	S2	4	132	148	48	1 680	1 521	0	0	0	0	0	0	0	0	0	0	0	0	52	1 812	1 669
	S3	4	136	143	48	1 642	1 614	0	0	0	0	0	0	0	0	0	0	0	0	52	1 778	1 757
	S4	4	144	151	54	1 728	1 682	0	0	0	0	0	0	0	0	0	0	0	0	58	1 872	1 833
	S5	4	144	145	55	1 728	1 585	0	0	0	0	0	0	0	0	0	0	0	0	59	1 872	1 730
	S6	5	180	169	61	2 016	1 650	0	0	0	0	0	0	0	0	0	0	0	0	66	2 196	1 819
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	25	864	900	314	10 474	9 464	0	0	0	0	0	0	0	0	0	0	0	0	339	11 338	10 364
Kwai Tsing	S1	0	0	0	121	4 165	3 500	0	0	0	0	0	0	0	0	0	0	0	0	121	4 165	3 500
	S2	0	0	0	120	4 165	3 628	0	0	0	0	0	0	0	0	0	0	0	0	120	4 165	3 628
	S3	0	0	0	123	4 114	3 857	0	0	0	0	0	0	0	0	0	0	0	0	123	4 114	3 857
	S4	0	0	0	134	4 356	4 163	0	0	0	0	0	0	0	0	0	0	0	0	134	4 356	4 163
	S5	0	0	0	135	4 356	4 064	0	0	0	0	0	0	0	0	0	0	0	0	135	4 356	4 064
	S6	0	0	0	153	4 968	4 101	0	0	0	0	0	0	0	0	0	0	0	0	153	4 968	4 101
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	0	0	0	786	26 124	23 313	0	0	0	0	0	0	0	0	0	0	0	0	786	26 124	23 313
Islands	S1	3	96	58	23	735	610	0	0	0	8	244	188	4	120	89	3	72	65	41	1 267	1 010
	S2	3	99	65	23	770	619	0	0	0	9	279	223	4	120	104	3	66	57	42	1 334	1 068
	S3	3	102	73	23	753	655	0	0	0	9	285	217	7	179	147	2	44	41	44	1 363	1 133
	S4	3	108	65	23	792	714	0	0	0	11	355	271	5	135	107	2	44	33	44	1 434	1 190
	S5	3	108	71	23	828	665	0	0	0	11	331	244	5	135	105	2	44	22	44	1 446	1 107
	S6	3	108	91	29	972	776	0	0	0	11	331	226	5	135	105	0	0	0	48	1 546	1 198
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	120	80	0	0	0	4	120	80
	All Grades	18	621	423	144	4 850	4 039	0	0	0	59	1 825	1 369	34	944	737	12	270	218	267	8 510	6 786

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
All Districts	S1	117	3 698	3 586	1 424	48 042	39 888	6	210	174	248	8 851	7 463	45	1 177	1 044	115	3 024	2 820	1 955	65 002	54 975
	S2	117	3 836	3 621	1 425	48 629	41 006	7	245	190	254	9 150	7 767	44	1 146	1 019	115	3 008	2 736	1 962	66 014	56 339
	S3	117	3 944	3 728	1 437	47 999	43 231	7	242	223	255	9 286	8 041	47	1 183	1 001	113	2 859	2 575	1 976	65 513	58 799
	S4	122	4 176	3 777	1 531	51 050	45 995	8	288	256	278	9 910	8 601	48	1 152	932	112	2 791	2 378	2 099	69 367	61 939
	S5	124	4 176	3 660	1 530	50 912	43 495	8	288	256	286	10 005	7 959	47	1 117	884	105	2 609	2 258	2 100	69 107	58 512
	S6	133	4 680	3 888	1 685	56 963	45 284	9	318	267	283	10 138	7 401	50	1 282	874	98	2 444	2 121	2 258	75 825	59 835
	S7	0	0	0	0	0	0	0	0	0	0	0	0	34	704	568	79	1 941	1 642	113	2 645	2 210
	All Grades	730	24 510	22 260	9 032	303 595	258 899	45	1 591	1 366	1 604	57 340	47 232	315	7 761	6 322	737	18 676	16 530	12 463	413 473	352 609

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2015.
 - (3) Figures on operating classes in a very small number of schools (other than the public sector) involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, combined class is treated as one class. When counting the number of classes broken down by grade, combined class is split into different classes in proportion to the number of students from different grades and the number is rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
 - (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.
 - (5) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

Table 3: Number of Vacant Places in Secondary Day Schools by District, by Grade and by Sector, 2015/16 School Year

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	S1	- 16	129	0	- 16	0	14	111
	S2	- 12	139	0	- 12	0	25	140
	S3	- 7	113	0	11	0	21	138
	S4	5	137	0	26	0	53	221
	S5	0	160	0	52	0	44	256
	S6	19	249	0	84	0	84	436
	S7	0	0	0	0	0	78	78
	All Grades	- 11	927	0	145	0	319	1 380
Wan Chai	S1	- 11	160	0	64	0	11	224
	S2	- 2	157	0	60	0	6	221
	S3	19	149	0	83	0	25	276
	S4	35	217	0	184	0	36	472
	S5	59	251	0	270	0	26	606
	S6	81	334	0	254	0	37	706
	S7	0	0	0	0	0	23	23
	All Grades	181	1 268	0	915	0	164	2 528
Eastern	S1	- 27	707	0	97	0	61	838
	S2	- 7	720	0	117	0	57	887
	S3	17	491	0	106	0	110	724
	S4	29	628	0	44	0	114	815
	S5	47	663	0	119	0	71	900
	S6	62	860	0	174	0	19	1 115
	S7	0	0	0	0	0	24	24
	All Grades	121	4 069	0	657	0	456	5 303

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Southern	S1	0	363	0	49	6	21	439
	S2	0	368	0	50	18	73	509
	S3	0	309	0	82	25	49	465
	S4	0	352	0	73	8	133	566
	S5	0	419	0	95	24	75	613
	S6	0	473	0	135	30	72	710
	S7	0	0	0	0	38	105	143
	All Grades	0	2 284	0	484	149	528	3 445
Yau Tsim Mong	S1	42	192	25	85	0	0	344
	S2	45	222	48	80	0	0	395
	S3	63	86	15	70	0	0	234
	S4	64	176	30	74	77	0	421
	S5	68	236	23	124	49	0	500
	S6	63	406	26	132	63	0	690
	S7	0	0	0	0	0	0	0
	All Grades	345	1 318	167	565	189	0	2 584
Sham Shui Po	S1	23	220	11	290	14	18	576
	S2	25	189	7	270	24	14	529
	S3	15	119	4	214	31	8	391
	S4	32	111	2	116	22	23	306
	S5	56	260	9	225	19	8	577
	S6	69	360	25	275	129	19	877
	S7	0	0	0	0	25	19	44
	All Grades	220	1 259	58	1 390	264	109	3 300

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	S1	12	565	0	29	31	31	668
	S2	17	534	0	31	24	39	645
	S3	24	442	0	61	36	36	599
	S4	35	475	0	72	41	22	645
	S5	23	725	0	144	5	42	939
	S6	64	1 141	0	232	0	22	1 459
	S7	0	0	0	0	- 2	2	0
	All Grades	175	3 882	0	569	135	194	4 955
Wong Tai Sin	S1	33	470	0	2	28	0	533
	S2	39	441	0	4	27	0	511
	S3	14	281	0	26	36	0	357
	S4	10	262	0	31	19	0	322
	S5	26	447	0	61	37	0	571
	S6	36	562	0	109	50	0	757
	S7	0	0	0	0	0	0	0
	All Grades	158	2 463	0	233	197	0	3 051
Kwun Tong	S1	3	453	0	291	0	13	760
	S2	31	339	0	217	0	26	613
	S3	2	187	0	131	0	28	348
	S4	39	264	0	133	0	5	441
	S5	60	365	0	193	0	10	628
	S6	52	617	0	316	0	30	1 015
	S7	0	0	0	0	0	21	21
	All Grades	187	2 225	0	1 281	0	133	3 826

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	S1	- 10	461	0	125	18	12	606
	S2	5	436	0	130	16	15	602
	S3	1	265	0	139	21	- 7	419
	S4	7	258	0	150	18	0	433
	S5	12	368	0	251	21	13	665
	S6	24	536	0	302	0	22	884
	S7	0	0	0	0	0	- 4	- 4
	All Grades	39	2 324	0	1 097	94	51	3 605
Sha Tin	S1	6	954	0	38	5	- 1	1 002
	S2	7	1 052	0	63	2	1	1 125
	S3	11	641	0	80	1	1	734
	S4	10	565	0	92	7	4	678
	S5	28	902	0	170	20	14	1 134
	S6	44	1 404	0	237	14	10	1 709
	S7	0	0	0	0	35	23	58
	All Grades	106	5 518	0	680	84	52	6 440
Tai Po	S1	42	396	0	145	0	0	583
	S2	46	406	0	165	0	0	617
	S3	27	248	0	121	0	0	396
	S4	25	178	0	108	0	0	311
	S5	22	304	0	126	0	0	452
	S6	30	539	0	195	0	0	764
	S7	0	0	0	0	0	0	0
	All Grades	192	2 071	0	860	0	0	3 123

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
North	S1	30	205	0	2	0	15	252
	S2	32	142	0	2	0	6	182
	S3	9	57	0	3	0	11	80
	S4	17	78	0	6	0	10	111
	S5	26	206	0	8	0	26	266
	S6	63	518	0	25	0	9	615
	S7	0	0	0	0	0	9	9
	All Grades	177	1 206	0	46	0	86	1 515
Yuen Long	S1	- 41	755	0	131	0	0	845
	S2	- 37	657	0	150	0	0	770
	S3	- 23	358	0	50	0	0	385
	S4	31	414	0	116	0	0	561
	S5	40	632	0	121	28	0	821
	S6	81	1 035	0	162	92	0	1 370
	S7	0	0	0	0	0	0	0
	All Grades	51	3 851	0	730	120	0	4 752
Tuen Mun	S1	4	1 066	0	0	0	2	1 072
	S2	8	974	0	0	0	1	983
	S3	22	639	0	0	0	- 1	660
	S4	24	623	0	0	0	2	649
	S5	13	881	0	0	0	0	894
	S6	76	1 216	0	0	0	- 1	1 291
	S7	0	0	0	0	0	- 1	- 1
	All Grades	147	5 399	0	0	0	2	5 548

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	S1	- 16	268	0	0	0	0	252
	S2	- 16	159	0	0	0	0	143
	S3	- 7	28	0	0	0	0	21
	S4	- 7	46	0	0	0	0	39
	S5	- 1	143	0	0	0	0	142
	S6	11	366	0	0	0	0	377
	S7	0	0	0	0	0	0	0
	All Grades	- 36	1 010	0	0	0	0	974
Kwai Tsing	S1	0	665	0	0	0	0	665
	S2	0	537	0	0	0	0	537
	S3	0	257	0	0	0	0	257
	S4	0	193	0	0	0	0	193
	S5	0	292	0	0	0	0	292
	S6	0	867	0	0	0	0	867
	S7	0	0	0	0	0	0	0
	All Grades	0	2 811	0	0	0	0	2 811
Islands	S1	38	125	0	56	31	7	257
	S2	34	151	0	56	16	9	266
	S3	29	98	0	68	32	3	230
	S4	43	78	0	84	28	11	244
	S5	37	163	0	87	30	22	339
	S6	17	196	0	105	30	0	348
	S7	0	0	0	0	40	0	40
	All Grades	198	811	0	456	207	52	1 724

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	S1	112	8 154	36	1 388	133	204	10 027
	S2	215	7 623	55	1 383	127	272	9 675
	S3	216	4 768	19	1 245	182	284	6 714
	S4	399	5 055	32	1 309	220	413	7 428
	S5	516	7 417	32	2 046	233	351	10 595
	S6	792	11 679	51	2 737	408	323	15 990
	S7	0	0	0	0	136	299	435
	All Grades	2 250	44 696	225	10 108	1 439	2 146	60 864

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2015.
 - (3) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.
 - (4) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB217

(Question Serial No. 2364)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please inform us of all items with unspent provisions on education (including provisions for schools, student financial assistance, capital works and non-recurrent items, etc.), the amount returned to the Treasury in respect of each item and the percentage of its actual provision over estimated provision from 2011-12 to 2015-16 respectively.

Asked by: Hon IP Kin-yuen (Member Question No. 41)

Reply:

The breakdown of unspent provision on education from 2011-12 to 2015-16 by broad categories is provided in the **Annex**. In accordance with the established mechanism, unspent provision in the estimate automatically lapses after the close of the financial year.

Education Expenditure in 2011-12 to 2015-16

	2011-12		2012-13		2013-14		2014-15		2015-16 Revised Estimate	
	Amount Unspent/ Overspent (-) (% over Approved Estimate)	% of Actual Expenditure over Approved Estimate	Amount Unspent (% over Approved Estimate)	% of Actual Expenditure over Approved Estimate	Amount Unspent/ Overspent (-) (% over Approved Estimate)	% of Actual Expenditure over Approved Estimate	Amount Unspent/ Overspent (-) (% over Approved Estimate)	% of Actual Expenditure over Approved Estimate	Amount Unspent/ Overspent (-) (% over Approved Estimate)	% of Revised Estimate over Approved Estimate
	\$ million		\$ million		\$ million		\$ million		\$ million	
(a) Subventions to schools/ institutions and subsidies to kindergartens	-729 (-1%)	101%	476 (1%)	99%	180 (0%)	100%	-619 (-1%)	101%	-558 (-1%)	101%
(b) Student financial assistance/ scholarship to students and loans to students/ schools/ institutions	892 (14%)	86%	1,465 (19%)	81%	-279 (-4%)	104%	1,001 (12%)	88%	647 (9%)	91%
(c) Capital works expenditure	398 (6%)	94%	317 (7%)	93%	271 (10%)	90%	152 (7%)	93%	-24 (-1%)	101%
(d) Operational and other non-recurrent expenditure of Education Bureau and departments under its purview	215 (4%)	96%	247 (5%)	95%	320 (6%)	94%	1,114 (18%)	82%	142 (2%)	98%
Total	776 (1%)	99%	2,505 (3%)	97%	492 (1%)	99%	1,648 (2%)	98%	207 (0%)	100%

- End -

CONTROLLING OFFICER'S REPLY**EDB218****(Question Serial No. 2365)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide the following information for the school years from 2013/14 to 2015/16:

- (a) The actual average teacher-to-student and class-to-teacher ratios for government, aided and private primary and secondary schools as well as special schools, Direct Subsidy Scheme schools and international schools.
- (b) The actual class-to-teacher ratios for junior secondary (Secondary 1 to 3) and senior secondary (Secondary 4 to 6) classes in government, aided, Direct Subsidy Scheme and private secondary schools.
- (c) The number of regular teachers, teachers under defined contract period (DCP) terms and teaching assistants in public sector primary and secondary schools as well as special schools.
- (d) The number of establishment and non-establishment staff in public sector primary and secondary schools, broken down by the following types:

Public Sector Secondary School	2013/14			2014/15			2015/16		
	2013/14	Number of teachers	Total number of teachers	2014/15	Number of teachers	Total number of teachers	2015/16	Number of teachers	Total number of teachers
Establishment teachers	Regular teachers			Regular teachers			Regular teachers		
	Regular teachers employed under DCP terms			Regular teachers employed under DCP terms			Regular teachers employed under DCP terms		
Non-establishment teachers	Paid by government funding/specific fund			Paid by government funding/specific fund			Paid by government funding/specific fund		
	Paid by school funding			Paid by school funding			Paid by school funding		
Public Sector Primary School	2013/14			2014/15			2015/16		
	2013/14	Number of teachers	Total number of teachers	2014/15	Number of teachers	Total number of teachers	2015/16	Number of teachers	Total number of teachers
Establishment teachers	Regular teachers			Regular teachers			Regular teachers		
	Regular teachers employed under			Regular teachers employed under			Regular teachers employed under		

	DCP terms			DCP terms			DCP terms		
Non-establishment teachers	Paid by government funding/specific fund			Paid by government funding/specific fund			Paid by government funding/specific fund		
	Paid by school funding			Paid by school funding			Paid by school funding		

- (e) The average number of teaching periods for teachers in government, aided and private primary and secondary schools.

Asked by: Hon IP Kin-yuen (Member Question No. 42)

Reply:

- (a) The average student-to-teacher ratio and the average teacher-to-class ratio for public sector and private primary and secondary schools as well as special schools, Direct Subsidy Scheme (DSS) schools and international schools (including schools under English Schools Foundation) for the school years from 2013/14 to 2015/16 are tabulated below. Please note that teachers of local primary and secondary schools include regular / contract teachers (i.e. those employed under teacher establishment and various education initiatives, grants or funding from different sources).

Student-to-Teacher Ratio

	2013/14	2014/15	2015/16 (Estimate)
Government Primary Schools	14.8 : 1	14.5 : 1	14.4 : 1
Government Secondary Schools	14.7 : 1	13.9 : 1	13.4 : 1
Aided Primary Schools	14.1 : 1	14.0 : 1	14.0 : 1
Aided Secondary Schools	13.7 : 1	12.9 : 1	12.3 : 1
Private Primary Schools*	16.2 : 1	15.8 : 1	15.7 : 1
Private Secondary Schools*	12.1 : 1	11.1 : 1	10.9 : 1
Caput Secondary Schools	14.0 : 1	13.1 : 1	13.4 : 1
Special Schools	4.8 : 1	4.6 : 1	4.6 : 1
DSS Schools*	12.2 : 1	11.9 : 1	11.8 : 1
International Schools*	11.1 : 1	11.0 : 1	10.9 : 1

Teacher-to-Class Ratio

	2013/14	2014/15	2015/16 (Estimate)
Government Primary Schools	1.8 : 1	1.8 : 1	1.8 : 1
Government Secondary Schools	2.3 : 1	2.3 : 1	2.3 : 1
Aided Primary Schools	1.9 : 1	1.9 : 1	1.9 : 1
Aided Secondary Schools	2.3 : 1	2.3 : 1	2.3 : 1
Private Primary Schools*	1.8 : 1	1.9 : 1	1.9 : 1
Private Secondary Schools*	1.7 : 1	1.9 : 1	1.9 : 1
Caput Secondary Schools	2.3 : 1	2.4 : 1	2.3 : 1
Special Schools	2.2 : 1	2.2 : 1	2.2 : 1
DSS Schools*	2.5 : 1	2.5 : 1	2.5 : 1
International Schools*	2.1 : 1	2.1 : 1	2.1 : 1

* The student-to-teacher ratio and the teacher-to-class ratio vary among individual DSS schools, private schools and international schools.

- (b) As a teacher may teach both junior forms and senior forms in a secondary school, it is not possible to breakdown the teacher-to-class ratio for these levels separately.

- (c) The number (rounded to the nearest 10) of establishment teachers (teachers filling the posts of the approved teaching establishment) in public sector schools for the school years from 2013/14 to 2015/16 is as follows:

Establishment Teachers

	2013/14	2014/15	2015/16 (Estimate)
Government Primary Schools	1 250	1 230	1 190
Government Secondary Schools	1 450	1 440	1 370
Aided Primary Schools	15 660	16 100	16 300
Aided Secondary Schools	19 310	19 050	18 570
Caput Secondary Schools	110	100	100
Special Schools	1 570	1 610	1 620

For aided schools, some of the establishment teachers are employed on defined contract period terms (DCP teachers). The number (rounded to the nearest 10) of DCP teachers in aided schools for the school years from 2013/14 to 2015/16 is as follows:

DCP Teachers

	2013/14	2014/15	2015/16 (Estimate)
Aided Primary Schools	570	450	390
Aided Secondary Schools	1 100	970	880

Please note that there are no DCP teachers in government schools and caput schools, and the Education Bureau (EDB) does not have information on DCP teachers in special schools and the number of teaching assistants in schools.

- (d) EDB has the figures on the number of non-establishment teachers in public sector schools but we do not keep the information on the type of funding under which they are employed. Besides, there are no DCP teachers in government schools and caput schools. Hence, we can only provide the number (rounded to the nearest 10) of establishment teachers and non-establishment teachers in aided schools as follows:

		2013/14		2014/15		2015/16 (Estimate)	
		Sub-total	Total	Sub-total	Total	Sub-total	Total
Aided Primary Schools							
Establishment teachers	Regular teachers*	15 090	15 660	15 650	16 100	15 910	16 300
	DCP teachers	570		450		390	
Non-establishment teachers		-	1 240	-	1 390	-	1 630
Aided Secondary Schools							
Establishment teachers	Regular teachers*	18 210	19 310	18 080	19 050	17 690	18 570
	DCP teachers	1 100		970		880	
Non-establishment teachers		-	2 380	-	2 420	-	2 540

* Including regular teachers on permanent terms and the Native-speaking English Teachers.

- (e) The average number of teaching periods for teachers in government, aided primary and secondary teachers per cycle for the school years from 2013/14 to 2015/16 is tabulated below. EDB does not have information on the average number of teaching periods for teachers in private primary and secondary schools.

Average number of teaching periods per cycle per teacher*

	2013/14	2014/15	2015/16 (Estimate)
Government secondary school teachers	25	24	24
Government primary school teachers	26	26	26
Aided secondary school teachers	26	25	25
Aided primary school teachers	26	26	26

* In computing the figures, principals and teachers without teaching periods are excluded. The number of school days per cycle (ranging from 5 to 10 days) and length of each teaching period may vary from school to school as well as across school years.

- End -

CONTROLLING OFFICER'S REPLY**EDB219****(Question Serial No. 2366)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide information about public primary and secondary schools by year from 2011/12 to 2015/16 school years on:

- (a) the number of classes and school places reduced due to reduction of classes as well as the amount of saving as a result;
- (b) the number of schools and school places reduced as well as the amount of saving as a result of school operation cessation; and
- (c) the number of classes and school places reduced as well as the total amount of saving in the above altogether.

Asked by: Hon IP Kin-yuen (Member Question No. 43)

Reply:

The information on the number of classes and school places reduced, the number of schools closed as well as the savings involved in government and aided primary and secondary schools from the 2011/12 to the 2015/16 school years are as follows:

- (a) The number of classes and school places reduced due to reduction of classes and the savings involved

School Year	Primary			Secondary		
	No. of Classes Reduced	Estimated No. of School Places Reduced	Estimated Savings (\$million) (Note 1)	No. of Classes Reduced	Estimated No. of School Places Reduced	Estimated Savings (\$million) (Note 1)
2011/12	5	141	3	No reduction of classes ("double cohort" year)		
2012/13	No reduction of classes (with a net increase in the number of classes)			Not applicable (Note 2)		
2013/14				328	10 299	Not applicable (Note 3)
2014/15				289	8 670	
2015/16				269	7 747	

(b) The number of classes and school places reduced due to school closure and the savings involved

School Year	Primary				Secondary			
	No. of Schools Closed	No. of Classes Reduced	Estimated No. of School Places Reduced	Estimated Savings (\$million) (Note 1)	No. of Schools Closed	No. of Classes Reduced	Estimated No. of School Places Reduced	Estimated Savings (\$million) (Note 1)
2011/12	2	8	225	9	No school closure			
2012/13	1	3	82	4	1	5	164	5
2013/14	1	4	107	5	No school closure			
2014/15	No school closure				No school closure			
2015/16	No school closure				2	5	144	11

(c) The total number of classes and school places reduced due to reduction of classes or school closure and the total savings involved

School Year	Primary			Secondary		
	Total No. of Classes Reduced	Total No. of Estimated School Places Reduced	Total Estimated Savings (\$million) (Note 1)	Total No. of Classes Reduced	Total No. of Estimated School Places Reduced	Total Estimated Savings (\$million) (Note 1)
2011/12	13	365	11	Not applicable ("double cohort" year)		
2012/13	Not applicable (with a net increase in the number of classes)			Not applicable (Note 2)		
2013/14				328	10 299	Not applicable (Note 3)
2014/15				289	8 670	
2015/16				274	7 891	

Remark: Figures may not add up to the corresponding totals due to rounding.

Notes:

- Savings due to reduction of classes and school closure depend on a number of factors such as the number of operating classes, operation overheads and maintenance cost, etc. Unless a school is closed, there cannot be proportionate reduction in the overheads due to class reduction. In the case of school closure, the actual savings vary significantly between schools and have to be worked out on a school-by-school basis. The figures quoted represent a very crude assessment.
- In the "double cohort" year of 2011/12, there was an increase in the number of classes and expenditure in the public sector secondary schools due to the co-existence of the Secondary 6 and Secondary 7 students under the old and new academic structures respectively. With the phasing out of secondary 7 classes in the 2012/13 school year, the total number of classes reduced. As such, it is misleading to compare the number of classes and school places reduced in the 2012/13 school year to the figures in the previous years and to estimate the consequential savings.
- The reduction of classes from the 2013/14 to 2015/16 school years is mainly due to the planned changes of class structure, especially for the schools joining the Voluntary Optimisation of Class Structure Scheme (the Scheme). Since a large amount of additional resources is required for the provision of the enhanced measures under the Scheme, there are no savings arising from the reduction of classes.

- End -

CONTROLLING OFFICER'S REPLY

EDB220

(Question Serial No. 2367)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(a) Please give a breakdown of the number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more classes at Secondary 1 to Secondary 5 levels by the 18 school districts in the 4 school years from 2012/13 to 2015/16.

(b) Please give a breakdown of the total number of schools with 1, 2, 3, 4, 5, 6 and 7 or more Secondary 1 classes in the 3 school years from 2011/12 to 2013/14.

(c) Since the implementation of the Voluntary Optimisation of Class Structure Scheme in the 2011/12 school year, how many schools have joined the Scheme? How many modes of class reduction are there (e.g. some schools reduce classes every other year)? What is the breakdown of the number of participating schools by mode of class reduction? What were the respective numbers of classes reduced for all class levels in secondary schools each year in the school years from 2012/13 to 2015/16? How many school places of Secondary 1 and/or class levels were reduced?

(d) The Government has implemented the Voluntary Optimisation of Class Structure Scheme to allow schools to freeze their teaching establishment for not more than 8 years. What were the increase in the number of teachers who had remained in the schools as a result of the freeze of teaching establishment and the cumulative total number of these teachers in the school years from 2011/12 to 2015/16?

(e) Please give a breakdown of the number of public secondary schools which operate Secondary 1 classes with a standard class size of 32, 33 and 34 or other class sizes (e.g. operating 3 classes totalling 51 students or operating 2 classes totalling 26 students) by the 18 school districts in the 2015/16 school year.

Asked by: Hon IP Kin-yuen (Member Question No. 44)

Reply:

(a) The number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more Secondary 1 to Secondary 5 classes in the 18 school districts in the school years from 2012/13 to 2015/16 is set out at Appendices 1, 2, 3 and 4 respectively.

(b) The total number of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more Secondary 1 classes in the 3 school years from 2011/12 to 2013/14 are as follows:

School Year	Number of Schools with 1 Class	Number of Schools with 2 Classes	Number of Schools with 3 Classes	Number of Schools with 4 Classes	Number of Schools with 5 Classes	Number of Schools with 6 Classes	Number of Schools with 7 or more Classes
2011/12	2	7	42	303	30	4	2
2012/13	1	4	43	297	36	4	1
2013/14	1	7	47	296	30	4	1

(c) As of the 2015/16 school year, there is a total of 220 schools in the Voluntary Optimisation of Class Structure Scheme (the Scheme). The number excludes 1 school which has joined the Direct Subsidy Scheme in the 2013/14 school year and is thus considered having left the Scheme.

There are generally 2 modes of class reduction in terms of the planned class structure a school would attain ultimately. Among the 220 schools joining the Scheme, 212 will attain a symmetrical class structure (i.e. same number of classes across Secondary 1 to Secondary 6 levels) and 8 will attain a cyclic symmetrical class structure (i.e. same number of classes at every other class level as a result of class reduction in every other school year).

The number of Secondary 1 classes reduced and estimated number of school places reduced under the Scheme in the 2012/13, 2013/14, 2014/15 and 2015/16 school years are as follows:

School Year	Number of Secondary 1 Classes Reduced	Estimated Number of Secondary 1 School Places Reduced ^{Note}
2012/13	213	6 965
2013/14	217	6 814
2014/15	211	6 330
2015/16	218	6 278

Note: The estimated number of Secondary 1 school places reduced is calculated by multiplying the number of classes reduced by the average class size of secondary schools. The average class sizes of secondary schools in the 2012/13, 2013/14, 2014/15 and 2015/16 school years are 32.7, 31.4, 30 and 28.8 respectively.

While the approved number of Secondary 1 classes after reduction will be carried forward to upper class levels, the Scheme does not require schools to reduce classes voluntarily in other class levels in the same school year. Thus, under the Scheme, the number of classes and school places reduced in class levels other than Secondary 1 is nil.

(d) Schools joining the Scheme are given a maximum quota of 6 teaching posts during the six-year transitional period. After the six-year transitional period, the teaching post quota will be withdrawn gradually over 3 years until the end of the Scheme. However, there is no such arrangement in the Scheme to allow schools to freeze their teaching staff establishment as depicted in the question asked. Hence, we are unable to provide the information related to the freezing of teaching staff establishment.

(e) The distribution of aided and government secondary schools by various average class size in the 18 school districts in the 2015/16 school year is set out at Appendix 5.

**Number of Aided and Government Secondary Schools
with 1, 2, 3, 4, 5, 6 and 7 or more classes
at Secondary 1 to Secondary 5 levels by district in the 2012/13 School Year**

District	1 class					2 classes					3 classes					4 classes					5 classes					6 classes					7 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6	4	3	3	3	3	5	6	6	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	1	1	2	1	1	5	5	4	5	5	18	21	12	6	3	4	1	10	16	19	0	0	0	0	0	0	0	0	0	0
Islands	1	0	0	0	0	0	1	1	0	0	1	1	1	2	2	4	4	0	0	0	1	1	5	5	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	2	2	2	1	1	19	19	8	8	6	6	6	15	15	17	1	1	3	4	4	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	28	28	11	8	6	0	0	17	20	22	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	23	23	8	7	4	3	3	18	19	21	0	0	0	0	1	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	15	16	2	2	2	1	0	14	14	14	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	18	18	5	3	2	0	0	13	15	16	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	5	6	4	2	2	9	8	10	1	0	1	1	1	0	1	1	0	0
Sha Tin	0	1	1	0	0	0	0	0	1	1	7	7	7	6	6	26	26	10	7	6	5	5	21	25	26	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	1	2	2	1	1	2	2	2	2	2	9	9	8	9	9	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0
Tai Po	0	0	0	0	1	1	1	5	2	1	4	4	0	3	3	13	13	1	0	1	0	0	12	13	13	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	4	2	2	0	0	9	11	11	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	1	1	0	0	1	2	3	2	1	9	8	7	7	5	27	27	8	10	10	0	0	19	19	22	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	11	9	8	8	1	1	3	4	3	0	0	0	0	1	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	3	3	3	2	2	17	18	12	10	6	3	2	8	11	15	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	10	5	5	5	3	2	7	7	8	1	1	1	1	1	0	0	0	1	0
Yuen Long	0	0	0	0	0	0	0	0	0	0	2	2	2	0	0	28	28	3	4	4	4	3	28	29	29	0	1	1	1	1	0	0	0	0	0

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

**Number of Aided and Government Secondary Schools
with 1, 2, 3, 4, 5, 6 and 7 or more classes
at Secondary 1 to Secondary 5 levels by district in the 2013/14 School Year**

District	1 class					2 classes					3 classes					4 classes					5 classes					6 classes					7 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6	6	4	3	3	3	3	5	6	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	3	1	1	2	1	4	5	5	4	5	20	18	21	12	6	1	4	1	10	16	0	0	0	0	0	0	0	0	0	0
Islands	1	1	0	0	0	0	0	1	1	0	1	1	1	1	2	4	4	4	0	0	1	1	1	5	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	2	2	2	2	1	19	19	19	8	8	6	6	6	15	15	1	1	1	3	4	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	28	28	28	11	8	0	0	0	17	20	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	2	1	1	1	1	22	23	23	8	7	3	3	3	18	19	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	16	15	16	2	2	0	1	0	14	14	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	1	0	0	1	0	2	1	1	0	1	16	18	18	5	3	0	0	0	13	15	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	6	6	2	2	2	8	8	1	1	0	1	1	0	0	1	0	0
Sha Tin	0	0	1	0	0	0	0	0	0	1	7	7	7	7	6	26	26	26	10	7	5	5	5	21	25	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	1	1	2	1	1	5	2	2	2	2	6	9	9	8	9	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0
Tai Po	0	0	0	0	0	0	1	1	5	2	5	4	4	0	3	13	13	13	1	0	0	0	0	12	13	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	4	2	0	0	0	9	11	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	1	1	0	2	1	2	3	2	8	9	8	7	7	27	27	27	8	10	0	0	0	19	19	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	11	11	9	8	1	1	1	3	4	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	3	3	3	3	2	18	17	18	12	10	2	3	2	8	11	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	9	10	5	5	2	3	2	7	7	1	1	1	1	1	0	0	0	1	1
Yuen Long	0	0	0	0	0	0	0	0	0	0	2	2	2	2	0	28	28	28	3	4	4	4	3	28	29	0	0	1	1	1	0	0	0	0	0

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

**Number of Aided and Government Secondary Schools
with 1, 2, 3, 4, 5, 6 and 7 or more classes
at Secondary 1 to Secondary 5 levels by district in the 2014/15 School Year**

District	1 class					2 classes					3 classes					4 classes					5 classes					6 classes					7 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	5	6	6	6	4	3	3	3	3	5	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	4	3	1	1	2	5	4	5	5	4	15	20	18	21	12	4	1	4	1	10	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	4	4	4	4	0	1	1	1	1	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	19	19	19	19	8	6	6	6	6	15	1	1	1	1	3	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	1	0	0	0	0	3	3	3	3	3	27	28	28	28	11	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	2	2	1	1	1	22	22	23	23	8	3	3	3	3	18	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	15	16	15	16	2	1	0	1	0	14	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	1	1	0	0	1	3	2	1	1	0	15	16	18	18	5	0	0	0	0	13	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	13	6	2	2	2	2	8	1	1	1	0	1	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	0	0	0	0	8	7	7	7	7	25	26	26	26	10	5	5	5	5	21	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	4	1	1	2	1	2	5	2	1	2	6	6	9	9	8	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0
Tai Po	0	0	0	0	0	0	0	1	1	5	5	5	4	4	0	13	13	13	13	1	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	13	4	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	1	1	4	2	1	2	3	9	8	9	8	7	24	27	27	27	8	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	11	11	11	9	1	1	1	1	3	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	5	3	3	3	3	15	18	17	18	12	3	2	3	2	8	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	10	9	10	5	3	2	3	2	7	1	1	1	1	1	0	0	0	1	1
Yuen Long	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	28	28	28	28	3	4	4	4	3	28	0	0	0	1	1	0	0	0	0	0

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

**Number of Aided and Government Secondary Schools
with 1, 2, 3, 4, 5, 6 and 7 or more classes
at Secondary 1 to Secondary 5 levels by district in the 2015/16 School Year**

District	1 class					2 classes					3 classes					4 classes					5 classes					6 classes					7 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	5	5	6	6	6	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	3	3	2	1	1	5	5	4	4	4	17	14	19	17	20	1	4	1	4	1	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	1	0	0	0	0	0	1	2	1	1	1	1	3	4	4	4	4	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	2	2	2	2	2	19	19	19	19	19	6	6	6	6	6	1	1	1	1	1	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	1	1	0	0	0	3	3	3	3	3	27	27	28	28	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	2	2	2	1	1	22	22	22	23	23	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	16	15	16	15	16	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	1	1	1	0	0	3	3	2	1	1	15	15	16	18	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	12	13	13	13	13	2	2	2	2	2	1	1	1	0	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	1	0	0	0	0	8	8	7	7	7	24	25	26	26	26	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	4	4	1	2	2	2	2	5	1	1	6	6	6	9	9	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0
Tai Po	0	0	0	0	0	1	0	0	1	1	4	5	5	4	4	13	13	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	1	5	4	2	1	2	8	9	8	9	8	24	24	27	27	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	1	1	1	0	0	0	0	0	1	1	12	12	12	12	12	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	1	0	0	0	0	4	5	3	3	3	16	15	18	17	18	2	3	2	3	2	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	9	9	10	9	10	2	3	2	3	2	1	1	1	2	1	0	0	0	0	1
Yuen Long	0	0	0	0	0	0	0	0	0	0	3	2	2	2	2	28	28	28	28	28	3	4	4	4	3	0	0	0	0	1	0	0	0	0	0

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

**Number of Aided and Government Secondary Schools by Various Class Sizes at Secondary 1
Level in the 2015/16 School Year**

District	Number of Schools with an Average Class Size of 30 Students or less	Number of Schools with an Average Class Size of 31 Students	Number of Schools with an Average Class Size of 32 Students	Number of Schools with an Average Class Size of 33 Students	Number of Schools with an Average Class Size of 34 Students	Number of Schools with an Average Class Size of 35 Students or more
Central & Western	2	0	1	3	0	3
Hong Kong East	15	4	3	0	1	3
Islands	5	1	0	1	0	0
Kowloon City	13	3	5	2	0	6
Kwai Tsing	12	8	11	0	0	0
Kwun Tong	9	3	11	3	0	1
North	5	1	3	10	0	0
Sai Kung	11	1	5	0	0	2
Sha Tin	26	4	6	1	0	1
Sham Shui Po	6	1	6	2	0	1
Southern	9	1	3	0	0	0
Tai Po	9	5	4	0	0	0
Tsuen Wan	6	2	4	0	0	1
Tuen Mun	24	6	7	0	0	0
Wan Chai	4	1	4	2	0	3
Wong Tai Sin	12	6	5	0	0	0
Yau Tsim Mong	4	1	5	1	0	2
Yuen Long	16	6	8	1	0	3

- End -

CONTROLLING OFFICER'S REPLY**EDB221****(Question Serial No. 2368)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

- (a) the measures implemented for New Senior Secondary Applied Learning and the details of the provisions involved in the 5 school years from 2011/12 to 2015/16;
- (b) the number of schools offering New Senior Secondary Applied Learning courses, the number of courses offered, the student applications by level, the total number of students taking Applied Learning courses and the amount of subsidy provided by the Government from 2012/13 to 2015/16;
- (c) a breakdown of the number of schools offering Applied Learning courses and the student applications for each of the 18 course clusters under the 6 areas of studies from 2012/13 to 2015/16; and
- (d) the measures implemented for Other Learning Experiences under the New Senior Secondary academic structure and the details of the provisions involved in the 5 school years from 2011/12 to 2015/16.

Asked by: Hon IP Kin-yuen (Member Question No. 45)

Reply:

(a) The New Senior Secondary Applied Learning (ApL) has been implemented since the 2010/11 school year. The Education Bureau supports schools through providing implementation handbook and prospectus, briefing sessions and professional development programmes, organising course exhibitions and making arrangements for taster programmes with a view to enabling students to have informed choices when choosing ApL. An E-system has also been developed to facilitate the application process and implementation in schools. In addition, the Government provides Diversity Learning Grant and Student Grant for Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) to support secondary schools in offering ApL and ApL(C) courses respectively. The amount of Diversity Learning Grant and the amount of Student Grant for ApL(C) from the 2011/12 to 2015/16 school year are as follows:

School Year	2011/12	2012/13	2013/14	2014/15	2015/16
Diversity Learning Grant (\$ million)	47	49	51	50	51
Student Grant for ApL(C) (\$ million)	NA	NA	NA	2	5

(b) Each cohort of ApL courses lasts for 2 years and ApL(C) courses lasts for 3 years. From 2012/13 to 2015/16 school year, 5 cohorts of ApL courses (2011-13, 2012-14, 2013-15, 2014-16 and 2015-17 cohorts) have been offered to students. The number of schools offering New Senior Secondary ApL courses, the

number of courses offered, the number of student applications, the total number of students taking ApL courses and the amount of subsidy provided by the Government are as follows:

Cohort	2011-13	2012-14	2013-15	2014-16	2015-17
No. of schools offering New Senior Secondary ApL courses	298	318	315	316	327
No. of courses offered	35	35	37	36	40
No. of student applications (Note: student can only apply to start at S4 (for ApL (C)) and S5 (for ApL), application by level is thus not applicable.)	10 139	10 254	8 649	8 086	7 320
No. of students taking ApL courses	6 061	5 782	5 047	4 791	4 506

The amount of subsidy (Diversity Learning Grant and Student Grant for ApL(C)) provided by the Government from 2012/13 to 2015/16 school year is as follows:

School Year	2012/13	2013/14	2014/15	2015/16
Diversity Learning Grant (\$ million)	49	51	50	51
Student Grant for ApL(C) (\$ million)	NA	NA	2	5

(c) The breakdown of the number of schools offering ApL courses and the student applications for each of the course clusters under the 6 areas of studies from 2012/13 to 2015/16 school year are as follows:

Number of schools offering ApL courses:

Area of studies	Course Clusters	2011-13 Cohort	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort	2015-17 Cohort
Creative Studies	Design Studies	156	167	145	162	153
	Media Arts	104	107	105	118	122
	Performing Arts	81	71	75	68	72
Media and Communication	Films, TV and Broadcasting Studies	60	65	67	59	90
	Media Production and Public Relations	103	112	79	68	15
Business, Management and Law	Accounting and Finance	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	31
	Business Studies	100	88	57	58	42
	Clientele Management	46	41	30	11	NA (Cluster not provided)
	Legal Studies	33	34	28	27	29
Services	Food Services and Management	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	158	220
	Hospitality Services	222	248	241	155	136

	Event Management	40	42	23	NA (Cluster not provided)	NA (Cluster not provided)
	Personal and Community Services	162	162	167	147	162
Applied Science	Medical Science and Health Care	143	155	147	136	133
	Psychology	86	113	105	97	107
	Sports	72	72	70	83	76
Engineering and Production	Civil and Mechanical Engineering	46	44	48	42	NA (Cluster not provided)
	Civil, Electrical and Mechanical Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	53
	Services Engineering	121	131	132	139	143
	Information Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	58	43	47
Applied Learning Chinese (for non-Chinese speaking students)		NA	NA	NA	NA	14
Total		298	318	315	316	327

Number of applications:

Area of studies	Course Clusters	2011-13 Cohort	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort	2015-17 Cohort
Creative Studies	Design Studies	1 122	839	678	631	580
	Media Arts	402	426	369	440	413
	Performing Arts	433	351	324	308	302
Media and Communication	Films, TV and Broadcasting Studies	432	425	395	316	301
	Media Production and Public Relations	352	339	218	156	31
Business, Management and Law	Accounting and Finance	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	90
	Business Studies	577	435	255	213	136
	Clientele Management	219	190	172	64	NA (Cluster not provided)
	Legal Studies	98	88	70	70	89
Services	Food Services and Management	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	2 177	1 702

	Hospitality Services	3 170	3 466	2 724	913	816
	Event Management	121	152	77	NA (Cluster not provided)	NA (Cluster not provided)
	Personal and Community Services	932	906	1 029	661	615
Applied Science	Medical Science and Health Care	771	850	667	463	396
	Psychology	590	672	477	400	443
	Sports	236	342	242	287	315
Engineering and Production	Civil and Mechanical Engineering	169	153	160	143	NA (Cluster not provided)
	Civil, Electrical and Mechanical Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	205
	Services Engineering	515	620	626	735	572
	Information Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	166	109	125
Applied Learning Chinese (for non-Chinese speaking students)		NA	NA	NA	NA	189
Total		10 139	10 254	8 649	8 086	7 320

(d) Other Learning Experiences (OLE) have been implemented since the 2009/10 school year as an integral part of the new senior secondary (NSS) curriculum. Under the new recommendations for fine-tuning the NSS curriculum and assessment made in April 2013, schools could flexibly deploy 10% to 15% of the total curriculum time inside and outside normal school hours to OLE activities, which help students develop positive values and key generic skills to promote whole-person development. Schools have deployed existing resources (e.g. operation funds) to implement their school-based OLE.

While most OLE activities are available for free, e.g. career talks and sports days, schools are advised to consider the affordability of fee-incurring programmes to students with lower socio-economic backgrounds. To help financially needy students to participate in some OLE activities, schools are making good use of existing resources (e.g. Operating Expenses Block Grant) and schemes (e.g. Hong Kong Jockey Club Life-wide Learning Fund, School-based After-school Learning and Support Programmes) to ensure that all students have equal access to these programmes and activities.

Preparatory work to ensure a smooth launching of OLE had commenced prior to its actual implementation in the 2009/10 school year. The Education Bureau has supported schools to implement OLE through facilitating the sharing of good practices among teachers, developing electronic tools for Student Learning Profile, making arrangements for career-related and community service projects for students, and organising professional development programmes for teachers. The expenditure in the 5 school years from 2011/12 to 2015/16 is summarised below:

Expenditure for 2011/12 (\$ million)	Expenditure for 2012/13 (\$ million)	Expenditure for 2013/14 (\$ million)	Expenditure for 2014/15 (\$ million)	Expenditure for 2015/16 (\$ million)
1.15	0.73	0.37	0.02	0.29

(Note: The expenditure for developing electronic tools was incurred largely before 2012/13. Only enhancement cost of these electronic tools was incurred from 2012/13 onwards, thus, the expenditure is largely reduced since then.)

- End -

CONTROLLING OFFICER'S REPLY**EDB222****(Question Serial No. 2369)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In regard to the support received by students and respective training programmes attended by teachers for integrated education (IE), please provide the following for the past 5 years (2011/12 to 2015/16 school years):

- a. The number of students with special educational needs (SEN) in mainstream primary and secondary schools by stage, grade level, SEN type, and tier of support;
- b. The respective percentage share of students with SEN studying in mainstream schools in the total number of students with SEN and their percentage share in the total expenditure involved by SEN type and tier of support; and
- c. The annual number of primary and secondary school teachers who have completed the basic, advanced and thematic (BAT) courses and the details of expenditure by course type.

Asked by: Hon IP Kin-yuen (Member Question No. 46)

Reply:

(a) and (b)

All schools are requested to adopt the Whole School Approach to support students with special educational needs (SEN) through a 3-Tier Intervention Model, taking into account their support needs. To help schools cater for their students with SEN, the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training.

The number of students with SEN studying in public sector mainstream primary and secondary schools by grade levels and by SEN types for the past 5 years (2011/12 to 2015/16 school years) is set out at Appendix 1. The percentage share of students with SEN by SEN type in the total number of students with SEN in the same period is tabulated at Appendix 2.

Schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward from time to time according to the performance of the students. Hence, we are unable to provide the distribution of students in each tier under the 3-Tier Intervention Model. The expenditure on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention for all mainstream schools from the 2011/12 to 2015/16 school years is as follows:

School Year	2011/12	2012/13	2013/14	2014/15	2015/16 (Revised Estimate)
Expenditure (\$ million)	964	1,009	1,075	1,222	1,315

It should be noted that schools are required to deploy their resources flexibly and holistically to provide support for their students with SEN, having regard to their individual needs, not according to their type of SEN. Besides, some expenditure items are on services for students with SEN irrespective of the types of SEN or tiers of support (e.g. teacher training and psychological support services). Hence, we are not able to provide the breakdown of the expenditure by different types of SEN or tiers of support of the students.

(c)

EDB launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers.

The number of public sector mainstream school teachers having completed the BAT Courses from the 2011/12 to 2015/16 school years is as follows:

Course	2011/12 (Actual)		2012/13 (Actual)		2013/14 (Actual)		2014/15 (Actual)		2015/16 (Provisional)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	147	211	120	339	215	356	215	295	201	382
Advanced	160	213	89	152	92	141	74	86	100	146
Thematic	592	386	144	222	200	281	152	316	188	308

The expenditure on the BAT courses from the 2011/12 to 2015/16 school years is as follows:

Course	Expenditure (\$ million)				
	2011/12 (Actual)	2012/13 (Actual)	2013/14 (Actual)	2014/15 (Actual)	2015/16 (Revised Estimate)
Basic	4.3	6.3	7.9	7.3	8.5
Advanced	14.6	11.0	10.7	7.8	12.3
Thematic	25.1	18.4	24.5	24.4	26.9
TOTAL	44.0	35.7	43.1	39.5	47.7

**Number of students with SEN studying in
public sector mainstream primary and secondary schools from the 2011/12 to 2015/16 school years**

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934	N/A
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982	N/A
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203	N/A

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A
2013/14	97	88	98	130	181	157	183	137	175	161	125	145	N/A
2014/15	76	120	126	103	134	181	180	182	152	145	130	116	N/A
2015/16	87	89	140	122	95	130	219	168	181	117	121	122	N/A

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A
2013/14	547	662	624	533	502	444	396	345	298	246	199	179	N/A
2014/15	571	684	746	694	574	532	435	442	371	314	233	190	N/A
2015/16	633	803	816	814	750	604	495	471	497	384	309	227	N/A

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A
2013/14	45	200	508	648	700	751	710	709	589	482	320	204	N/A
2014/15	77	207	515	807	853	811	847	797	736	552	418	291	N/A
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381	N/A

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A
2013/14	12	18	23	25	16	21	32	37	43	46	33	44	N/A
2014/15	12	16	21	23	26	16	18	33	47	46	38	34	N/A
2015/16	18	15	15	17	25	26	18	21	36	47	38	34	N/A

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A
2013/14	4	5	3	5	7	4	12	12	19	18	20	19	N/A
2014/15	6	5	5	3	5	7	3	14	13	24	19	20	N/A
2015/16	7	8	6	5	3	5	8	3	16	13	23	19	N/A

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A
2013/14	38	36	43	44	51	52	60	68	55	76	58	83	N/A
2014/15	44	46	38	46	44	56	57	69	71	63	69	54	N/A
2015/16	36	49	59	46	44	45	63	58	72	74	59	68	N/A

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A
2013/14	36	815	447	271	178	130	65	41	40	19	18	24	N/A
2014/15	17	916	440	261	146	112	70	48	47	23	29	23	N/A
2015/16	31	772	585	361	209	141	107	36	51	49	31	26	N/A

Note: 1. Figures as at September of the respective school years.

2. N/A: Not applicable

**Percentage share of students with SEN studying in public sector mainstream schools in the total number of students with SEN
by major SEN Types
from the 2011/12 to 2015/16 school years**

School Year	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2011/12	56.9%	6.0%	11.8%	13.1%	1.4%	0.5%	2.8%	7.6%	100%
2012/13	55.6%	5.4%	13.2%	15.2%	1.2%	0.4%	2.2%	6.8%	100%
2013/14	53.4%	5.0%	14.7%	17.3%	1.1%	0.4%	2.0%	6.2%	100%
2014/15	51.4%	4.6%	16.0%	19.1%	0.9%	0.3%	1.8%	5.9%	100%
2015/16	49.1%	4.0%	17.2%	20.8%	0.8%	0.3%	1.7%	6.1%	100%

Note: Figures as at September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB223

(Question Serial No. 2370)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (6) Vocational and Professional Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

1. The recurrent public expenditure and total public expenditure on education and their respective percentage shares in the Gross Domestic Product (GDP)?
2. The recurrent expenditure and total expenditure on kindergarten education and their respective percentage shares in the GDP;
3. The recurrent expenditure and total expenditure of the various types of primary schools and their respective percentage shares in the GDP? And what are the respective school fees of the Direct Subsidy Scheme (DSS) schools and international schools?
4. The recurrent expenditure and total expenditure of the various types of secondary schools and their respective percentage shares in the GDP? And what are the respective school fees of the Direct Subsidy Scheme (DSS) schools and international schools?
5. With regard to sub-degree places, what is the expenditure of subsidised places paid by public money and what are the bursaries offered by the Student Financial Assistance Scheme? What are the tuition fees paid by students for subsidised sub-degree places and self-financing sub-degree places respectively?
6. As for university education, what are the respective expenditures of subsidised degree places, taught postgraduate courses and research postgraduate courses paid by public money? What are the respective bursaries offered by the Student Financial Assistance Scheme? What are the tuition fees paid by students for subsidised degree places and for self-financing degree places respectively?

Asked by: Hon IP Kin-yuen (Member Question No. 47)

Reply:

1 The information required for expenditure on education is as follows -

	2016-17 Estimate	
	\$ million	as % of GDP
Recurrent public expenditure on education	74,695	3.02
Total public expenditure on education	84,024	3.39

2 The information required for pre-primary education is as follows -

	2016-17 Estimate	
	\$ million	as % of GDP
Recurrent expenditure	4,249	0.17
Total expenditure	4,250	0.17

3 & 4 The information required for primary and secondary education is as follows -

Expenditure

	2016-17 Estimate	
	\$ million	as % of GDP
Primary education		
Recurrent expenditure	16,823	0.68
-- Out of total recurrent expenditure, funding allocated to various types of schools		
--- Government primary schools	1,173	
--- Aided primary schools	13,882	
--- English Schools Foundation Junior Schools	109	
--- Primary schools under the Direct Subsidy Scheme	817	
Total expenditure	17,645	0.71

	2016-17 Estimate	
	\$ million	as % of GDP
Secondary education		
Recurrent expenditure	25,470	1.03
-- Out of total recurrent expenditure, funding allocated to various types of schools		
--- Government secondary schools	1,597	
--- Aided secondary schools	19,792	
--- Caput schools	98	
--- English Schools Foundation Secondary Schools	172	
--- Secondary schools under the Direct Subsidy Scheme	2,984	
Total expenditure	26,331	1.06

Recurrent expenditure on education for the respective education levels covers recurrent provisions to schools as well as student financial assistance to students under various schemes administered by the Working Family and Student Financial Assistance Agency.

Total expenditure on education for the respective education levels comprises recurrent expenditure, non-recurrent and capital expenditure under General Revenue Account, capital expenditure under Capital Works Reserve Fund (CWRP) (mainly for capital works projects) and Loan Fund. Total expenditure by school type for primary and secondary education is not available as some projects under CWRP cannot be classified by types of schools, such as feasibility study and site investigation for vacant school premises.

School fees for international schools and schools under DSS

For international schools, their school fees in the 2015/16 school year range from \$5,800 to \$183,250 at primary level and from \$42,000 to \$204,900 at secondary level. For schools under DSS, their school fees in the 2015/16 school year are appended in the table below. School fee information for the 2016/17 school year is not yet available.

Amount of school fee	Primary 1 to 6* (No. of schools)	Secondary 1 to 3* (No. of schools)	Secondary 4 to 6* (No. of schools)
\$0 – \$5,000	0	16	9
\$5,001 – \$10,000	1	7	12
\$10,001 – \$20,000	9	9	12
\$20,001 – \$30,000	5	9	9
\$30,001 – \$50,000	4	12	13
\$50,001 – \$80,000	2	4	4
\$80,001 – \$98,000	0	0	1

* For schools that are charging different school fees for different class levels, the highest school fee within the range of class level is used for classification purpose.

5 & 6 The information required for sub-degree and degree places is as follows –

Expenditure

	2016-17 Estimate
Funding allocated to University Grants Committee–funded institutions	\$ million 17,822
Financial assistance to students pursuing sub-degree / degree / post-graduate programmes ^φ	
-- Tertiary Student Finance Scheme – Publicly-funded Programmes	
--- sub-degree programmes	267
--- degree programmes	786
--- post-graduate programmes	8
-- Financial Assistance Scheme for Post-secondary Students	
--- sub-degree programmes	563
--- degree programmes	622
Funding allocation for the Study Subsidy Scheme for Designated Professions/ Sectors	133

^φ The financial provision represents projected grants to students in the 2015/16 academic year.

Funding for University Grants Committee (UGC)-funded programmes is subsumed under the block grant to institutions without precise requirements as to how it should be spent. Institutions are given the autonomy to allocate funds internally to programmes at different levels (e.g. sub-degree, undergraduate, taught postgraduate and research postgraduate) as they see fit. UGC is therefore unable to identify and attribute the actual expenditure on specific levels of studies.

In addition, the Vocational Training Council (VTC) offers a wide range of vocational and professional education programmes some of which lead to qualifications at sub-degree and above level. Funding for the publicly-funded programmes offered by VTC is subsumed in the annual subvention to VTC and the breakdown of funding by level is not available. In 2016-17, the estimated recurrent subvention to VTC in respect of vocational and professional education is \$2,238 million.

Separately, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years. Approval from the Finance Committee of Legislative Council was obtained in July 2014 with a total commitment of \$960 million for the implementation of the Scheme.

Apart from the above, in order to further encourage continuing education, the Financial Secretary announced in the 2016-17 Budget Speech that the Government would implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes (including sub-degree and above programmes) offered by VTC, covering programmes in the disciplines of construction, engineering and technology. Subject to the approval by the Finance Committee of the Legislative Council, the pilot scheme will be implemented from the 2016/17 academic year and incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme. The scheme will benefit around 5 600 students in total for three cohorts.

Tuition fees

UGC-funded programmes and publicly-funded programmes in VTC

The tuition fee for local students of the UGC-funded sub-degree programmes offered by the City University of Hong Kong and the Hong Kong Polytechnic University is set at \$31,575 per year, while that of the Hong Kong Institute of Education is \$15,040 per year. The tuition fee for local students of the UGC-funded undergraduate, taught postgraduate and research postgraduate programmes is \$42,100 per year. The indicative tuition fees remain unchanged for the 2016/17 academic year. As regards VTC, the tuition fee for publicly-funded sub-degree programmes for the 2016/17 academic year ranges from \$30,800 to \$31,570 per year.

SSSDP programmes

The average annual tuition fees of subsidised places under SSSDP programmes range from \$17,533 to \$47,533 (after deducting the subsidy) for the 2015/16 academic year.

Self-financing programmes

The average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes for the 2015/16 academic year are appended in the table below. Tuition fee information for the 2016/17 academic year is not yet available.

Institution	Sub-degree \$	Undergraduate \$
Caritas Bianchi College of Careers	54,000 - 60,500	-
Caritas Institute of Community Education	46,000 - 48,500	-
Caritas Institute of Higher Education	54,000 - 58,500	66,250 - 94,050
Centennial College	-	94,000
Chu Hai College of Higher Education	-	68,500 - 69,333
City University of Hong Kong - Community College of City University	47,250 - 56,250	-
Gratia Christian College	-	62,500
Hang Seng Management College	-	77,250
HKCT Institute of Higher Education	-	64,750
HKU SPACE Po Leung Kuk Stanley Ho Community College	55,000	-
Hong Kong Art School [#]	48,000	84,000
Hong Kong Baptist University and its School of Continuing Education and College of International Education	47,250 - 55,000	58,720
Hong Kong College of Technology	47,100 - 54,120	-
Hong Kong Institute of Technology [#]	42,000 - 65,000	58,800
Hong Kong Nang Yan College of Higher Education	40,000	63,000 - 69,000
Hong Kong Shue Yan University	-	60,000
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	48,000 - 52,500	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. [#]	-	287,856
School of Continuing and Professional Studies, The Chinese University of Hong Kong	46,575 - 69,700	-
The Hong Kong Institute of Education	48,100	75,000 - 84,000
The Hong Kong Polytechnic University - Hong Kong	50,400 - 55,440	-

Institution	Sub-degree \$	Undergraduate \$
Community College		
The Hong Kong University of Science and Technology	-	251,649
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education [#]	51,000 - 72,900	60,060 - 111,800
The University of Hong Kong - HKU SPACE [#] & HKU SPACE Community College	55,000 - 75,500	50,000
Tung Wah College	60,000 - 76,250	68,100 - 115,600
Vocational Training Council	51,200 - 52,400	68,640 - 82,500
Yew Chung Community College	64,900	-
YMCA College of Careers	43,200 - 46,000	-

"-" Denotes no related programme was offered

Institutions providing locally-accredited non-local first-year-first-degree programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB224

(Question Serial No. 3050)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide:

- (1) a breakdown of the expenditures in the original estimate for 2015-16, the revised estimate for 2015-16 and the estimate for 2016-17, together with the reasons for the changes;
- (2) the details on the school-based professional support services for kindergartens, primary and secondary schools;
- (3) the details on the assessment tools for School Self Evaluation and the conduct of External School Reviews;
- (4) the details on the assistance in various education reform initiatives; and
- (5) the details on the pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work.

Asked by: Hon IP Kin-yuen (Member Question No. 48)

Reply:

Re (1). The breakdown of the expenditures under Programme (7) Policy and Support for 2015-16 and 2016-17 is as follows:

	2015-16 Original Estimate	2015-16 Revised Estimate	2016-17 Estimate
	\$ million	\$ million	\$ million
One-off injection to Qualifications Framework Fund	1,000.0	1,000.0	-
Cash flow for various support schemes / projects such as Study Subsidy Scheme for Designed Professions/Sectors, Yi Jin Diploma programme and Scholarship Scheme for studying Outside Hong Kong under non-recurrent expenditure	342.8	245.9	430.3
Subsidy and scholarship schemes for vocational and post-secondary education	188.2	172.0	275.2
Operational expenses for formulation of policies and provision of support to the education sector	1,827.3	1,751.1	1,826.9
Total	3,358.3	3,169.0 (-5.6%)	2,532.4 (-20.1%)

The revised estimate for 2015-16 under Programme (7) Policy and Support is \$189.3 million or 5.6% lower than the original estimate. This is mainly due to the lower than budgeted requirement for various support schemes / projects under non-recurrent expenditure as well as for operational expenditure.

Provision for 2016-17 is \$636.6 million or 20.1% lower than the revised estimate of 2015-16. This is mainly due to the completion of the injection of \$1 billion into the Qualifications Framework Fund in 2015-16 partly offset by higher cash flow requirement in 2016-17 for various support schemes / projects under non-recurrent expenditure.

Re (2) to (5). The administrative expenses involved in the education services / initiatives listed in (2) to (5) are absorbed in the overall operational expenses of Education Bureau (EDB) and cannot be separately identified. The following sets out the details together with the specific funding for implementing the education services / initiatives concerned:

Education services / initiatives	Resources implication
<u>School-based professional support services (SBSS) for kindergartens, primary and secondary schools</u> EDB provides schools with a wide range of SBSS in areas such as catering for learner diversity, supporting non-Chinese speaking students to learn Chinese language, supporting students with special educational needs and facilitating self-directed learning. The SBSS may, depending on the needs and circumstances of participating schools, take various forms, including on-site professional support services provided by the school-based support sections of EDB and projects funded by the Education Development Fund (EDF) such as University-School Support Programmes, Professional Development Schools Scheme, School Support Partners (Seconded Teacher) Scheme as well as inter-school collaboration and professional sharing. Schools are invited to apply for the SBSS around April each year according to their needs.	The school-based support services are mainly funded by EDF, a total of \$137.7 million has been earmarked under the Fund for the programmes held / to be held in the 2015/16 school year.

Education services / initiatives	Resources implication
<p><u>Assessment tools for School Self Evaluation (SSE) and the conducting of External School Reviews (ESR)</u></p> <p>To facilitate schools' continuous development and improvement through SSE, EDB provides a range of self-evaluation tools (e.g. Performance Indicators, Key Performance Measures and a set of stakeholder questionnaires, etc.), and conducts ESR to validate SSE and provide schools with suggestions for improvement.</p>	
<p><u>Assistance in various education reform initiatives</u></p> <p><i>Implementation of new academic structure</i></p> <p>The New Academic Structure (NAS) has been implemented since September 2009 as a crucial part of the education reform which commenced in 2001. To provide updates on the implementation and development of the NAS, including articulation to multiple pathways, communication with the general public and stakeholders has been strengthened since 2005 through various channels and platforms.</p> <p>The Senior Secondary (SS) curriculum aims at providing a broad and balanced curriculum with diversified choices to cater for students' interests, abilities and needs. The SS curriculum has continued to earn international recognition since its inception in 2009/10 and different feedback prove its initial positive impact on students. With a view to responding to the changes over the past years in our society and around the world, EDB, the Curriculum Development Council, and the Hong Kong Examinations and Assessment Authority jointly conducted the NAS Review from 2012 to 2015. Following the announcement of the last batch recommendations of the NAS Review in June 2015, future curriculum renewal will follow the natural development cycles of each subject and curricular areas in a regular and continual manner.</p> <p>In the meantime, EDB will continue to support the implementation of the SS curriculum through, for example, the continued provision of support and training to help build the professional capacity of teachers, fostering professional exchanges and sharing of good practices, development of quality learning and teaching resource materials, and disbursement of various SS grants to enable schools to provide quality secondary education for the benefit of the students.</p> <p>The NAS has also been implemented in the post-secondary education sector starting from the 2012/13 academic year. Post-secondary institutions have made necessary curriculum and assessment changes aiming to infuse students with a broadened knowledge base, balanced development, sound language and other generic skills, as well as a propensity for life-long learning. The four-year undergraduate programme, which comprises the core, major and elective courses with an emphasis on general education and exposure to both academic and non-academic skills and knowledge, will provide smoother articulation for further studies or work in Hong Kong. The international recognition given to the NAS also facilitates students' articulation to other major education systems in the world. EDB has set up a liaison group joined by representatives from all UGC-funded institutions to oversee the implementation of the NAS in the UGC-funded sector. There is also regular communication between EDB and the self-financing post-secondary education sector on the NAS implementation.</p>	<p>In 2005, the Finance Committee approved a non-recurrent commitment of \$2,447.2 million for implementing the measures to support the development of the new academic structure in both secondary school and UGC sectors. The project has already been completed in 2013-14 and the total spending of the project is \$2,436.8 million.</p> <p>The total provision for disbursement of various recurrent SS grants under Programme (3) Secondary Education and Programme (4) Special Education is about \$387.8 million in 2016-17.</p>

Education services / initiatives	Resources implication
<p><i>School places allocation</i></p> <p>As part of the Education Reform initiatives, the arrangements under the Primary 1 and Secondary 1 places allocation systems have been revised starting from 2000, including the abolition of the Academic Aptitude Test. The revised arrangements continue in the 2015/16 and 2016/17 school years.</p>	
<p><u>Pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work</u></p> <p>The Pilot Project on Strengthening Schools' Administration Management (Pilot Project) aims at supporting schools to strengthen their school administration management, as well as streamline procedures, thereby enhancing efficiency and unleashing teachers' capacity. Each participating school is provided with professional support and a grant of \$0.45 million for trying out appropriate measures to enhance school administration.</p> <p>A total of 132 public sector schools (including government and aided schools) have participated in the Pilot Project since its launch in the 2011/12 school year. We will continue to consolidate and disseminate the experiences of the Pilot Project with a view to benefiting other public sector schools and teachers.</p>	<p>A total of \$59.4 million has been provided under Programme (2) Primary Education, Programme (3) Secondary Education and Programme (4) Special Education in the relevant financial years for conducting the Pilot Project.</p>

- End -

CONTROLLING OFFICER'S REPLY

EDB225

(Question Serial No. 3143)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Regarding the Student Guidance Service Grant for primary schools, please provide the following information:

- (a) the staff establishment of guidance teachers in primary schools and their ratio to students, the number of primary schools in receipt of the said grant and their percentage share among all primary schools in the territory from the 2012/13 to the 2015/16 school years;
- (b) the respective numbers of social workers, student guidance officers and teachers employed by primary schools with the said grant from the 2012/13 to the 2015/16 school years, broken down by the name of schools in each of the 18 districts within the territory;
- (c) the total expenditure on the Student Guidance Service Grant from the 2012/13 to the 2015/16 school years and the estimates for the 2016/17 school year; and
- (d) given that the high annual wastage of guidance teachers has affected the continuity of guidance, whether the Administration has any plan to improve, take forward or review the abovementioned service; if yes, the total estimated expenditure.

Asked by: Hon IP Kin-yuen (Member Question No. 49)

Reply:

(a) and (b) Since the 2006/07 school year, the manning ratio of student guidance officer/teacher has been improved to one for each public sector primary school with 18 or more classes. For public sector primary schools with 5 to 17 classes, they are provided with 0.5 student guidance officer/teacher. Primary schools opting for the Student Guidance Service (SGS) Grant may, based on their own needs, procure student guidance service from non-governmental organisations or recruit full-time or part-time student guidance personnel who can be registered social workers, registered teachers with experience in guidance and/or teaching or other professionals with equivalent qualifications and experience. To further enhance student guidance service, a top-up SGS Grant has been provided to all public sector primary schools starting from the 2012/13 school year. Therefore, the concepts of "staff establishment" and teacher-student ratio are not appropriate due to the flexibility given to schools in deciding their own modality of service delivery as well as the specific types of professional expertise that they wish to procure.

In the 2012/13, 2013/14, 2014/15 and 2015/16 school years, 302 (67%), 309 (68%), 312 (69%) and 317 (70%) public sector primary schools are provided with Student Guidance Service (SGS) Grant respectively to employ student guidance personnel or procure student guidance service. Under school-based management, schools are entrusted with the responsibility, and thus held accountable for effective use of the SGS Grant for

its intended purposes. Schools need not report to the Education Bureau (EDB) the details of student guidance personnel employed through the SGS Grant. Hence, we do not have the data required.

(c) The total expenditure on the SGS Grant, including the top-up grant, for the 2012/13, 2013/14 and 2014/15 school years is \$184.2 million, \$200.4 million and \$211.7 million respectively, and is estimated to be about \$225.6 million and \$247.2 million for the 2015/16 and 2016/17 school years respectively.

(d) All primary schools have been required to provide a school-based, holistic and integrated guidance service under the Comprehensive Student Guidance Service implemented since the 2002/03 school year. Currently, teachers are working in collaboration with student guidance personnel and professionals to provide remedial, preventive and developmental guidance services for all students. This Whole School Approach helps the establishment of a robust student guidance system for sustainable service, while minimising the impact arising from staff turnover. EDB has been gauging feedback from schools through school visits and other established channels for service improvement. The feedback thus gauged suggests that, overall, the existing mode of funding is able to meet the diversified needs of primary schools and is well received by schools and school sponsoring bodies. Hence, as of now, EDB has no plan to change the existing funding mode which recognizes the diverse needs of different schools and allows schools to have flexibility in resource deployment to meet their identified needs in a specific manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB226

(Question Serial No. 3144)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Please provide the number of non-Chinese speaking (NCS) students by grade and the student unit cost in kindergartens, primary schools, secondary schools and tertiary institutions from the 2013/14 to 2015/16 school years in Hong Kong.
- (b) Please provide the number and names of designated schools receiving intensive support by the Education Bureau to cater for the needs of NCS students, the number of these students by grade, the amount of provision received, the student unit cost and their percentage share in the total number of NCS students in Hong Kong from the 2013/14 to 2015/16 school years.
- (c) Please provide the number of NCS students by grade and the student unit cost in non-designated schools, as well as their percentage share in the total number of NCS students in Hong Kong from the 2013/14 to 2015/16 school years.
- (d) Please provide details of measures by and funding from the Education Bureau for educational support to NCS students from the 2013/14 to 2015/16 school years.
- (e) Please compare the various types of educational support and relevant funding provided by the Administration for NCS students between designated schools and non-designated schools in the 2014/15 and 2015/16 school year.
- (f) Will the Administration review the effectiveness of the education for NCS students? Will it consider further increasing the number of designated schools?

Asked by: Hon IP Kin-yuen (Member Question No. 50)

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students by level and by grade from the 2013/14 to 2015/16 school years is tabulated at Annex A.
- (b) Starting from the 2006/07 school year, schools admitting a critical mass of NCS students, having experience in taking care of NCS students, ready to partner with the Education Bureau (EDB) to develop school-based support measures and share experience with other schools have been provided with special grant which has been turned into additional recurrent funding ranging from \$300,000 to \$600,000 since the 2008/09 school year as well as professional support to develop school-based support programmes

specifically arranged for NCS students to further help their NCS students in learning and integration. Through the sharing of these schools with other schools admitting NCS students via the school support network that EDB has formed, all NCS students will benefit. This mode of support is generally known as the so-called “designated schools” system. To remove the misconception arising from the “designated school” label which is in fact a misnomer and to raise schools’ awareness to support NCS students’ learning of the Chinese language, the funding arrangement has been revised with effect from the 2013/14 school year under which all schools admitting 10 or more NCS students have been provided with additional recurrent funding ranging from \$300,000 to \$600,000 per year, depending on the number of NCS students admitted, to enhance the support for learning of the Chinese language of NCS students. Starting from the 2014/15 school year, the funding support has been enhanced to facilitate schools’ implementation of the “Chinese Language Curriculum Second Language Learning Framework” and the creation of an inclusive learning environment in schools. All schools admitting 10 or more NCS students have been provided with an additional recurrent funding ranging from \$800,000 to \$1,500,000 per year, depending on the number of NCS students admitted.

A total of 151, 173 and 197 schools are provided with additional recurrent funding in the 2013/14, 2014/15 and 2015/16 school years respectively to enhance the support for learning of the Chinese language of NCS students. Similar to the provision of additional resources to support students with different needs such as students with special educational needs, academically low achievers, etc., it is the established practice that we do not disclose the name and situation of each of individual schools particularly when the additional funding support is applicable to all public sector schools meeting the threshold so as to avoid unnecessary misconception and possible labelling on individual schools that we intend to remove by abolition of the so-called “designated schools” system from the 2013/14 school year. As reference, the number of NCS students by grade in schools provided with the additional recurrent funding from the 2013/14 to 2015/16 school years is tabulated at [Annex B](#). The percentage of NCS students in these schools among all NCS students in public sector and Direct Subsidy Scheme (DSS) schools excluding special schools in Hong Kong in the 2013/14, 2014/15 and 2015/16 school years is 92.5%, 92.5% and 92.7% respectively.

- (c) According to the information collected through the Student Enrolment Survey, the number of NCS students by grade in schools other than those provided with additional recurrent funding as mentioned in (b) above from the 2013/14 to 2015/16 school years is tabulated at [Annex C](#). The percentage share of NCS students in these schools among all NCS students in public sector and DSS schools excluding special schools in Hong Kong in the 2013/14, 2014/15 and 2015/16 school years is 7.5%, 7.5% and 7.3% respectively.
- (d) The educational support measures for NCS students from the 2013/14 to 2015/16 school years and the expenditure are tabulated at [Annex D](#).
- (e) As mentioned in (b) above, the so-called “designated schools” system has been abolished since the 2013/14 school year.
- (f) EDB will, based on the research framework drawn up in light of advice from research and language experts, continue to collect and analyse data to evaluate the effectiveness of the support measures for NCS students and refine them as appropriate.

**Number of non-Chinese speaking (NCS) students
by level and by grade from the 2013/14 to 2015/16 school years**

Level	Grade	2013/14 school year	2014/15 school year	2015/16 school year
Pre-primary (K1 to K3)	K1	4 414	4 336	4 470
	K2	4 442	4 401	4 437
	K3	3 173	3 196	3 075
	K1-K3	12 029	11 933	11 982
Primary (Primary 1 – 6)	P1	1 445	1 574	1 583
	P2	1 459	1 533	1 609
	P3	1 376	1 467	1 574
	P4	1 322	1 399	1 461
	P5	1 368	1 353	1 414
	P6	1 320	1 371	1 317
	P1-P6	8 290	8 697	8 958
Secondary (Secondary 1 – 6)	S1	1 437	1 613	1 730
	S2	1 468	1 424	1 547
	S3	1 366	1 493	1 457
	S4	1 312	1 376	1 505
	S5	1 101	1 307	1 324
	S6	892	1 011	1 219
	S1-S6	7 576	8 224	8 782

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
5. Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and undergraduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. However, statistics with breakdown by local and non-local NCS students are not available.
6. Regarding the unit cost, the provision of teachers and grants to public sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

**Number of non-Chinese speaking (NCS) students by grade
in schools provided with additional recurrent funding
from the 2013/14 to 2015/16 school years**

Grade	2013/14 school year	2014/15 school year	2015/16 school year
P1	1 331	1 435	1 420
P2	1 355	1 418	1 480
P3	1 272	1 362	1 484
P4	1 234	1 312	1 367
P5	1 268	1 271	1 334
P6	1 236	1 278	1 245
P1-P6	7 696	8 076	8 330
S1	1 337	1 473	1 601
S2	1 369	1 344	1 448
S3	1 294	1 405	1 381
S4	1 238	1 295	1 418
S5	964	1 171	1 180
S6	775	895	1 092
S1-S6	6 977	7 583	8 120

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover NCS students in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
4. Regarding the unit cost, the provision of teachers and grants to public sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

**Number of non-Chinese speaking (NCS) students by grade
in schools other than those provided with additional recurrent funding
from the 2013/14 to 2015/16 school years**

Grade	2013/14 school year	2014/15 school year	2015/16 school year
P1	114	139	163
P2	104	115	129
P3	104	105	90
P4	88	87	94
P5	100	82	80
P6	84	93	72
P1-P6	594	621	628
S1	100	140	129
S2	99	80	99
S3	72	88	76
S4	74	81	87
S5	137	136	144
S6	117	116	127
S1-S6	599	641	662

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover NCS students in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
4. Regarding the unit cost, the provision of teachers and grants to public sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2013/14 to 2015/16 school years**

Support measures	Actual expenditure in the 2013/14 school year \$ million	Actual expenditure in the 2014/15 school year \$ million	Estimated expenditure in the 2015/16 school year \$ million
<p>Starting from the 2013/14 school year, all schools admitting 10 or more NCS students have been provided with additional recurrent funding to enhance the support for learning of Chinese language of NCS students. School-based professional support is provided in different modes.</p> <p>Starting from the 2014/15 school year, enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	61.3 Note 1	197.8 Note 1	223.9 Note 1
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p> <p>Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year.</p>	<p>An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools</p> <p align="center">Note 1</p>	3.0 Note 1	3.0 Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.

Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	2.6	3.8	3.7
<p>A total funding of \$77 million has been earmarked for Project of After-school Extended Chinese Learning for NCS Students, that started in the 2010/11 school year under the Language Fund, to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes. Starting from the 2013/14 school year, all schools may apply.</p> <p>Starting from the 2014/15 school year, the provision has been regularised and subsumed under the additional recurrent funding for schools admitting NCS students.</p>	21.0	-	-
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.5	2.8	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	2.3	4.9
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.33	1.87	2.09
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	2.51	1.09	2.58

Support for kindergartens admitting NCS students -			
(a) University-School Support Programme financed by the Education Development Fund:			
(i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years	3.0	3.0	0.7
(ii) a 2-year project to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years	-	-	Note 2
(b) School-based professional support services	Note 1	Note 1	Note 1

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The estimated expenditure of the USP project is \$6.3 million and \$1.8 million for the 2015/16 and 2016/17 school years respectively. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure for kindergartens and primary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB227

(Question Serial No. 3145)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education,
(5) Other Educational Services and Subsidies, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown, by school type, school district and school sponsoring body, of the number of schools which had established an incorporated management committee (IMC), the percentage of aided IMC schools among all aided schools, and the amount of grant provided by the Administration for the establishment of IMCs in aided schools from the 2013/14 to 2015/16 school years.

Asked by: Hon IP Kin-yuen (Member Question No. 51)

Reply:

As at 1 March 2016, 823 aided schools of 226 school sponsoring bodies (SSBs) have set up their incorporated management committees (IMCs). The number of IMC schools under individual SSBs ranges from one to 77. The percentage of aided IMC schools among all aided schools in the 2013/14, 2014/15 and 2015/16 school years (as at 1 March 2016) is 88.4%, 98.0% and 98.0% respectively. The number of aided IMC schools by district and category in the 2013/14, 2014/15 and 2015/16 school years is at Appendix.

The actual expenditure in 2013-14, 2014-15 and the revised estimated expenditure in 2015-16 for supporting schools to set up their IMCs are \$19.1 million, \$34.5 million and \$33.2 million respectively.

Number of Aided Schools with an Incorporated Management Committee (IMC) by District and Category

District	2013/14 School Year (as at 31 August 2014)				2014/15 School Year (as at 31 August 2015)				2015/16 School Year (as at 1 March 2016)			
	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total
Central & Western	5	8	0	13	7	12	0	19	7	12	0	19
Eastern	21	20	3	44	24	21	3	48	22	21	3	46
Islands	7	11	1	19	7	13	1	21	7	13	1	21
Kowloon City	24	20	0	44	26	23	1	50	26	23	1	50
Kwai Tsing	27	24	6	57	31	30	6	67	31	30	6	67
Kwun Tong	24	24	4	52	25	32	4	61	25	32	4	61
North	14	27	2	43	17	27	2	46	17	27	2	46
Sai Kung	17	19	3	39	18	21	3	42	18	21	3	42
Sham Shui Po	13	14	7	34	15	18	7	40	15	18	7	40
Sha Tin	32	35	4	71	36	37	5	78	36	37	5	78
Southern	11	8	6	25	12	9	6	27	12	9	6	27
Tai Po	17	17	4	38	17	17	4	38	17	17	4	38
Tsuen Wan	13	17	0	30	13	19	0	32	13	19	0	32
Tuen Mun	35	31	4	70	36	33	4	73	36	33	4	73
Wan Chai	5	9	2	16	7	12	2	21	9	12	2	23
Wong Tai Sin	19	20	5	44	22	24	5	51	22	24	5	51
Yau Tsim Mong	12	15	2	29	12	17	2	31	12	17	2	31
Yuen Long	28	41	4	73	30	43	5	78	30	43	5	78
Total number of Aided IMC Schools	324	360	57	741	355	408	60	823	355	408	60	823

Note: The above table only shows the number of aided IMC schools. There are also 20 DSS schools with an IMC as at 1 March 2016.

- End -

CONTROLLING OFFICER'S REPLY**EDB228****(Question Serial No. 3146)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding student-to-teacher ratio, please provide the following information:

- (a) From the 2011/12 to 2015/16 school years and in the estimate of the 2016/17 school year, what are the reasons for the changes in the student-to-teacher ratio in government and aided primary schools and the expenditure involved?
- (b) From the 2011/12 to 2015/16 school years and in the estimate of the 2016/17 school year, what are the reasons for the changes in the student-to-teacher ratio in government and aided secondary schools and the expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 52)

Reply:

- (a) The student-to-teacher ratios of public sector primary schools from the 2011/12 to 2015/16 school years as well as the projection of the 2016/17 school year are as follows:

School Year	2011/12	2012/13	2013/14	2014/15	2015/16 (Estimate)	2016/17 (Projected)
Student-to-teacher ratio	14.9 : 1	14.4 : 1	14.2 : 1	14.0 : 1	14.1 : 1	14.1 : 1

The improvement of the student-to-teacher ratios in public sector primary schools is mainly due to the implementation of Small Class Teaching (SCT) and the provision of various grants under various initiatives such as the Learning Support Grant which provide flexibility for schools to employ additional teachers. As the Education Bureau (EDB) does not capture the school-based information on the deployment of such grants in employing additional teachers, we are unable to provide the expenditure involved for bringing about such improvements.

- (b) The student-to-teacher ratios of public sector secondary schools from the 2011/12 to 2015/16 school years as well as the projection of the 2016/17 school year are as follows:

School Year	2011/12	2012/13	2013/14	2014/15	2015/16 (Estimate)	2016/17 (Projected)
Student-to-teacher ratio	15.3 : 1	14.5 : 1	13.8 : 1	13.0 : 1	12.4 : 1	11.9 : 1

The improvement of the student-to-teacher ratios is mainly due to the introduction of a series of relief measures, including the reduction in the number of students allocated to S1 classes, the implementation of Voluntary Optimisation of Class Structure Scheme and the extension of retention period of surplus teachers, all of which help retain serving teachers in force. Moreover, the provision of specific grants for the new senior secondary curriculum, and other grants provided under such initiatives as the English Enhancement Scheme, the Learning Support Grant, the Career and Life Planning Grant, etc., also enable schools to employ additional teachers. As EDB does not capture the school-based information on the deployment of such grants in employing additional teachers, we are unable to provide the expenditure involved for bringing about such improvements.

- End -

CONTROLLING OFFICER'S REPLY**EDB229****(Question Serial No. 3263)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) What were the details of and the expenditure incurred by the Education Bureau on various initiatives to implement the Qualification Framework (QF) from 2011/12 to 2015/16?
- (b) What QF initiatives does the Administration have in 2016/17? What are the specific details and the estimated expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 53)

Reply:

- (a) The expenditures for the implementation of the Qualifications Framework (QF), including operating expenditure of the QF Secretariat; subsidies and funding disbursed under the approved commitment of the QF Support Schemes (QFSS) (Note 1) for the various support schemes for QF, QF-related studies/projects and public education; as well as expenditure to support Industry Training Advisory Committees (ITACs) to implement initiatives as announced in the 2013-14 Budget (Note 2), from 2011-12 to 2015-16 are as follows –

Financial Year	Expenditure (\$ million)
2011-12	32.5
2012-13	52.4
2013-14	46
2014-15	55.1
2015-16 (as at end February 2016)	51.5

Note 1: The QF Fund was established on 1 September 2014 to provide a steady source of income to support the sustainable development and implementation of QF. Since it takes time for the QF Fund to generate and accumulate sufficient investment income to meet the funding requirements, the balance of the approved commitment for QFSS will continue to be used for meeting the cash flow requirements of the various initiatives under the QF Fund for the time being.

Note 2: The initiatives announced in the 2013-14 Budget include introducing the QF Award Scheme for Learning Experiences for outstanding practitioners to engage in learning activities in different places around the world, designing Specification of Competency Standards-based Training Packages that meet the needs of the industries, and stepping up promotion and publicity of QF for its wider acceptance among all sectors.

- (b) For 2016-17, we estimate that the expenditure for the implementation of QF will be about \$70.5 million. The major QF initiatives in 2016-17 include (i) three pilot projects on the development of vocational qualifications pathways by three ITACs (Automotive, Banking and Property Management); (ii) an exploratory study on possible alignment of professional qualifications under QF; (iii) a study on developing a brand strategy for QF; and (iv) a project with the New Zealand Qualifications Authority on referencing between the Hong Kong QF and the New Zealand QF.

- End -

CONTROLLING OFFICER'S REPLY**EDB230****(Question Serial No. 3264)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the Diversity Learning Grant which has taken effect since the 2009/10 school year, please advise on the following:

- (a) The annual expenditure for the above Grant, the numbers of schools and students benefited from the Grant for the past 5 years (2011/12 to 2015/16); and
- (b) At present, the subsidy per student for "Other Languages" under the Grant is \$3,500 and the subsidy per student for "Other Programmes" is \$7,000. Has the Education Bureau planned to increase the amount of subsidy per student? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 54)

Reply:

- (a) The Diversity Learning Grant (DLG) is to support Applied Learning (ApL), Adapted Applied Learning (Adapted ApL), Other Languages (OL) and Other Programmes (OP) including programmes for gifted students and network programmes of senior secondary (SS) subjects.

From the 2011/12 school year to the 2015/16 school year, the annual expenditure of DLG, number of secondary schools and number of students/enrolments/classes benefited from the grant are as follows:

	2011/12	2012/13	2013/14	2014/15	2015/16 (provisional)
Expenditure of DLG (\$ million)	82	87.5	91.9	90.2	88.9
No. of secondary schools	447	456	466	464	468
No. of enrolments* (for ApL and Adapted ApL)	12 259	11 543	10 559	9 703	9 008
No. of students (for OL)	1 384	1 297	1 333	1 356	1 515
No. of classes (for OP)	4 010	4 514	4 712	4 688	4 634

Remarks: *Each eligible student is entitled to funding for a maximum of 2 ApL courses.

- (b) The rate of the subsidy for OL is \$3,500 per SS student per school year whereas the subsidy for OP should be \$7,000 per SS class per school year. An exercise was conducted in the 2011/12 school year to review the subsidy level of DLG and it was decided that the subsidy level for DLG(OL) and

DLG(OP) remain unchanged. We will keep the subsidy level of DLG in view and will review the subsidy level on a need basis.

- End -

CONTROLLING OFFICER'S REPLY**EDB231****(Question Serial No. 3265)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding graduate teachers and certificated masters/mistresses employed by public sector schools, please advise of the following:

1. The respective number, percentage and wastage rate of teachers appointed as graduate teachers and certificated masters/mistresses in public sector schools from the 2011/12 to 2015/16 school years; and in respect of the latter, the number, percentage and wastage rate of those with a recognised degree; and
2. Whether the Administration will review the policy concerned and set aside an amount in its budget to enable all teachers with a recognised degree to be appointed as graduate teachers so that they will no longer be exploited in terms of their salary and benefit.

Asked by: Hon IP Kin-yuen (Member Question No. 55)

Reply:

1. The number and percentage of teachers appointed as graduate teachers and non-graduate teachers and their respective wastage rate in public sector schools for the school years from 2011/12 to 2015/16 are as follows:

Primary Schools (Government and Aided)

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of teachers*	%	Wastage rate (%)^	No. of teachers*	%	Wastage rate (%)^
2011/12	6 970	39.0	3.5	10 900	61.0	6.2
2012/13	7 150	39.9	2.9	10 770	60.1	6.2
2013/14	7 330	40.0	3.4	10 990	60.0	5.6
2014/15	7 550	39.9	3.0	11 400	60.1	5.2
2015/16 (Estimate)	7 950	41.0	3.2	11 460	59.0	5.5

Secondary Schools (Government, Aided and Caput)

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of teachers*	%	Wastage rate (%)^	No. of teachers*	%	Wastage rate (%)^
2011/12	19 790	77.1	3.3	5 880	22.9	5.8
2012/13	18 820	78.2	7.0	5 240	21.8	12.6

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of teachers*	%	Wastage rate (%)^	No. of teachers*	%	Wastage rate (%)^
2013/14	18 510	78.8	4.2	4 990	21.2	7.9
2014/15	18 300	78.6	4.3	4 970	21.4	6.9
2015/16 (Estimate)	17 950	78.5	4.2	4 920	21.5	7.8

Regarding the non-graduate teachers, the number of teachers who have degree qualifications (degree holders), their percentage share among all non-graduate teachers and their respective wastage rate in public sector schools for the school years from 2011/12 to 2015/16 are as follows:

Primary Schools (Government and Aided)

School Year	Non-graduate Teachers		
	No. of degree holders*	%	Wastage rate (%)^
2011/12	9 720	89.1	5.2
2012/13	9 760	90.7	5.4
2013/14	10 100	91.9	4.8
2014/15	10 600	93.0	4.6
2015/16 (Estimate)	10 760	93.8	4.9

Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers		
	No. of degree holders*	%	Wastage rate (%)^
2011/12	5 300	90.2	5.7
2012/13	4 760	91.0	12.6
2013/14	4 560	91.4	7.9
2014/15	4 580	92.2	6.6
2015/16 (Estimate)	4 580	93.1	7.5

* Numbers are rounded to the nearest 10.

^ “Wastage Rate” refers to the number of drop-out teachers as a percentage of the total number of teachers as at mid-September of the preceding school year; and “drop-out teacher” refers to the teachers who had served in a school as at mid-September of the preceding school year but no longer served in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

2. We shall continue to keep in view all relevant factors, including the financial implications, prioritization of resources deployment and schools’ progress in filling graduate teacher posts etc., and review the ratios of graduate teacher posts when necessary. Graduate and non-graduate teacher posts belong to two different streams under the teaching grade structure of public sector schools. Schools should assign duties according to the rank and specialties of individual teachers instead of the academic qualifications they possess.

- End -

CONTROLLING OFFICER'S REPLY**EDB232****(Question Serial No. 2426)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The main duties and responsibilities of the Office of the Government Chief Information Officer (OGCIO) include nurturing information technology (IT) talents. In order to find out the effectiveness of the relevant measures and whether resources have been used appropriately, please provide the following information in tabular form:

1. The current measures and progress related to the implementation of computer programming education in primary and secondary schools. Please also list the financial resources and manpower involved.
2. At present, in all primary and secondary students in Hong Kong, what are the respective numbers of teachers teaching Information and Communication Technology related subjects, the teacher-to-student ratios and the amount of public funding involved?
3. At present, which subjects are IT-related in the curricular of the junior and senior secondary levels and how many students are enrolling in the respective subjects?
4. At present, which disciplines are IT-related in the degree programmes offered by the universities and how many students are enrolling in and graduated from the respective disciplines? and

How many financial resources and manpower were involved in promoting IT education in universities and secondary schools last year?

Asked by: Dr Hon Elizabeth QUAT (Member Question No. 1)

Reply:

1. Computer lessons are offered in most primary and secondary schools. Schools are encouraged to adopt whole-school approach in the curriculum planning of integrating programming in relevant subjects. Modules of Computer Awareness Programme (CAP) for primary schools, including basic programming, have been developed by Education Bureau (EDB) to enable primary students to grasp the basic programming skills and computer knowledge. The modules have been updated in 2015 and could be used flexibly in relevant curricula or according to the contexts of schools. EDB will continue organising practical workshops and setting up school networks as support measures. EDB would also partner with community organisations to train up teachers and explore resources on this regard.

Schools teach programming related content at the secondary level through implementing the Technology Education Key Learning Area (TEKLA) Curriculum Guide (the 'Guide'). The Guide provides an open and flexible framework for schools to develop their school-based TEKLA curriculum which builds on the strengths of their schools and the needs of their students. The learning elements at the junior secondary

level in the Guide were enriched in August 2013 to give students a broad and balanced foundation on technology education. For students with talents or are interested in pursuing the study of programming further, Information and Communication Technology is offered as an elective subject at the senior secondary level. We will continue to arrange professional development programmes for teachers in the forthcoming years so as to enhance their professional capacity and to build learning communities within and across schools to benefit student learning.

The expenditure on and manpower for curriculum development, resource materials development and professional development programmes are absorbed by the recurrent expenditures of EDB. Separate estimate is not available.

2. All teachers in local primary and secondary schools, regardless of being subject-trained or not, are required to meet basic academic qualification requirements before they can be registered to teach in schools. Given the varied availability of subject expertise in schools, individual school management is always in the best position to recruit and/or flexibly deploy suitable teachers to provide the best learning opportunities for students in various subjects, including computer/ICT. Thus, the teacher-to-student ratio as well as the amount of public funding for individual subject are not available.
3. The subject related to information technology (IT) and student enrolment at the junior and senior secondary levels as in the 2014/15 school year are set out as follows:

Level	Junior Secondary	Senior Secondary
Subject(s) / Key Learning Area	Computer Literacy / enriched Technology Education Key Learning Area curriculum	Information and Communication Technology
Number of Students as in 2014/15 School Year	About 169 000	21 640

It is noteworthy that, at the junior secondary level, all secondary schools have been recommended to implement the enriched Technology Education Key Learning Area curriculum from Secondary 1 starting from the 2014/15 school year. The core and extension learning elements under the “Information and Communication Technology” knowledge context will replace the Computer Literacy syllabus.

4. As regards the UGC-funded sector, it should be reckoned that the bulk of recurrent grants to the institutions are in the form of a block grant, and hence the UGC is unable to attribute the actual subvention/expenditure on specific academic programmes and activities, e.g. promotion of IT education. According to the information provided by the institutions, the average student unit cost per annum of a UGC-funded undergraduate place for the 2014/15 academic year was \$222,000, the bulk of which is subsidised by Government subvention, with the remainder funded by income from tuition fee (i.e. \$42,100 per year). Student enrolment and number of graduates in full-time University Grants Committee (UGC)-funded undergraduate programmes and locally-accredited self-financing undergraduate programmes (including top-up degree) related to IT in the 2014/15 academic year is set out at Annex. Regarding the self-financing post-secondary education sector, we do not have readily available information about the financial resources and manpower involved in the promotion of IT education and operation of IT-related programmes.

In addition, with a view to better harnessing IT as a tool to enhance learning and teaching effectiveness in secondary schools, we promote e-learning in the school sector. In the 2015-16 financial year, Composite Information Technology Grant (CITG), amounting to \$353 million, was allocated to public sector schools to meet the diversified needs of schools on e-learning. Besides, professional development programmes, learning and teaching resources, and student activities have been developed and organised to support IT education in various areas/curricula in schools. The expenditure on and manpower for these items are absorbed by the recurrent expenditures of EDB.

Student Enrolment and Number of Graduates of Full-time University Grants Committee-funded Undergraduate Programmes Related to Information Technology, 2014/15

(Headcount)

Academic Year	Student Enrolment	No. of Graduates
2014/15	3 119	811

Notes:

1. Programmes related to information technology are determined having regard to the academic programme categories (APCs) of the programmes as reported by the UGC-funded institutions.
2. Since some UGC-funded programmes are mapped to more than one APC, the figures of student enrolment and graduates of these programmes are counted on a pro rata basis under the relevant APC. Thus the student numbers could be in decimal figures. In this case, the relevant figures are rounded to the nearest whole number.

Student Enrolment and Number of Graduates of Full-time Locally-accredited Self-financing Undergraduate Programmes in “Computer Science and Information Technology”, 2014/15

(Headcount)

Academic Year	Student Enrolment	No. of Graduates
2014/15	1 119	329

- End -

CONTROLLING OFFICER'S REPLY

EDB233

(Question Serial No. 1771)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (4) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In respect of special education, the Bureau will establish the special school cum resource centres and implement the adapted curriculum in schools for children with intellectual disability. In this regard, will the Bureau allocate new financial resources to support the above measures? If yes, what are the estimated expenditures involved for those two measures? What is the estimated expenditure on providing training for the relevant teachers?

Asked by: Hon Martin LIAO Cheung-kong (Member Question No. 34)

Reply:

Special Schools cum Resource Centres (SSRCs) place emphasis on empowering teachers of mainstream schools in catering for their students with special educational needs through cross-fertilization of expertise and networking. They have been supporting mainstream schools since the 2003/04 school year. The Education Bureau will continue with the establishment of the SSRCs. The participating SSRCs are provided with a cash grant to enable them to share their experience by providing school-based support for mainstream schools and organising workshops and seminars, etc. The expenditure on the SSRCs for the 2015/16 school year is estimated to be \$4.0 million.

The implementation of the adapted curriculum in schools for children with intellectual disability (ID) has already taken place since the implementation of new academic structure in 2009/10 school year. In the 2016/17 school year, the total expenditure on implementing adapted curriculum in schools for children with ID and on enriching learning and teaching materials for implementing the new academic structure is \$20.5 million, which amount includes \$2.2 million for professional development and training programmes for the relevant teachers.

- End -

CONTROLLING OFFICER'S REPLY**EDB234****(Question Serial No. 1772)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It was mentioned in paragraph 110 of the Budget Speech that Government will continue to invest heavily in nurturing talents. Apart from our ongoing efforts to enhance the quality of education, we shall also offer more internship and exchange opportunities to students and encourage the workforce to pursue continuing education, developing a good mix of generalists and professionals in Hong Kong. However, as compared to previous year, there is only an increase of 0.7% in the estimated financial provision for the Vocational and Professional Education this year which is not in line with the idea of promoting vocational and professional education as stated in the Policy Address and the Budget Speech. What are the reasons?

Asked by: Hon Martin LIAO Cheung-kong (Member Question No. 35)

Reply:

Vocational and professional education and training (VPET) plays a pivotal role in the education system, providing flexible and multiple pathways for school leavers and in-service personnel with diverse aspirations and abilities. It prepares people for future employment by equipping them with professional knowledge, practical skills and appropriate attitudes. It also nurtures requisite human capital in support of Hong Kong's economy.

The Government set up the Task Force on Promotion of Vocational Education (Task Force) in June 2014 with a view to mapping out a strategy to promote VPET in the community. The Task Force submitted its Report to the Government in July 2015, proposing a three-pronged strategy with a total of 27 recommendations as set out at **Annex**. In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the Task Force's recommendations. The Education Bureau (EDB) has been following up on the implementation of the recommendations and the major progress so far is as follows –

- (a) producing and launching three Announcement in Public Interests (APIs) in the first quarter of 2016 to promote the professional image of VPET;
- (b) earmarking a site in the urban district to develop a Vocational Training Council (VTC) campus with adequate capacity and state-of-the-art facilities, and launching a new round of Land Grant Scheme in February 2016 for post-secondary education institutions offering self-financing programmes at sub-degree level or above (which include relevant VPET providers) for reprovisioning purpose with a view to providing conducive learning environment for students;
- (c) encouraging secondary schools to adopt a whole school approach in career and life planning education and enhancing individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (d) fully subsidising Applied Learning (ApL) courses starting from the 2016/17 school year;

- (e) extending the Pilot Training and Support Scheme for two more cohorts of students to be admitted in the 2016/17 and 2017/18 academic years;
- (f) launching a new category under the Quality Enhancement Support Scheme of the Self-financing Post-secondary Education Fund in January 2016 for a pilot period of two years to support industrial attachment projects that aim to increase students' employability;
- (g) reviewing the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) in order to consider whether to extend the Scheme (SSSDP, with a total commitment of \$960 million, has been launched since the 2015/16 academic year to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts and a review is underway);
- (h) enhancing the promotion of the Qualifications Framework (QF) with the QF Fund;
- (i) conducting a benchmark perception survey with a view to keeping track of any changes in the public's attitude towards VPET later; and
- (j) writing to post-secondary education institutions, VPET providers as well as major chambers of commerce to appeal for their support of the relevant recommendations made by the Task Force.

Some of the recommendations are implemented with existing manpower resources as well as funds already established, i.e. the Self-financing Post-secondary Education Fund and QF Fund. Apart from these, the estimated additional annual recurrent expenditure required to fully subsidise ApL courses is about \$13 million while the estimated additional non-recurrent expenditure to implement other recommendations so far is some \$160 million.

The financial provision of Programme (6) Vocational and Professional Education only includes subvention to the Vocational Training Council (VTC) in respect of vocational and professional education for 2016-17 as well as the estimated expenditure of some policy initiatives being implemented in VTC with cashflow requirement in 2016-17. The financial provision of \$960 million for implementing SSSDP for three cohorts of students admitted from the 2015/16 to 2017/18 academic years is included under Programme (7) Policy and Support instead. Moreover, some additional non-recurrent expenditure required for implementing the Task Force's recommendations has not been included under the estimated expenditure for 2016-17 as the cashflow is required in other financial years.

Apart from the above, in order to further encourage continuing education, the Financial Secretary announced in the 2016-17 Budget Speech that the Government would implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by VTC, covering programmes in the disciplines of construction, engineering and technology. Subject to the approval by the Finance Committee of the Legislative Council, the pilot scheme will be implemented from the 2016/17 academic year and incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme. The scheme will benefit around 5 600 students in total for three cohorts.

**List of 27 Recommendations Made by
the Task Force on Promotion of Vocational Education**

Strategy 1: Rebranding Vocational Education and Training (VET)

- (1) the Government to rebrand VET in Hong Kong as “vocational and professional education and training (VPET)” covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge;

Strategy 2: Strengthening Promotion

(a) Promotion of Professional Image of VPET

(i) Publicity Campaign

- (2) the Government to produce Announcement in Public Interest (API) on TV/radio by involving industry role models where appropriate. The API may also be broadcast on Facebook, YouTube, dedicated portal for VPET and other online media;
- (3) the Government to produce TV drama series (including related publicity and production of DVDs), presenting real success stories of persons graduated from VPET programmes and make them continuously accessible to the public through the VPET Portal which facilitates guidance to students;
- (4) the Government to continue to support major VPET provider(s) to organise large-scale skills competitions to showcase VPET students’ achievement and provide interactive activities for secondary school students’ experience, or even consider bidding for the hosting of such competitions in Hong Kong in due course with a view to raising public awareness of the professionalism of VPET and related industries as well as enhancing the skill level of local talent;

(ii) Campus Facilities of VPET Providers

- (5) the Government to facilitate the provision of state-of-the-art facilities to VPET providers in order to provide conducive learning environment to VPET students and enhance the professional image of VPET riding on the existing support schemes or otherwise;

(iii) Quality of Programmes Offered by VPET Providers and Research Capability

- (6) VPET providers to enhance quality of their VPET programmes, and strengthen the support services to students where possible;
- (7) VPET providers to consider whether it is appropriate for them to engage in (more) research activities (which could be action research, applied research, technology-oriented research other than academic research) to inform teaching and learning, etc.;

(b) Provision of More Information about VPET and Related Career

(i) VPET Portal

- (8) the Government to develop and maintain a VPET portal which gathers comprehensive and impartial information on VPET programmes and related industries in Hong Kong, as well as links up other relevant portals;

(ii) VPET Forum

- (9) the Government, VPET providers and industry sectors to attend international VPET forums from time to time to keep abreast of the latest development of VPET worldwide;
- (10) the Government or VPET providers to organise local VPET forums from time to time with the participation of the industry sectors, in order to provide up-to-date industry and career information to secondary school students, parents and teachers;

(c) Promotion of VPET through Career and Life Planning Education

- (11) the Education Bureau (EDB) to encourage secondary schools to adopt a whole school approach in career and life planning education and enhance individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (12) VPET providers and major chambers of commerce to arrange (more) training workshops cum visits for principals, teachers and career masters in secondary schools, with the facilitation of EDB through the Business-School Partnership Programme (BSPP) so as to provide them with the latest developments of VPET in Hong Kong and the related careers. Such training workshops cum visits should also be extended to prospective secondary school teachers pursuing teaching programmes in tertiary institutions as well as non-governmental organisations which play a role in offering articulation and career advice to students;
- (13) VPET providers and major chambers of commerce to arrange (more) taster programmes for secondary school students with the facilitation of EDB through BSPP;
- (14) VPET providers and major chambers of commerce to organise seminars and visits for parents of secondary school students for their better understanding of VPET and the related careers as well as the progression pathways, with the facilitation of EDB;

(d) More Contribution from Industries

(i) Closer Collaboration with VPET Providers

- (15) the major chambers of commerce and VPET providers to have closer collaboration on the design and development of VPET programmes (including the curriculum, industrial attachment, etc.) such that the learning outcome could fulfill employers' needs and expectation;
- (16) the Vocational Training Council to regularly review the list of Training Boards to cover emerging industries so that manpower surveys would be conducted to better inform VPET training providers and prospective students of the areas with growing manpower demand;

(ii) Remuneration, Working Conditions and Progression Pathways

- (17) the major chambers of commerce to encourage their members to devise comprehensive human resource strategy to attract and retain staff, covering the remuneration package, working conditions and progression pathways, etc.;

(e) Promotion of Applied Learning

- (18) EDB to encourage course providers to arrange accreditation of more Applied Learning (ApL) courses under the Qualifications Framework (QF) where appropriate so that apart from the Hong Kong Diploma of Secondary Education (HKDSE), students completing ApL courses may obtain a separate QF-recognised qualification for further studies in the relevant fields or entry into the industries concerned;

- (19) post-secondary education institutions in Hong Kong to give due consideration of the results of ApL courses attained by students in the HKDSE Examination in student admission as an incentive for students to take ApL and benefit from the experiences and also an incentive for their parents to support them to do so;
- (20) the Government to consider providing 100% grant subsidies to schools for the ApL course fees and encourage more schools to offer ApL courses based on their student profiles;

(f) Provision of Financial Support by the Government

(i) Pilot Training and Support Scheme (Pilot Scheme)

- (21) the Government to consider extending the Pilot Scheme to benefit more students pending a review;

(ii) Industrial Attachment (IA)

- (22) the Government to extend the IA initiative to benefit students pursuing full-time locally-accredited self-financing sub-degree and undergraduate programmes where applicable;

(iii) Study Subsidy Scheme for Designated Professions / Sectors (SSSDP)

- (23) the Government to consider extending the SSSDP if it is proven effective;

Strategy 3: Sustaining Efforts

(a) Influence by the Government

- (24) the Government to encourage the senior Government officials to seize every opportunity to promote and support VPET on different occasions so as to demonstrate the Government's support and recognition of VPET as an integral part of the community;

(b) Promotion of Qualifications Framework

- (25) EDB to enhance the publicity efforts on QF targeting at employers and the general public. Articulation pathways for lifelong learning and progression pathways for different industries under QF should also be further promoted;
- (26) the major chambers of commerce to encourage their members to make reference to QF in recruitment and promotion, so as to increase the relevance of QF to learners and practitioners which would in turn help promote VPET; and

(c) Tracking Surveys on Attitude Change

- (27) the Government to conduct tracking surveys by involving relevant stakeholders to keep track of any changes in their attitude towards VPET.

- End -

CONTROLLING OFFICER'S REPLY

EDB235

(Question Serial No. 2234)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

It is noted that while the Bureau will carry out more work in 2016-17, the estimated provision under Programme (7) Policy and Support is substantially reduced by 20%. What are the reasons for that?

Asked by: Hon Martin LIAO Cheung-kong (Member Question No. 36)

Reply:

The provision for 2016-17 under Programme (7) Policy and Support is \$636.6 million or 20.1% lower than the revised estimate of 2015-16. This is mainly due to the completion of the \$1 billion injection into the Qualifications Framework Fund in 2015-16, partly offset by higher cash flow requirement in 2016-17 for other non-recurrent items including the Study Subsidy Scheme for Designated Professions/Sectors, the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland, and the Scholarship Scheme for Studying Outside Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB236

(Question Serial No. 2244)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (6) Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

It was stated in paragraph 117 of the Budget Speech that “implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council starting from the next academic year.”

Will the Government list out the estimated expenditure and manpower for each cohort, the number of target beneficiary for each cohort, eligibility assessment mechanism, and the tuition fee subsidy level?

Asked by: Hon Martin LIAO Cheung-kong (Member Question No. 47)

Reply:

In order to further encourage continuing education, the Government plans to implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology.

Under the pilot scheme, eligible applicants for the subsidy should meet all the following criteria –

- (a) a resident of Hong Kong who is lawfully employable in Hong Kong; and
- (b) has newly and successfully enrolled for the first time into a self-financing part-time programme offered by VTC. The programmes enrolled should be –
 - (i) accredited at the Qualifications Framework Level 3 to 5 by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, excluding associate degree and bachelor's degree programmes; and
 - (ii) under the area of study/training in “Architecture and Town Planning” or “Engineering and Technology” under the classification of the Hong Kong Qualifications Register.

Successful applicants will be refunded 60% of the tuition fees of eligible programmes, subject to a maximum of \$45,000 per person. Applicants may apply for fee refund for not more than two eligible programmes under the pilot scheme. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

Subject to the approval by the Finance Committee of the Legislative Council within the 2015-16 legislative year, the pilot scheme will be launched starting from the 2016/17 academic year. It will incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the

scheme. The pilot scheme will benefit around 5 600 students in total for three cohorts. A breakdown of the estimated expenditure and number of new beneficiaries by cohort is as follows –

	2016/17 cohort	2017/18 cohort	2018/19 cohort	Total
Estimated expenditure (\$ million)	62	68	70	200
Estimated number of new beneficiaries	1 700	1 900	2 000	5 600

- End -

CONTROLLING OFFICER'S REPLY**EDB237****(Question Serial No. 2940)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2016-17, the Bureau plans to introduce the Hong Kong Scholarship for Belt and Road Students with a view to attracting outstanding students from the Belt and Road regions to pursue undergraduate study in Hong Kong. What are the estimated recurrent and non-recurrent expenditures on the work in this respect for the next 3 financial years? In which regions the Bureau expects to step up its promotional efforts? Please provide the estimated expenditure on promotion and the estimated number of students enrolled for each region.

Asked by: Hon Martin LIAO Cheung-kong (Member Question No. 37)

Reply:

Starting from the 2012/13 academic year, the Government set up a Targeted Scholarship Scheme (TSS) under the HKSAR Government Scholarship Fund (Scholarship Fund) to offer up to 10 scholarships per year to students from the targeted regions (i.e. ASEAN countries, India and Korea) to encourage them to pursue studies in Hong Kong. In December last year, the Government announced the provision of 10 additional offers for students from Indonesia under the existing TSS starting from the 2016/17 academic year so as to attract outstanding students from Indonesia to pursue undergraduate studies in Hong Kong and facilitate academic exchanges and connection of the two places. Under this new scheme, namely, the Hong Kong Scholarship for "Belt and Road" Students (Indonesia), which forms part of the existing TSS, up to 10 scholarships will be offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. Thus, the scholarship to be granted in 2016-17, 2017-18 and 2018-19 will amount to at most \$1.2 million, \$2.4 million and \$3.6 million respectively, and it will be funded by the investment income generated from the Scholarship Fund. Administration of the scholarship will be funded by existing resources of the Education Bureau (EDB). The manpower and related expenditure will be subsumed under the establishment and provision for EDB.

To encourage more outstanding students from countries and regions along the "Belt and Road" to pursue studies in Hong Kong, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income thus generated to further increase the number of additional offers for the Hong Kong Scholarship for "Belt and Road" Students to 100 by phases. We note that there are views in the community that the Government should also provide scholarship to Hong Kong students to encourage them to pursue study in the universities along the Belt and Road regions. The Government will take this into account in working out the detailed proposals.

The "Belt and Road" regions cover many countries and regions spanning Asia, Eastern Europe, Middle East and Africa. Given the objective of the Hong Kong Scholarship for "Belt and Road" Students to further strengthen the ties and educational exchanges between Hong Kong and the "Belt and Road" regions, the scheme will be implemented as a Government-to-Government collaborative initiative and introduced to

students of individual “Belt and Road” regions separately by phases. Subject to and upon the approval of the Finance Committee of the Legislative Council for the proposed injection of \$1 billion into the Scholarship Fund as mentioned above, we will identify and approach the governments of those “Belt and Road” regions with which we have collaboration in the field of education for introducing the Hong Kong Scholarship for “Belt and Road” Students to their students. The number of scholarship to be offered to students of individual “Belt and Road” regions and the publicity work involved will be worked out at that stage.

- End -

CONTROLLING OFFICER'S REPLY**EDB238****(Question Serial No. 1737)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What are the number of staff and the percentage of the 3 types of staff employed by the Vocational Training Council (VTC), i.e. under the Old Remuneration Package (ORP), New Remuneration Package (NRP) and Short-term Contract (TERM) in the past 3 years? It was understood that the VTC once recommended that the ratio of staff on long-term contracts to those on medium or short-term contracts should be set at 65:35 but at present the staff ratio has not yet reached the recommended standard. What are the reasons? What plan does the VTC have in place to achieve said standard?

Asked by: Hon POON Siu-ping (Member Question No. 26)

Reply:

Information about staff employed under various packages in the Vocational Training Council (VTC) for the past three years is given below –

Academic Year	Old Remuneration Package (ORP)	New Remuneration Package (NRP)	Short-term Contract	Total number of staff
2013/14	2 204 (38.8%)	2 682 (47.3%)	789 (13.9%)	5 675
2014/15	1 976 (34.3%)	2 895 (50.2%)	894 (15.5%)	5 765
2015/16 (As at January 2016)	1 875 (31.9%)	3 124 (53.1%)	884 (15.0%)	5 883

Note: Figures in brackets represent the ratios as compared to the total number of staff.

According to VTC, the 65:35 refers to the ratio of the number of open-ended contracts to fixed term contracts under ORP/NRP. Staff under the Short-term Contract package are not counted for the purpose of calculating this ratio. It is not a target to meet and the 65% is a cap to observe when considering offer of open-ended contracts. The offer of open-ended contracts is subject to factors including operational needs. This has been communicated to staff members via relevant circular and at various staff communication platforms.

- End -

CONTROLLING OFFICER'S REPLY**EDB239****(Question Serial No. 2348)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It was stated in paragraph 196 of the 2016 Policy Address that “the Government has accepted all the recommendations of the Task Force on Promotion of Vocational Education and will actively consider how to implement them.” The Task Force recommended a three-pronged strategy with a total of 27 recommendations. Please list the details and expenditure of the 27 recommendations.

Asked by: Hon POON Siu-ping (Member Question No. 51)

Reply:

In June 2014, the Government set up the Task Force on Promotion of Vocational Education (Task Force) with a view to mapping out a strategy to promote vocational education and training (VET) in the community. The Task Force submitted its Report to the Government in July 2015, proposing a three-pronged strategy with a total of 27 recommendations as set out at **Annex**. Among others, it is recommended to rebrand VET to “vocational and professional education and training” (VPET) covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge.

In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the Task Force’s recommendations and would actively consider how to implement them. The Education Bureau (EDB) has been following up on the implementation of the recommendations and the major progress so far is as follows –

- (a) producing and launching three Announcement in Public Interests (APIs) in the first quarter of 2016 to promote the professional image of VPET;
- (b) earmarking a site in the urban district to develop a Vocational Training Council campus with adequate capacity and state-of-the-art facilities, and launching a new round of Land Grant Scheme in February 2016 for post-secondary education institutions offering self-financing programmes at sub-degree level or above (which include relevant VPET providers) for reprovisioning purpose with a view to providing conducive learning environment for students;
- (c) encouraging secondary schools to adopt a whole school approach in career and life planning education and enhancing individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (d) fully subsidising Applied Learning courses starting from the 2016/17 school year;
- (e) extending the Pilot Training and Support Scheme for two more cohorts of students to be admitted in the 2016/17 and 2017/18 academic years;

- (f) launching a new category under the Quality Enhancement Support Scheme of the Self-financing Post-secondary Education Fund in January 2016 for a pilot period of two years to support industrial attachment projects that aim to increase students' employability;
- (g) reviewing the Study Subsidy Scheme for Designated Professions/Sectors in order to consider whether to extend the Scheme;
- (h) enhancing the promotion of QF with the QF Fund;
- (i) conducting a benchmark perception survey with a view to keeping track of any changes in the public's attitude towards VPET later; and
- (j) writing to post-secondary education institutions, VPET providers as well as major chambers of commerce to appeal for their support of the relevant recommendations made by the Task Force.

Some of the recommendations are implemented with existing manpower resources as well as funds already established, i.e. the Self-financing Post-secondary Education Fund and QF Fund. Apart from these, the estimated additional annual recurrent expenditure required to fully subsidise ApL courses is about \$13 million while the estimated additional non-recurrent expenditure to implement other recommendations so far is some \$160 million.

EDB will provide administrative support to implement the recommendations. One time-limited civil service post at the rank of Senior Executive Officer will be created to help cope with the implementation workload. One civil service post at the rank of Executive Officer II will also be created to support the promotion of VPET in long run.

**List of 27 Recommendations Made by
the Task Force on Promotion of Vocational Education**

Strategy 1: Rebranding Vocational Education and Training (VET)

- (1) the Government to rebrand VET in Hong Kong as “vocational and professional education and training (VPET)” covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge;

Strategy 2: Strengthening Promotion

(a) Promotion of Professional Image of VPET

(i) Publicity Campaign

- (2) the Government to produce Announcement in Public Interest (API) on TV/radio by involving industry role models where appropriate. The API may also be broadcast on Facebook, YouTube, dedicated portal for VPET and other online media;
- (3) the Government to produce TV drama series (including related publicity and production of DVDs), presenting real success stories of persons graduated from VPET programmes and make them continuously accessible to the public through the VPET Portal which facilitates guidance to students;
- (4) the Government to continue to support major VPET provider(s) to organise large-scale skills competitions to showcase VPET students’ achievement and provide interactive activities for secondary school students’ experience, or even consider bidding for the hosting of such competitions in Hong Kong in due course with a view to raising public awareness of the professionalism of VPET and related industries as well as enhancing the skill level of local talent;

(ii) Campus Facilities of VPET Providers

- (5) the Government to facilitate the provision of state-of-the-art facilities to VPET providers in order to provide conducive learning environment to VPET students and enhance the professional image of VPET riding on the existing support schemes or otherwise;

(iii) Quality of Programmes Offered by VPET Providers and Research Capability

- (6) VPET providers to enhance quality of their VPET programmes, and strengthen the support services to students where possible;
- (7) VPET providers to consider whether it is appropriate for them to engage in (more) research activities (which could be action research, applied research, technology-oriented research other than academic research) to inform teaching and learning, etc.;

(b) Provision of More Information about VPET and Related Career

(i) VPET Portal

- (8) the Government to develop and maintain a VPET portal which gathers comprehensive and impartial information on VPET programmes and related industries in Hong Kong, as well as links up other relevant portals;

(ii) VPET Forum

- (9) the Government, VPET providers and industry sectors to attend international VPET forums from time to time to keep abreast of the latest development of VPET worldwide;
- (10) the Government or VPET providers to organise local VPET forums from time to time with the participation of the industry sectors, in order to provide up-to-date industry and career information to secondary school students, parents and teachers;

(c) Promotion of VPET through Career and Life Planning Education

- (11) the Education Bureau (EDB) to encourage secondary schools to adopt a whole school approach in career and life planning education and enhance individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (12) VPET providers and major chambers of commerce to arrange (more) training workshops cum visits for principals, teachers and career masters in secondary schools, with the facilitation of EDB through the Business-School Partnership Programme (BSPP) so as to provide them with the latest developments of VPET in Hong Kong and the related careers. Such training workshops cum visits should also be extended to prospective secondary school teachers pursuing teaching programmes in tertiary institutions as well as non-governmental organisations which play a role in offering articulation and career advice to students;
- (13) VPET providers and major chambers of commerce to arrange (more) taster programmes for secondary school students with the facilitation of EDB through BSPP;
- (14) VPET providers and major chambers of commerce to organise seminars and visits for parents of secondary school students for their better understanding of VPET and the related careers as well as the progression pathways, with the facilitation of EDB;

(d) More Contribution from Industries

(i) Closer Collaboration with VPET Providers

- (15) the major chambers of commerce and VPET providers to have closer collaboration on the design and development of VPET programmes (including the curriculum, industrial attachment, etc.) such that the learning outcome could fulfill employers' needs and expectation;
- (16) the Vocational Training Council to regularly review the list of Training Boards to cover emerging industries so that manpower surveys would be conducted to better inform VPET training providers and prospective students of the areas with growing manpower demand;

(ii) Remuneration, Working Conditions and Progression Pathways

- (17) the major chambers of commerce to encourage their members to devise comprehensive human resource strategy to attract and retain staff, covering the remuneration package, working conditions and progression pathways, etc.;

(e) Promotion of Applied Learning

- (18) EDB to encourage course providers to arrange accreditation of more Applied Learning (ApL) courses under the Qualifications Framework (QF) where appropriate so that apart from the Hong Kong Diploma of Secondary Education (HKDSE), students completing ApL courses may obtain a separate QF-recognised qualification for further studies in the relevant fields or entry into the industries concerned;

- (19) post-secondary education institutions in Hong Kong to give due consideration of the results of ApL courses attained by students in the HKDSE Examination in student admission as an incentive for students to take ApL and benefit from the experiences and also an incentive for their parents to support them to do so;
- (20) the Government to consider providing 100% grant subsidies to schools for the ApL course fees and encourage more schools to offer ApL courses based on their student profiles;

(f) Provision of Financial Support by the Government

(i) Pilot Training and Support Scheme (Pilot Scheme)

- (21) the Government to consider extending the Pilot Scheme to benefit more students pending a review;

(ii) Industrial Attachment (IA)

- (22) the Government to extend the IA initiative to benefit students pursuing full-time locally-accredited self-financing sub-degree and undergraduate programmes where applicable;

(iii) Study Subsidy Scheme for Designated Professions / Sectors (SSSDP)

- (23) the Government to consider extending the SSSDP if it is proven effective;

Strategy 3: Sustaining Efforts

(a) Influence by the Government

- (24) the Government to encourage the senior Government officials to seize every opportunity to promote and support VPET on different occasions so as to demonstrate the Government's support and recognition of VPET as an integral part of the community;

(b) Promotion of Qualifications Framework

- (25) EDB to enhance the publicity efforts on QF targeting at employers and the general public. Articulation pathways for lifelong learning and progression pathways for different industries under QF should also be further promoted;
- (26) the major chambers of commerce to encourage their members to make reference to QF in recruitment and promotion, so as to increase the relevance of QF to learners and practitioners which would in turn help promote VPET; and

(c) Tracking Surveys on Attitude Change

- (27) the Government to conduct tracking surveys by involving relevant stakeholders to keep track of any changes in their attitude towards VPET.

- End -

CONTROLLING OFFICER'S REPLY

EDB240

(Question Serial No. 0334)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the provision of laboratory technicians in secondary schools, please provide the following information:

- (1) In respect of the entitlement of laboratory technicians at each public sector secondary school, how many schools employed 2 or less and 3 or more laboratory technicians respectively in each of the past 3 years?
- (2) With the updated provision of laboratory technicians to be in place in the 2016/17 school year, will there be any change in the entitlement of laboratory technicians at each public sector secondary school? How many schools are expected to employ 2 or less and 3 or more laboratory technicians respectively?
- (3) Under the updated provision of laboratory technicians, what is the definition of practical period of science subjects? What are the updated job descriptions for laboratory technicians?

Asked by: Hon TANG Ka-piu (Member Question No. 46)

Reply:

(1), (2) to (3)

The arrangements for freezing the provision of the laboratory technicians to schools will be extended to 31 August 2017.

For part (1), the information required is not readily available.

As discussed during the communication with stakeholders such as principals, teachers and laboratory technicians in the last few months, the “practical period” refers to science-related activities such as experiments and investigations conducted during lessons or after school. Besides, the work of laboratory technicians is not confined to laboratory and preparation room. Furthermore, laboratory technicians are also expected to provide support in science-related activities as well as practical-related assessment, managing science-related resource materials, promoting laboratory safety, etc, if appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB241

(Question Serial No. 1377)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (6) Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

It was mentioned in the Budget Speech that “To further encourage continuing education, I shall implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) starting from the next academic year.” Will the Education Bureau please provide information on the following:

- (a) Details of the said scheme, including eligibility, programme coverage, details of expenditure and number of beneficiaries etc.
- (b) Does VTC have other measures to encourage continuing education?

Asked by: Dr Hon CHIANG Lai-wan (Member Question No. 9)

Reply:

- (a) In order to further encourage continuing education, the Government plans to implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology, of which related industries are highly specialised and facing keen manpower demand.

Under the pilot scheme, eligible applicants for the subsidy should meet all the following criteria –

- (a) a resident of Hong Kong who is lawfully employable in Hong Kong; and
- (b) has newly and successfully enrolled for the first time into a self-financing part-time programme offered by VTC. The programmes enrolled should be –
 - (i) accredited at the Qualifications Framework Level 3 to 5 by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, excluding associate degree and bachelor's degree programmes; and
 - (ii) under the area of study/training in “Architecture and Town Planning” or “Engineering and Technology” under the classification of the Hong Kong Qualifications Register.

Successful applicants will be refunded 60% of the tuition fees of eligible programmes, subject to a maximum of \$45,000 per person. Applicants may apply for fee refund for not more than two eligible programmes under the pilot scheme. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

Subject to the approval by the Finance Committee of the Legislative Council within the 2015-16 legislative year, the pilot scheme will be launched starting from the 2016/17 academic year. It will incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme. It is estimated that the pilot scheme will benefit around 5 600 students in total for three cohorts.

- (b) VTC, through its 13 member institutions, offers a wide range of vocational and professional education and training (VPET) programmes to provide opportunities to school leavers and in-service personnel to acquire skills and knowledge for life-long learning and development. Apart from the provision of comprehensive VPET programmes and activities, VTC is also responsible for administering various training schemes and offering trade-specific skills upgrading programmes for school leavers and adult learners to pursue further studies.

- End -

CONTROLLING OFFICER'S REPLY**EDB242****(Question Serial No. 1380)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The report with strategies and concrete recommendations to promote vocational education by the Task Force on Promotion of Vocational Education (Task Force) under the Education Bureau was submitted to the Education Bureau last year. Will the Bureau provide the details of implementing the recommendations made by the Task Force and the related expenditure and manpower planning involved?

Asked by: Dr Hon CHIANG Lai-wan (Member Question No. 12)

Reply:

In June 2014, the Government set up the Task Force on Promotion of Vocational Education (Task Force) with a view to mapping out a strategy to promote vocational education and training (VET) in the community. The Task Force submitted its Report to the Government in July 2015, proposing a three-pronged strategy with a total of 27 recommendations as set out at **Annex**. Among others, it is recommended to rebrand VET to “vocational and professional education and training” (VPET) covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge.

In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the Task Force's recommendations and would actively consider how to implement them. The Education Bureau (EDB) has been following up on the implementation of the recommendations and the major progress so far is as follows –

- (a) producing and launching three Announcement in Public Interests (APIs) in the first quarter of 2016 to promote the professional image of VPET;
- (b) earmarking a site in the urban district to develop a Vocational Training Council campus with adequate capacity and state-of-the-art facilities, and launching a new round of Land Grant Scheme in February 2016 for post-secondary education institutions offering self-financing programmes at sub-degree level or above (which include relevant VPET providers) for reprovisioning purpose with a view to providing conducive learning environment for students;
- (c) encouraging secondary schools to adopt a whole school approach in career and life planning education and enhancing individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (d) fully subsidising Applied Learning courses starting from the 2016/17 school year;
- (e) extending the Pilot Training and Support Scheme for two more cohorts of students to be admitted in the 2016/17 and 2017/18 academic years;

- (f) launching a new category under the Quality Enhancement Support Scheme of the Self-financing Post-secondary Education Fund in January 2016 for a pilot period of two years to support industrial attachment projects that aim to increase students' employability;
- (g) reviewing the Study Subsidy Scheme for Designated Professions/Sectors in order to consider whether to extend the Scheme;
- (h) enhancing the promotion of QF with the QF Fund;
- (i) conducting a benchmark perception survey with a view to keeping track of any changes in the public's attitude towards VPET later; and
- (j) writing to post-secondary education institutions, VPET providers as well as major chambers of commerce to appeal for their support of the relevant recommendations made by the Task Force.

Some of the recommendations are implemented with existing manpower resources as well as funds already established, i.e. the Self-financing Post-secondary Education Fund and QF Fund. Apart from these, the estimated additional annual recurrent expenditure required to fully subsidise ApL courses is about \$13 million while the estimated additional non-recurrent expenditure to implement other recommendations so far is some \$160 million.

EDB will provide administrative support to implement the recommendations. One time-limited civil service post at the rank of Senior Executive Officer will be created to help cope with the implementation workload. One civil service post at the rank of Executive Officer II will also be created to support the promotion of VPET in long run.

**List of 27 Recommendations Made by
the Task Force on Promotion of Vocational Education**

Strategy 1: Rebranding Vocational Education and Training (VET)

- (1) the Government to rebrand VET in Hong Kong as “vocational and professional education and training (VPET)” covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge;

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(a) Promotion of Professional Image of VPET

(i) Publicity Campaign

- (2) the Government to produce Announcement in Public Interest (API) on TV/radio by involving industry role models where appropriate. The API may also be broadcast on Facebook, YouTube, dedicated portal for VPET and other online media;
- (3) the Government to produce TV drama series (including related publicity and production of DVDs), presenting real success stories of persons graduated from VPET programmes and make them continuously accessible to the public through the VPET Portal which facilitates guidance to students;
- (4) the Government to continue to support major VPET provider(s) to organise large-scale skills competitions to showcase VPET students’ achievement and provide interactive activities for secondary school students’ experience, or even consider bidding for the hosting of such competitions in Hong Kong in due course with a view to raising public awareness of the professionalism of VPET and related industries as well as enhancing the skill level of local talent;

(ii) Campus Facilities of VPET Providers

- (5) the Government to facilitate the provision of state-of-the-art facilities to VPET providers in order to provide conducive learning environment to VPET students and enhance the professional image of VPET riding on the existing support schemes or otherwise;

(iii) Quality of Programmes Offered by VPET Providers and Research Capability

- (6) VPET providers to enhance quality of their VPET programmes, and strengthen the support services to students where possible;
- (7) VPET providers to consider whether it is appropriate for them to engage in (more) research activities (which could be action research, applied research, technology-oriented research other than academic research) to inform teaching and learning, etc.;

(b) Provision of More Information about VPET and Related Career

(i) VPET Portal

- (8) the Government to develop and maintain a VPET portal which gathers comprehensive and impartial information on VPET programmes and related industries in Hong Kong, as well as links up other relevant portals;

(ii) VPET Forum

- (9) the Government, VPET providers and industry sectors to attend international VPET forums from time to time to keep abreast of the latest development of VPET worldwide;
- (10) the Government or VPET providers to organise local VPET forums from time to time with the participation of the industry sectors, in order to provide up-to-date industry and career information to secondary school students, parents and teachers;

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- (11) the Education Bureau (EDB) to encourage secondary schools to adopt a whole school approach in career and life planning education and enhance individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
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- (13) VPET providers and major chambers of commerce to arrange (more) taster programmes for secondary school students with the facilitation of EDB through BSPP;
- (14) VPET providers and major chambers of commerce to organise seminars and visits for parents of secondary school students for their better understanding of VPET and the related careers as well as the progression pathways, with the facilitation of EDB;

(d) More Contribution from Industries

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- (15) the major chambers of commerce and VPET providers to have closer collaboration on the design and development of VPET programmes (including the curriculum, industrial attachment, etc.) such that the learning outcome could fulfill employers' needs and expectation;
- (16) the Vocational Training Council to regularly review the list of Training Boards to cover emerging industries so that manpower surveys would be conducted to better inform VPET training providers and prospective students of the areas with growing manpower demand;

(ii) Remuneration, Working Conditions and Progression Pathways

- (17) the major chambers of commerce to encourage their members to devise comprehensive human resource strategy to attract and retain staff, covering the remuneration package, working conditions and progression pathways, etc.;

(e) Promotion of Applied Learning

- (18) EDB to encourage course providers to arrange accreditation of more Applied Learning (ApL) courses under the Qualifications Framework (QF) where appropriate so that apart from the Hong Kong Diploma of Secondary Education (HKDSE), students completing ApL courses may obtain a separate QF-recognised qualification for further studies in the relevant fields or entry into the industries concerned;

- (19) post-secondary education institutions in Hong Kong to give due consideration of the results of ApL courses attained by students in the HKDSE Examination in student admission as an incentive for students to take ApL and benefit from the experiences and also an incentive for their parents to support them to do so;
- (20) the Government to consider providing 100% grant subsidies to schools for the ApL course fees and encourage more schools to offer ApL courses based on their student profiles;

(f) Provision of Financial Support by the Government

- (i) Pilot Training and Support Scheme (Pilot Scheme)
- (21) the Government to consider extending the Pilot Scheme to benefit more students pending a review;
- (ii) Industrial Attachment (IA)
- (22) the Government to extend the IA initiative to benefit students pursuing full-time locally-accredited self-financing sub-degree and undergraduate programmes where applicable;
- (iii) Study Subsidy Scheme for Designated Professions / Sectors (SSSDP)
- (23) the Government to consider extending the SSSDP if it is proven effective;

Strategy 3: Sustaining Efforts

(a) Influence by the Government

- (24) the Government to encourage the senior Government officials to seize every opportunity to promote and support VPET on different occasions so as to demonstrate the Government's support and recognition of VPET as an integral part of the community;

(b) Promotion of Qualifications Framework

- (25) EDB to enhance the publicity efforts on QF targeting at employers and the general public. Articulation pathways for lifelong learning and progression pathways for different industries under QF should also be further promoted;
- (26) the major chambers of commerce to encourage their members to make reference to QF in recruitment and promotion, so as to increase the relevance of QF to learners and practitioners which would in turn help promote VPET; and

(c) Tracking Surveys on Attitude Change

- (27) the Government to conduct tracking surveys by involving relevant stakeholders to keep track of any changes in their attitude towards VPET.

- End -

CONTROLLING OFFICER'S REPLY

EDB243

(Question Serial No. 1401)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Government has launched the Study Subsidy Scheme for Designated Professions/Sectors (Scheme) since 2015 to subsidise students to pursue full-time locally-accredited self-financing undergraduate programmes in selected disciplines, with a view to nurturing talent that can meet Hong Kong's social and economic needs. In this connection, would the Government advise on the following:

1. What is the total expenditure involved with the Scheme since 2015?
2. What are the subsidised professions since 2015?
3. What is the total number of students receiving subsidies since 2015?
4. What is the number of students receiving subsidies in each designated profession?
5. How does the Government evaluate the effectiveness of the Scheme?

Asked by: Dr Hon CHIANG Lai-wan (Member Question No. 33)

Reply:

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

Selected programmes for SSSDP should be full-time locally-accredited self-financing undergraduate programmes, and should help nurture the necessary talents in support of specific industries with keen manpower demand in Hong Kong. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments.

The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the

selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

The subsidised places are allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure eligible students (i.e. current Secondary 6 graduates who have taken the Hong Kong Diploma for Secondary Education Examination) are selected through a merit-based system. Should there be any unfilled places after all admission rounds of JUPAS, the relevant institutions are allowed to admit local students via direct admission for no more than 10% of the total subsidised places under each selected programme.

Details of the relevant institutions, selected programmes and the respective number of subsidised places, the annual subsidy amount per student for each programme for the cohorts admitted/to be admitted in the 2015/16 and 2016/17 academic years, and the number of actual intakes in the 2015/16 academic year are set out at Annex.

Approval from the Finance Committee of the Legislative Council was obtained in July 2014 with a total commitment of \$960 million for the implementation of SSSDP. An actual expenditure of about \$61 million was recorded as at February 2016. We are reviewing the effectiveness of SSSDP by obtaining feedback from the first cohort of students admitted in the 2015/16 academic year, the participating institutions, other self-financing post-secondary education institutions, the Committee on Self-financing Post-secondary Education as well as the relevant bureaux/departments, in order to further improve the operation of SSSDP and consider whether to extend the Scheme.

**Relevant Institutions, Selected Programmes, Number of Subsidised Places and Actual Intakes,
and Annual Subsidy Amount for the Cohort Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	20	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	74	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	59	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000
	Total		940	913	

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort to be Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	40,000
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000
Total			1 030	

- End -

CONTROLLING OFFICER'S REPLY**EDB244****(Question Serial No. 1409)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Bureau plans to introduce the Hong Kong Scholarship for “Belt and Road” Students to attract outstanding students from the Belt and Road regions to pursue undergraduate study in Hong Kong starting from the 2016/17 academic year. In this connection, please advise if the Bureau will consider the suggestion of people in the commerce and industry sector that the scope of the scholarship should be extended to provide subsidies for Hong Kong students to go to countries along the “Belt and Road” for further studies, internship and exchange with a view to broadening the horizons of local young people? If yes, what are the details? If not, what are the reasons?

Asked by: Ir Dr Hon LO Wai-kwok (Member Question No. 24)

Reply:

To encourage more outstanding students from countries and regions along the “Belt and Road” to pursue university studies in Hong Kong, we propose to, starting from the 2016/17 academic year, introduce the Hong Kong Scholarship for “Belt and Road” Students by expanding the Targeted Scholarship Scheme under the HKSAR Government Scholarship Fund (Scholarship Fund) from 10 offers per year at present to cover 100 additional offers per year by phases. In this connection, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income thus generated to increase the number of additional offers for the Hong Kong Scholarship for “Belt and Road” Students to 100 by phases. We note that there are views in the community that the Government should also provide scholarship to Hong Kong students to encourage them to pursue study in the universities along the Belt and Road regions. The Government will take this into account in working out the detailed proposals.

To capitalise on the new opportunities created by the “Belt and Road” initiative as well as strengthen and promote further educational exchanges between Hong Kong and the “Belt and Road” regions, we have recently introduced a new Scheme for Subsidy on Exchange to “Belt and Road” Regions for Post-secondary Students to encourage and support local students in need to go on exchanges in the “Belt and Road” regions. The scheme aims to provide local students of full-time locally-accredited programmes at sub-degree and undergraduate level with means-tested grant to participate in exchange activities along the “Belt and Road” regions. 37 institutions have already registered to participate in the first subsidised period of the scheme from July 2016 to August 2017. Each eligible student can apply for means-tested grants twice capped at around \$50,000 in total (the exact grant limit is subject to the destination and duration of the exchange activities and the financial needs of individual students).

- End -

CONTROLLING OFFICER'S REPLY**EDB245****(Question Serial No. 2513)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. As at the end of 2015, by 18 districts, how many half-day, whole-day, and long whole-day kindergartens are there in the territory?
2. Over the past 1 year, what was the expenditure on the Pre-primary Education Voucher Scheme (PEVS)? Compared to the expenditure required by the upcoming free kindergarten education, what is the difference between the two?

Asked by: Hon Christopher CHUNG Shu-kun (Member Question No. 39)

Reply:

1. The number of kindergartens (KGs) operating whole-day (WD) classes, the number of KGs operating half-day (HD) classes and the number of Former Aided Child Care Centres (FACs) (Note) by District Council district in the 2015/16 school year is tabulated below.

District	Number of KGs operating WD classes	Number of KGs operating HD classes	Number of FACs
Central & Western	21	31	9
Wan Chai	12	21	6
Eastern	56	68	17
Southern	22	34	8
Sham Shui Po	36	33	13
Yau Tsim Mong	26	24	14
Kowloon City	51	79	15
Wong Tai Sin	41	32	17
Kwun Tong	58	46	24
Tsuen Wan	24	32	10
Tuen Mun	58	47	19
Yuen Long	53	57	18
North	32	37	10
Tai Po	28	26	9
Sha Tin	54	57	20
Sai Kung	44	50	13
Islands	23	30	5
Kwai Tsing	50	46	19

2. The revised estimate of expenditure on the Pre-primary Education Voucher Scheme (PEVS) is about \$3 billion in 2015-16. Other related expenses are about \$0.9 billion for the Kindergarten and Child Care Centre Fee Remission Scheme, Child Care Centre Subsidy Scheme, refund of rent, rates and government rent, etc. The full-year recurrent expenditure on free quality kindergarten (KG) education policy is estimated to be about \$6.7 billion in the 2017/18 school year.

Note: FACs are former child care centres operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY**EDB246****(Question Serial No. 2976)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the supply and demand of kindergarten and primary school places in the North District and Tai Po, will the Government advise this Committee on the following:

- (1) The respective number of kindergarten and primary school places available and the respective number of school-age children in the above 2 districts in the past 3 years; and
- (2) Based on the Government's estimation, will there be a shortage of kindergarten and primary school places in the North District and Tai Po in the 2016/17 school year? If yes, what measures will be taken to address the issue?

Asked by: Hon Alvin YEUNG Ngok-kiu (Member Question No. 33)

Reply:

- (1) The number of students and places in kindergartens (KGs) and primary schools in the North and Tai Po Districts from the 2013/14 to 2015/16 school year are tabulated at Annex A and Annex B.
- (2) Based on the projected supply of KG places and school-age population aged 3-5 in the North and Tai Po Districts for the 2016/17 school year as below, it is estimated that there is adequate supply of KG places in these two districts.

District	Projected number of KG places	Projected school-age population aged 3-5
North	14 200	7 500
Tai Po	9 000	7 500

Notes:

1. Figures of projected school-age population aged 3-5 are compiled with reference to the latest 2014-based Population Projections released by the Census and Statistics Department in September 2015 and the "Projections of Population Distribution 2014 – 2023" released by the Planning Department in December 2014.
2. Figures of projected number of KG places are mainly based on the number of KG places offered in the 2015/16 school year; the estimated number of places that could be offered in existing vacant registered classrooms of KGs (including child care centre portions) based on permitted accommodation of the classrooms; and the number of KGs to commence or cease operation in the

2016/17 school year known to the Education Bureau (EDB) at the time of projection. The projected number of places may also be affected by the operation of half-day or whole-day classes by individual KGs.

3. KG education is not compulsory and has all along been provided by the private sector. Admission to KGs is the discretion of KGs subject to compliance with relevant rules and guidelines issued by EDB.

According to the latest information available, the school-age population aged 6 is projected to increase temporarily in the coming few years and reach the peak in 2018 before it decreases to a stable level. The school-age population aged 6 is generally considered appropriate for admission to Primary One (P1). The demand for public sector P1 places is projected to increase correspondingly in this transitional period.

The projected transient increasing demand for P1 places in the run up to 2018 is mainly due to babies born to Mainland women in Hong Kong whose spouses are not Hong Kong permanent residents, i.e. Type II babies, before the implementation of the “zero delivery quota” policy in 2013. Nonetheless, any deviations in the assumptions (such as the actual numbers of Type II babies to settle in Hong Kong for settlement and the timing) from the eventual situation may render the projected figures different from the actual turnout figures. For those Type II babies that do not return to Hong Kong for settlement, some of them will attend school in Hong Kong every day as cross-boundary students (CBS). Among CBS are also children of Hong Kong residents living in Shenzhen and it is difficult to accurately predict the number of CBS seeking admission to P1. Besides, due to various factors, in particular parental choice, there are uncertainties about the actual demand for school places in districts/school nets under the Primary One Admission (POA) System. These year-on-year changes are therefore not fully foreseeable.

To alleviate the impact of increasing CBS on the demand and supply situation of public sector primary school places in individual districts, notably the North District, the EDB has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the POA. In brief, parents of applicant children residing in the Mainland are not required to choose any school net as the applicant child’s POA School Net for participation in Part B of the Central Allocation stage. Instead, they are provided with a separate Choice of Schools List for the Central Allocation which consists of all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun : 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen long : 72 (Tin Shui Wai), 74 (Yuen Long East); the North District : 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po : 84) and individual schools in other districts having CBS and are ready and willing to support CBS.

In parallel, EDB and the school sector have reached a consensus that construction of new schools to meet the transient increase in demand should be avoided as far as possible in light of the scarcity of land resources. Instead, flexible arrangements including, among others, temporarily allocating more students to each P1 class should be adopted to increase the supply of P1 places to ensure that there will not be any shortage of public sector school places in all districts including the North District and Tai Po during the transitional period.

**Number of Students and Places in Kindergartens in the North and Tai Po Districts
from the 2013/14 to 2015/16 school year**

Districts	2013/14		2014/15		2015/16	
	Students	Places	Students	Places	Students	Places
North	11 653	12 228	12 563	13 114	12 970	13 450
Tai Po	6 130	7 016	6 406	7 187	6 865	7 734

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.
3. Figures on places do not include vacant classrooms and vacant child care centre portions.

**Number of Students and Places in Primary Schools in the North and Tai Po Districts
from the 2013/14 to 2015/16 school year**

Districts	2013/14		2014/15		2015/16	
	Students	Places	Students	Places	Students	Places
North	18 124	17 930	18 558	18 205	18 958	18 570
Tai Po	12 142	12 591	12 858	13 161	13 673	13 627

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include ordinary primary schools, but not special schools.
3. Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

- End -

CONTROLLING OFFICER'S REPLY**EDB247****(Question Serial No. 0757)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Regarding the number of families in receipt of student financial assistance (including kindergarten fee remission and financial assistance for primary and secondary students), please provide the respective figures for 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16 –

	2011/12	2012/13	2013/14	2014/15	2015/16
Kindergarten fee remission					
Financial assistance for primary and secondary students					

Asked by: Hon LEUNG Yiu-chung (Member Question No. 19)Reply:

In the school years from 2011/12 to 2015/16, the number of families in receipt of fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS)¹ and student financial assistance under the School Textbook Assistance Scheme (STAS)² are set out below –

	2011/12	2012/13	2013/14	2014/15	2015/16 (up to 31.1.2016)
KCFRS	36 117	38 735	39 232	37 773	35 030
STAS	197 311	185 292	175 891	170 457	159 308

¹ Figures of beneficiaries on family basis are only available from 2015/16 upon the adoption of a household application form in 2015/16 for families with children attending pre-primary, primary and secondary schools. The figures from 2011/12 to 2014/15 are on student basis.

² Financial assistance schemes available for needy primary and secondary students include the STAS, Student Travel Subsidy Scheme, Subsidy Scheme for Internet Access Charges and Examination Fee Remission Scheme. The STAS covers the largest number of recipients among these schemes.

- End -

CONTROLLING OFFICER'S REPLY**EDB248****(Question Serial No. 0767)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Please provide the number of children who are still required to pay school fee after being issued with education vouchers and granted fee remission (full remission), and the additional amount of school fee payable by these children in the table below –

	Number of children who are still required to pay school fee	Additional amount of school fee payable
Half-day		
Whole-day		
Long Whole-day		

Asked by: Hon LEUNG Yiu-chung (Member Question No. 30)Reply:

In the 2015/16 school year (as at 31 January 2016), the respective number of kindergarten (KG) students attending whole-day and half-day KGs who are still required to pay school fee after receiving the subsidy under the Pre-primary Education Voucher Scheme and full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme, and the additional amount of school fee payable by these students (up to the end of the school year) are set out below –

Students attending whole-day KGs

Additional amount of school fee payable	Number of KG students who are still required to pay school fee
\$1 - \$4,000	2 298
\$4,001 - \$8,000	408
\$8,001 - \$12,000	139
\$12,001 - \$16,000	68
\$16,001 or above	57
Total	2 970

Students attending half-day KGs

Additional amount of school fee payable	Number of KG students who are still required to pay school fee
\$1 - \$2,000	912
\$2,001 - \$4,000	550
\$4,001 - \$6,000	338
\$6,001 or above	8
Total	1 808

Note: In calculating the additional amount of school fee payable by the KG students concerned in 2015/16 (up to the end of the school year), it is assumed that the KG students will continue to study in the same KGs with the same assistance level throughout the school year.

We do not have information on the breakdown of the number of students attending the long whole-day KGs who are required to pay school fee and the additional amount of school fee involved.

- End -

CONTROLLING OFFICER'S REPLY**EDB249****(Question Serial No. 3071)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance
(101) Means-tested loan for tertiary students pursuing publicly-funded Programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Under this Programme, the Working Family and Student Financial Assistance Agency provides publicly-funded financial assistance in the form of grant and loan to students of different education levels. Please set out the internal standards or criteria of the Student Finance Office (SFO) for assessing the level of financial assistance to be offered, the number of successful appellants with the amount of financial assistance adjusted upward and their percentage in the total number of appellants.

Asked by: Hon LEUNG Yiu-chung (Member Question No. 54)

Reply:

The SFO of the Agency adopts a standard income test mechanism which operates on an "Adjusted Family Income" (AFI) formula as follows –

$$\text{AFI} = \frac{\text{Gross annual income of the family}}{\text{Number of household members} + 1^{\text{Note 1}}}$$

Note 1: For single-parent families of 2 or 3 members, the "plus 1" factor in the divisor of the AFI formula will be increased to "plus 2".

The AFI calculated is then referenced against a Ready Reckoner to assess the eligibility of the applicants for student financial assistance and if eligible, the level of assistance receivable.

The above income test mechanism was last reviewed in 2011 and approved by the Finance Committee vide FCR(2011-12)16. Applications for financial assistance for pre-primary, primary and secondary students are not subject to asset test.

As for applications for financial assistance for post-secondary students, the level of assistance calculated by way of the AFI formula is then subject to discounting in the asset test under which the Net Asset Value (NAV) of the family is referenced against the Sliding Scale of Asset Value for Discounting Financial Assistance. The NAV is arrived as follows -

$$\text{NAV} = \frac{\text{Total asset value}^{\text{Note 2}} \text{ of the applicant and parents}}{\text{Number of household members}}$$

Note 2: The value of the first home of the applicant's family is disregarded.

The AFI cut-off points in the Ready Reckoner and the NAV cut-off points in the Sliding Scale of Asset Value for Discounting Financial Assistance are adjusted annually according to the movement of the Consumer Price Index (A).

Appeals/applications for review of financial assistance mainly involve change to the applicant's family and financial circumstances which would affect the support then assessed and provided based on the family status before the change. Changes involving addition of new family members, change of families' financial status, etc will usually lead to an upward adjustment of financial assistance after reassessment. Details of the appeals/applications for review of financial assistance received and completed in the 2015/16 academic year (up to 31 January 2016) are as follows -

Financial Assistance Scheme	Total no. of appeals/applications for review received (A)	No. of cases in (A) with financial assistance adjusted upward (B)	% of cases in (A) with financial assistance adjusted upward (C) = (B)/(A) x 100%
Schemes for pre-primary, primary and secondary students			
Kindergarten and Child Care Centre Fee Remission Scheme	108	101	93.5%
Financial assistance for primary and secondary students [#]	1 132	756	66.8%
Schemes for post-secondary students			
Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)	422	176	41.7%
Financial Assistance Scheme for Post-secondary Students (FASP)	326	110	33.7%

[#] Financial assistance schemes available for needy primary and secondary students include School Textbook Assistance Scheme, Student Travel Subsidy Scheme, Subsidy Scheme for Internet Access Charges and Examination Fee Remission Scheme.

As for the non-means-tested loan schemes (NLS) for post-secondary students and students pursuing continuing and professional education (i.e. the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) (for students pursuing programmes covered under the TSFS), Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) (for students pursuing programmes covered under the FASP) and Extended Non-means-tested Loan Scheme (ENLS) (for students pursuing specific post-secondary/continuing and professional education courses)), loan borrowers are not required to go through any means test. The loan amount is capped at the tuition fee of the programme/course. With

effect from the 2012/13 academic year, two life-time loan limits have been imposed (i.e. the life-time combined loan limit under the NLSFT and NLSPS and a separate life-time loan limit under the ENLS) to prevent excessive borrowing. The two life-time loan limits are adjusted annually in accordance with the movement of the Composite Consumer Price Index. Both life-time loan limits for the 2015/16 academic year are \$340,000.

There was no review case on the result of NLS application in the past five academic years.

- End -

CONTROLLING OFFICER'S REPLY

EDB250

(Question Serial No. 3162)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

In each of the past five academic years, what were the amount of interest the Government received on low-interest loans and non-means-tested loans; the number of loan recipients who made repayment; and the number of irrecoverable cases, amount involved and reasons for irrecoverable loans?

Asked by: Hon LEUNG Yiu-chung (Member Question No. 55)

Reply:

In the 2011/12 to 2015/16 academic years, the amounts of interest received and the numbers of loan borrowers who made repayment under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS) and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS) are as follows –

	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(A) TSFS					
Amount of interests received (\$ million)	19.98	7.86	7.55	7.74	4.05
No. of loan borrowers who made repayment^	32 456	29 413	26 977	25 245	21 800
(B) FASP					
Amount of interests received (\$ million)	7.55	3.63	4.61	5.55	2.62
No. of loan borrowers who made repayment^	15 996	19 522	23 026	25 523	23 408
(C) NLSFT					
Amount of interests received (\$ million)	47.36	32.91	28.06	27.07	12.62
No. of loan borrowers who made repayment^	22 748	22 983	23 131	23 778	23 062
(D) NLSPS					
Amount of interests received (\$ million)	60.17	49.31	48.61	50.25	24.39
No. of loan borrowers who made repayment^	20 231	24 130	27 874	31 316	31 018
(E) ENLS					
Amount of interests received (\$ million)	89.27	63.13	53.07	51.25	23.10
No. of loan borrowers who made repayment^	52 567	53 683	54 279	53 179	47 425
Total					
Amount of interests received (\$ million)	224.33	156.84	141.90	141.86	66.78
No. of loan borrowers who made repayment^	143 998	149 731	155 287	159 041	146 713

* As at 31 January 2016

^ One loan borrower may make repayment to loan account(s) under one or more financial assistance scheme(s) administered by the Student Finance Office (SFO) of the Agency.

As student loans are funded by public money, the SFO endeavours to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and will only consider writing off the loans when they are irrecoverable. Regarding the TSFS, FASP, NLSFT, NLSPS and ENLS, the number of write-off cases and the amount involved in the 2011/12 to 2015/16 academic years are as follows –

	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(A) TSFS					
No. of write-off cases#	13	19	20	11	3
Amount involved (\$ million)	0.35	0.74	1.07	0.36	0.16
(B) FASP					
No. of write-off cases#	4	7	9	1	3
Amount involved (\$ million)	0.25	0.33	0.22	0.00	0.10
(C) NLSFT					
No. of write-off cases#	9	8	4	5	2
Amount involved (\$ million)	0.38	0.41	0.28	0.22	0.05
(D) NLSPS					
No. of write-off cases#	3	9	15	4	1
Amount involved (\$ million)	0.09	0.60	1.49	0.45	0.02
(E) ENLS					
No. of write-off cases#	27	46	54	63	17
Amount involved (\$ million)	0.76	2.00	2.06	1.99	0.56
Total					
No. of write-off cases#	56	89	102	84	26
Amount involved (\$ million)	1.83	4.08	5.12	3.02	0.89

* As at 31 January 2016

A write-off case may involve more than one loan repayment accounts of one or more financial assistance scheme(s) administered by the SFO.

The outstanding student loans above were irrecoverable and written off mainly due to the decease of loan borrowers or bankruptcy of both the loan borrowers and their indemnifiers.

- End -

CONTROLLING OFFICER'S REPLY

EDB251

(Question Serial No. 0071)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses
(228) Student financial assistance
(700) General non-recurrent
Item 508 Continuing Education Fund
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the initiative to “continue to develop the Integrated Student Financial Assistance System (ISFAST)”, please advise:

1. the technical content to be developed continuously, the expenditure involved and the expected time of completion.
2. whether the expected improvements in operational efficiency and effectiveness will contribute to lower recurrent expenditure, especially manpower savings?
3. the number of applications under various student financial assistance schemes processed in each of the past three years.

Asked by: Hon IP Kwok-him (Member Question No. 25)

Reply:

1. The Student Finance Office of the Agency will continue to develop the Integrated Student Financial Assistance System (ISFAST) and to carry out the organisation restructuring to build up a new function-based service delivery mode. The ISFAST is developed based on latest web application technologies, with high availability and load balancing features, and a rule-based engine to cater for various business rules for individual student financial assistance schemes. The system development work is actively underway and will be implemented by phases. The first phase of the ISFAST covering assistance schemes at pre-primary, primary and secondary levels has been put to production since March 2016 and the preparatory work for the second phase covering assistance schemes at post-secondary level has started. The development of the ISFAST is funded under Capital Works Reserve Fund Head 710.

The estimated expenditure for the implementation of the ISFAST for 2015-16 and 2016-17 are \$13.8 million and \$2.7 million respectively.

2. It is expected that savings in recurrent expenditure would be achieved upon full implementation of the ISFAST, including staff savings arising from the deletion of 38 posts of various ranks.
3. The number of applications received for processing under various student financial assistance schemes over the past three academic years are as follows -

Financial assistance scheme	2013/14	2014/15	2015/16 (as at 31.1.2016)
Tertiary Student Finance Scheme – Publicly-funded Programmes	32 147	31 010	29 784
Financial Assistance Scheme for Post-secondary Students	31 402	27 367	26 565
Non-means-tested Loan Schemes	38 002	39 283	39 865
Kindergarten and Child Care Centre Fee Remission Scheme	43 591	42 304	47 109
Continuing Education Fund (CEF)*	35 880	32 849	25 911
Examination Fee Remission Scheme (EFRS)	23 329	20 977	N.A. [@]
Subsidy Scheme for Internet Access Charges	168 379	159 491	149 084
School Textbook Assistance Scheme	247 541	234 761	219 582
Student Travel Subsidy Scheme	228 675	215 340	198 744
Tuition Fee Reimbursement under the Diploma Yi Jin	7 029	7 401 [^]	N.A. [#]
Financial Assistance Scheme for Designated Evening Adult Education Courses	808	762 [^]	N.A. [#]
Pre-primary Education Voucher Scheme	49 668	52 374	64 500

* The CEF is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.

@ The first batch of disbursement for the EFRS is normally made in March each year and hence as at 31.1.2016, relevant figures for the 2015/16 academic year are not available.

[^] The figures show the position as at 31.1.2016. A small number of 2014/15 reimbursement applications are still under processing.

[#] Reimbursement for 2015/16 applications will be processed in 2016-17 financial year.

- End -

CONTROLLING OFFICER'S REPLY

EDB252

(Question Serial No. 2171)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (000) Operational expenses

Programme: (1) Student Assistance Scheme
(2) Low-income Working Family Allowance

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

What are the estimated number of staff, annual emoluments, housing allowance and allowances for the expenses on visits and entertainment pertaining to the following posts in the Working Family and Student Financial Assistance Agency (WFSFAA) in the coming year?

- Head, WFSFAA
- Deputy Controller
- Assistant Controller
- Senior Executive Officer
- Principal Executive Officer
- Chief Executive Officer
- Executive Officer
- Senior Clerical Officer
- Senior Systems Manager
- Systems Manager
- Analyst/Programmer I
- Analyst/Programmer II
- Treasury Accountant
- Accounting Officer
- Project Manager
- Systems Analyst

Asked by: Hon LEUNG Kwok-hung (Member Question No. 2028)

Reply:

The estimated number of officers and the annual salaries in the coming year for the posts listed in the question are tabulated below –

Post/Rank	Number#	Annual Salary^ (\$ million)
Head, WFSFAA	1	2.29
Deputy Controller	5	6.55
Assistant Controller	12	11.18
Senior Executive Officer	9	8.39
Principal Executive Officer	2	3.33
Chief Executive Officer	5	6.55
Executive Officer (including Executive Officer I and II)	118	65.43
Senior Clerical Officer	104	53.80
Senior Systems Manager	2	2.62
Systems Manager	4	3.73
Analyst/Programmer I	8	5.45
Analyst/Programmer II	10	4.51
Treasury Accountant	2	1.78
Accounting Officer (including Accounting Officer I and II)	3	1.54
Project Manager	*	N/A
Systems Analyst	*	N/A

It refers to the projected establishment of civil servants in 2016-17 as at 31.3.2017.

^ Notional Annual Mid-point Salary is used for calculating the salaries of the civil service posts.

* We may engage these non-civil service contract (NCSC) staff in a year to meet changing operational and service needs. We are therefore unable to project the number in the 2016-17 financial year before it begins.

Provision for housing allowances for the civil service as a whole is centrally provided for under Head 46 General expenses of the civil service and there is no provision for individual officers under Head 173. There is no provision for housing allowances for NCSC staff.

For duty visits, we do not have plans to arrange any overseas visit or visit to the Mainland in 2016-17 and have therefore not earmarked any provision in the 2016-17 Estimates for the purpose. There is no provision for expenses for duty visits for individual officers.

For official entertainment, officials of the WFSFAA will consume official meals based on operational needs and prior approval is needed before incurring any related expenses. In making an application for official entertainment, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. There is no provision for expenses for entertainment for individual officers.

- End -

CONTROLLING OFFICER'S REPLY**EDB253****(Question Serial No. 3115)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the student financial assistance schemes administered by the Agency, please provide the following –

- (a) In the past three years, what was the total number of student loan default cases? Please reply using the table below.

2013/14 Academic Year			
Schemes	No. of default cases	Amount in default	No. of recovered cases
Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS)			
Financial Assistance Scheme for Post-secondary Students (FASP)			
Non-means-tested Loan Schemes (NLS)			
2014/15 Academic Year			
Schemes	No. of default cases	Amount in default	No. of recovered cases
TSFS			
FASP			
NLS			
2015/16 Academic Year			
Schemes	No. of default cases	Amount in default	No. of recovered cases
TSFS			
FASP			
NLS			

- (b) In the past three years, what was the total number of cases involving application for deferment of loan repayment or writing off of the loan on the ground of loss of earning capacity?
- (c) What was the expenditure involved in recovering defaulted student loans in the Agency last year? Has the Agency set any target for the number of recovered cases in future? If yes, what is the target? What specific measures are put in place to achieve this target?

Asked by: Hon Gary FAN Kwok-wai (Member Question No. 38)

Reply:

- (a) Cases with two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as default cases. The number of student loan default cases, the amount in default and the number of recovered cases under the TSFS, FASP and NLS in the past three academic years are as follows –

	Academic Year		
	2013/14	2014/15	2015/16*
TSFS			
No. of default cases#			
(i) No. of default cases in which the Student Finance Office (SFO) of the Agency would initiate recovery action against the defaulters and the indemnifiers concerned	328	188	307
(ii) No. of default cases in which legal recovery action had been initiated^	1 119	1 067	1 004
Sub-total	1 447	1 255	1 311
Amount in default (\$ million)	33.26	29.48	27.85
No. of recovered cases^	1 654	1 263	675
FASP			
No. of default cases#			
(i) No. of default cases in which the SFO would initiate recovery action against the defaulters and the indemnifiers concerned	575	412	624
(ii) No. of default cases in which legal recovery action had been initiated^	808	1 007	1 014
Sub-total	1 383	1 419	1 638
Amount in default (\$ million)	18.35	17.88	18.07
No. of recovered cases^	2 277	1 832	1 083
NLS			
No. of default cases#			
(i) No. of default cases in which the SFO would initiate recovery action against the defaulters and the indemnifiers concerned	3 186	1 891	1 870
(ii) No. of default cases in which legal recovery action had been initiated^	7 920	7 815	7 515
Sub-total	11 106	9 706	9 385
Amount in default (\$ million)	172.47	155.49	150.63
No. of recovered cases^	13 080	10 004	5 237

	Academic Year		
	2013/14	2014/15	2015/16*
Total			
No. of default cases#			
(i) No. of default cases in which the SFO would initiate recovery action against the defaulters and the indemnifiers concerned	4 089	2 491	2 801
(ii) No. of default cases in which legal recovery action had been initiated^	9 847	9 889	9 533
Sub-total	<u>13 936</u>	<u>12 380</u>	<u>12 334</u>
Amount in default (\$ million)	224.08	202.85	196.55
No. of recovered cases@	17 011	13 099	6 995

* As at 31 January 2016

The number of default cases in the 2013/14 to 2015/16 academic years is the number as at the end of the academic years concerned (i.e. 31 July 2014 and 31 July 2015) and 31 January 2016 respectively. The number represents the number of loan borrowers who have started repayment in the previous academic years and the academic year concerned but are still in default on that date.

^ The figures include those referred to the Department of Justice and filed directly to the Small Claims Tribunal, loan borrowers had been declared bankrupt / applied for Individual Voluntary Arrangement (IVA) or deferment / write-off applications were under processing.

@ The number of default cases has no direct relevance to the number of recovered cases in an academic year. The former shows the default position as at the end of the academic year. The latter represents the number of defaulters who had responded to our loan recovery actions within that academic year.

(b) In the past three academic years, the numbers of applications for deferment of loan repayment on the ground of serious illness and writing off of the loans on the ground of permanent disability are as follows –

Schemes	Academic Year					
	2013/14		2014/15		2015/16*	
	No. of deferment applications	No. of write-off applications	No. of deferment applications	No. of write-off applications	No. of deferment applications	No. of write-off applications
TSFS	1	3	0	0	1	0
FASP	0	0	0	0	1	0
NLS	2	4	2	0	1	0
Total	3	7	2	0	3	0

Note: Each application for deferment or write-off may involve more than one loan repayment account of one or more financial assistance scheme(s).

* As at 31 January 2016

(c) In the 2015/16 academic year, the estimated expenditure involved in recovering defaulted student loans is \$28.1 million which is mainly for salaries provision for staff involved in the work.

As student loans are funded by public money, the SFO endeavours to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and we have not set a specific target on the number of cases to be recovered. Through our concerted efforts in recent years, the overall default rate in relation to the number of loan repayment accounts has dropped considerably from 12.45% at the end of the 2009/10 academic year (i.e. 31 July 2010) to 7.33% in the 2015/16 academic year (as at 31 January 2016). The number of default cases in which the SFO would initiate recovery action against the defaulters and the indemnifiers concerned has also reduced significantly by 76.4% from 11 855 at the end of the 2009/10 academic year to 2 801 in the 2015/16 academic year (as at 31 January 2016), notwithstanding an increase in the number of loan repayment accounts by 20.6% (from about 139 500 to

168 300) over the same period. In the 2015/16 academic year (as at 31 January 2016), all default cases (excluding cases in which legal recovery action had been initiated, loan borrowers had been declared bankrupt / applied for IVA or deferment applications were under processing by the SFO) are of debt age within one year. The SFO will take appropriate recovery action to urge the defaulters and their indemnifiers to repay the outstanding loans.

In the 2016/17 academic year, apart from continuing the concerted efforts to recover the outstanding student loans from the defaulters and their indemnifiers in an expeditious manner, we will continue to implement enhanced measures to prevent loan borrowers from becoming defaulters through sending them short messaging service earlier to remind them to repay on time and settle the arrears (if any), and appeal to them to approach us for assistance if they have genuine financial difficulties. In addition, we will further strengthen the promotion of prudent financial and credit management and responsible borrowing to students on all fronts through the SFO's website, enhancing collaboration with tertiary education institutions and related organisations (such as the Investor Education Centre), and disseminating more publicity materials pertinent to financial education to loan applicants and loan repayers at different junctures. The above measures should help student loan borrowers better manage their personal finance and encourage them to seek our assistance at an earlier stage when they have difficulty in repaying the student loans. This will in turn further reduce the number of default cases, default rate and debt age of default cases.

- End -

CONTROLLING OFFICER'S REPLY

EDB254

(Question Serial No. 2704)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses
(228) Student financial assistance
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Committee of the following –

- (1) What are the respective numbers of post-secondary students receiving grants and loans under various schemes administered by the Working Family and Student Financial Assistance Agency for the period from 2013/14 to 2015/16?
- (2) For loans provided to post-secondary students under various schemes administered by the Agency, what is the loan repayment rate for the period from 2013/14 to 2015/16? What are the manpower and expenditure involved?
- (3) For default cases in which the student loan borrowers have no intention or are unable to repay, what measures or follow-up actions will be taken by the Agency to recover the loans? What are the manpower and expenditure involved?

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 39)

Reply:

- (1) The numbers of post-secondary students receiving grants and loans under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) in the 2013/14 to 2015/16 academic years are as follows –

	Academic Year		
	2013/14	2014/15	2015/16*
TSFS			
Number of students receiving grant	28 628	26 734	23 217
Number of students receiving loans	8 704	7 624	5 740
FASP			
Number of students receiving grant	26 631	22 980	19 245
Number of students receiving loans	7 366	6 076	3 612
NLSFT			
Number of students receiving loans	9 383	10 344	10 064
NLSPS			
Number of students receiving loans	12 140	12 359	12 009
ENLS			
Number of students receiving loans	7 211	6 637	4 847

* As at 31 January 2016

- (2) Regarding the TSFS, FASP, NLSFT, NLSPS and ENLS, the loan repayment rates in the 2013/14 to 2015/16 academic years are as follows –

	Academic Year								
	2013/14			2014/15			2015/16*		
	Total amount demanded (\$ million)	Total amount settled # (\$ million)	Loan repayment rate	Total amount demanded (\$ million)	Total amount settled # (\$ million)	Loan repayment rate	Total amount demanded (\$ million)	Total amount settled # (\$ million)	Loan repayment rate
TSFS	253.41	246.00	97.08%	223.75	216.68	96.84%	102.52	96.77	94.39%
FASP	170.72	155.15	90.88%	192.15	169.34	88.13%	89.68	79.15	88.26%
NLSFT	230.22	220.85	95.93%	234.25	223.38	95.36%	124.17	111.91	90.13%
NLSPS	401.06	351.65	87.68%	444.40	380.98	85.73%	221.39	181.83	82.13%
ENLS	461.27	415.43	90.06%	439.20	401.24	91.36%	216.43	174.25	80.51%
Total	1,516.68	1,389.08	91.59%	1,533.75	1,391.62	90.73%	754.19	643.91	85.38%

* As at 31 January 2016

The figures denote the total of all amounts settled in respect of the demand notes issued in a particular academic year. These include the amounts settled in the academic year concerned and in subsequent years (up to 31 January 2016).

In the 2016/17 academic year, the estimated expenditure involved in managing loan accounts, including activation of loan accounts for repayment and issuing demand notes for loan repayment etc., is \$20.0 million. It is mainly for salaries provision for 73 staff (including civil servants and non-civil service contract (NCSC) staff of the Student Finance Office (SFO) of the Agency) involved in the work.

- (3) Student loan borrowers who have two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as defaulters. We have appealed to student loan defaulters to approach the SFO if they have financial difficulties in repaying their loans and have established a mechanism to handle their applications for loan restructuring or deferment of loan repayment. While some defaulters would approach the SFO to restructure their loans or to defer repayment, others would ignore notices of loan repayment and reminders issued by the SFO, and would not approach the SFO to seek assistance. When faced with legal recovery action, some defaulters may repay all the loans in full or agree with the SFO to repay by instalments. The SFO is unable to

ascertain the reasons of default for individual defaulters. As for loan borrowers who approach the SFO to seek deferment of repayment, their main reasons are financial hardship, further full-time studies and serious illness.

On recovery of defaulted student loans, we issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the overdue loan instalments by a specified date. Defaulters are advised to approach us for assistance, such as restructuring their loans or applying for deferment of loan repayment, if they have genuine difficulties in repaying their loans. In addition, we send short messaging service or make phone calls to the defaulted loan borrowers and their indemnifiers who fail to respond to the reminders, urging them to settle the arrears and providing appropriate assistance to them. If no payment or response is received, we will proceed to take loan recovery action against the loan borrowers and their indemnifiers through legal means by referring the cases to the Department of Justice (DoJ) or filing claims to the Small Claims Tribunal (SCT) directly.

In considering the recovery action to be taken in the default cases, we review the amount of arrears, the total outstanding amount, the age of debt and the repayment history of the individual default cases. Claims of default cases which are less complicated (e.g. with one loan account) and with a total outstanding amount not more than \$50,000 are filed to the SCT directly. More complicated default cases or with a total outstanding amount over \$50,000 are forwarded to the DoJ for action.

In the 2016/17 academic year, the estimated expenditure involved in recovering defaulted student loans is \$29.8 million. It is mainly for salaries provision for 105 staff (including civil servants and NCSC staff of both the SFO and the DoJ) involved in the work.

- End -

CONTROLLING OFFICER'S REPLY

EDB255

(Question Serial No. 0916)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the non-local students studying in the universities in Hong Kong, will the Government inform this Committee of:

- (a) the total number of non-local students studying in funded institutions in Hong Kong in the past 3 academic years, with a breakdown by institution, country/place of origin, and undergraduate/postgraduate programme; and
- (b) the expenditure involved and the expenses for assisting these students in adapting to life in Hong Kong in the said academic years?

Asked by: Hon Starry LEE Wai-king (Member Question No. 19)

Reply:

- (a) The numbers of non-local students of UGC-funded programmes by institution, level of study and place of origin in the past three academic years are set out in the **Annex**.
- (b) Funding to institutions is made in the form of a block grant on the basis of approved student places allocated to the institutions. It is not possible to attribute specific amount of funding on measures to facilitate students' adaptation to life in Hong Kong.

**Number of Non-local Students of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2013/14 Academic Year**

(Headcount)

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	810	277	36	1 123
	Taught Postgraduate	4	-	1	5
	Research Postgraduate^	480	55	52	587
	Sub-total	1 294	332	89	1 715
Hong Kong Baptist University	Undergraduate	692	11	1	704
	Research Postgraduate^	160	15	16	191
	Sub-total	852	26	17	895
Lingnan University	Undergraduate	147	19	5	171
	Research Postgraduate^	33	5	12	50
	Sub-total	180	24	17	221
The Chinese University of Hong Kong	Undergraduate	1 374	329	77	1 780
	Taught Postgraduate	13	2	-	15
	Research Postgraduate^	1 249	40	34	1 323
	Sub-total	2 636	371	111	3 118
The Hong Kong Institute of Education	Undergraduate	235	11	-	246
	Taught Postgraduate	4	1	-	5
	Research Postgraduate^	20	3	2	25
	Sub-total	259	15	2	276
The Hong Kong Polytechnic University	Undergraduate	1 104	217	44	1 365
	Research Postgraduate^	448	42	36	526
	Sub-total	1 552	259	80	1 891
The Hong Kong University of Science and Technology	Undergraduate	694	491	80	1 265
	Research Postgraduate^	1 044	107	42	1 193
	Sub-total	1 738	598	122	2 458
The University of Hong Kong	Undergraduate	1 465	741	82	2 288
	Taught Postgraduate	65	11	10	86
	Research Postgraduate^	1 333	118	111	1 562
	Sub-total	2 863	870	203	3 936
All Institutions	Undergraduate	6 521	2 096	325	8 942
	Taught Postgraduate	86	14	11	111
	Research Postgraduate^	4 767	385	305	5 457
	Total	11 374	2 495	641	14 510

Notes:

1. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students is determined having regard to their nationality.
3. ^ Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
4. '-' denotes 'nil'.

**Number of Non-local Students of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2014/15 Academic Year**

(Headcount)

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	814	360	36	1 210
	Taught Postgraduate	4	2	2	8
	Research Postgraduate^	537	63	71	671
	Sub-total	1 355	425	109	1 889
Hong Kong Baptist University	Undergraduate	705	15	2	722
	Research Postgraduate^	162	13	20	195
	Sub-total	867	28	22	917
Lingnan University	Undergraduate	138	15	3	156
	Research Postgraduate^	35	4	16	55
	Sub-total	173	19	19	211
The Chinese University of Hong Kong	Undergraduate	1 443	398	80	1 921
	Taught Postgraduate	6	1	-	7
	Research Postgraduate^	1 323	31	36	1 390
	Sub-total	2 772	430	116	3 318
The Hong Kong Institute of Education	Undergraduate	258	14	-	272
	Taught Postgraduate	3	-	-	3
	Research Postgraduate^	13	4	2	19
	Sub-total	274	18	2	294
The Hong Kong Polytechnic University	Sub-degree	2	-	-	2
	Undergraduate	1 139	269	46	1 454
	Research Postgraduate^	456	51	52	559
	Sub-total	1 597	320	98	2 015
The Hong Kong University of Science and Technology	Undergraduate	668	543	87	1 298
	Research Postgraduate^	1 028	119	48	1 195
	Sub-total	1 696	662	135	2 493
The University of Hong Kong	Undergraduate	1 465	802	74	2 341
	Taught Postgraduate	56	12	9	77
	Research Postgraduate^	1 355	116	126	1 597
	Sub-total	2 876	930	209	4 015
All Institutions	Sub-degree	2	-	-	2
	Undergraduate	6 630	2 416	328	9 374
	Taught Postgraduate	69	15	11	95
	Research Postgraduate^	4 909	400	371	5 680
	Total	11 610	2 831	710	15 151

Notes:

1. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students is determined having regard to their nationality.
3. ^ Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
4. '-' denotes 'nil'.

**Number of Non-local Students of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2015/16 Academic Year (Provisional)**

(Headcount)

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	838	379	30	1 247
	Taught Postgraduate	-	4	3	7
	Research Postgraduate^	578	74	88	740
	Sub-total	1 416	457	121	1 994
Hong Kong Baptist University	Undergraduate	727	14	3	744
	Taught Postgraduate	1	-	-	1
	Research Postgraduate^	166	13	25	204
	Sub-total	894	27	28	949
Lingnan University	Undergraduate	155	16	-	171
	Research Postgraduate^	34	5	15	54
	Sub-total	189	21	15	225
The Chinese University of Hong Kong	Undergraduate	1 445	489	68	2 002
	Taught Postgraduate	4	-	-	4
	Research Postgraduate^	1 428	41	39	1 508
	Sub-total	2 877	530	107	3 514
The Hong Kong Institute of Education	Undergraduate	285	17	-	302
	Taught Postgraduate	6	1	-	7
	Research Postgraduate^	21	4	2	27
	Sub-total	312	22	2	336
The Hong Kong Polytechnic University	Sub-degree	1	-	-	1
	Undergraduate	1 167	316	53	1 536
	Research Postgraduate^	479	54	47	580
	Sub-total	1 647	370	100	2 117
The Hong Kong University of Science and Technology	Undergraduate	652	611	84	1 347
	Research Postgraduate^	1 038	121	57	1 215
	Sub-total	1 690	732	141	2 562
The University of Hong Kong	Undergraduate	1 457	850	67	2 374
	Taught Postgraduate	41	9	6	56
	Research Postgraduate^	1 372	113	119	1 603
	Sub-total	2 870	972	192	4 033
All Institutions	Sub-degree	1	-	-	1
	Undergraduate	6 726	2 692	305	9 723
	Taught Postgraduate	52	14	9	75
	Research Postgraduate^	5 115	424	392	5 931
	Total	11 894	3 130	706	15 730

Notes:

1. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students is determined having regard to their nationality.
3. ^ Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
4. '-' denotes 'nil'.

- End -

CONTROLLING OFFICER'S REPLY

EDB256

(Question Serial No. 0917)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of approved senior year undergraduate places of University Grants Committee-funded programmes offered to associate degree graduates from the 2014/15 to 2018/19 academic years as well as relevant expenditure by institution and programme; and also the numbers of places and amounts of tuition fees of self-financing programmes offered to associate degree graduates for pursuing the second year or third year of their graduate studies in the 2014/15 and 2015/16 academic years.

Asked by: Hon Starry LEE Wai-king (Member Question No. 20)

Reply:

The number of approved University Grants Committee (UGC)-funded senior year undergraduate places by institution and programme for the 2014/15 to 2018/19 academic years is set out at **Annex A**.

Funding for the UGC-funded senior year places is subsumed under the block grant to institutions. Thus, the UGC is unable to identify and attribute the actual expenditure on specific programmes. It is noteworthy that according to the institutions, the average student unit cost per annum of a UGC-funded undergraduate (including senior year) place for the 2014/15 academic year was \$222,000, the bulk of which was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year). Information for the academic years from 2015/16 onwards is not yet available.

For the self-financing programmes, according to the information provided by institutions, the number of estimated intake places and the average annual tuition fees of full-time locally-accredited self-financing top-up degree programmes for the 2014/15 and 2015/16 academic years are set out at **Annex B**.

It is noteworthy that all sub-degree graduates, including graduates of associate degree and higher diploma programmes, are eligible to apply for admission to senior year undergraduate places and top-up degree programmes.

**Number of Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2014/15 to 2018/19 Academic Years**

Academic Year	Institution	Programme	Penultimate Year* (Intake)	Final Year^
2014/15	CityU	Bachelor of Arts	269	185
		Bachelor of Arts/Bachelor of Science	90	72
		Bachelor of Business Administration	347	286
		Bachelor of Engineering	167	64
		Bachelor of Science	115	87
		Bachelor of Social Sciences	321	233
		Sub-total	1 309	927
	HKBU	Bachelor of Arts	126	92
		Bachelor of Business Administration	106	74
		Bachelor of Science	59	45
		Bachelor of Social Sciences (including Bachelor of Social Work)	107	77
		Sub-total	398	288
	LU	Bachelor of Arts	52	52
		Bachelor of Business Administration	44	44
		Bachelor of Social Sciences	28	28
		Sub-total	124	124
	CUHK	Bachelor of Arts	73	65
		Bachelor of Business Administration	10	10
		Bachelor of Engineering	32	30
		Bachelor of Nursing	60	60
		Bachelor of Science (including Bachelor of Health Science)	151	105
		Bachelor of Social Sciences	59	45
		Sub-total	385	315
	HKIEd	Bachelor of Arts	34	27
		Bachelor of Social Sciences	46	14
		Sub-total	80	41
	PolyU	Bachelor of Arts	216	336
		Bachelor of Arts/Bachelor of Science	365	-
		Bachelor of Business Administration	-	62
		Bachelor of Business Administration/ Bachelor of Science	241	103
		Bachelor of Engineering	40	151
		Bachelor of Engineering/ Bachelor of Science	235	-
		Bachelor of Nursing	40	40
		Bachelor of Science	182	245
		Sub-total	1 319	937
	HKUST	Bachelor of Business Administration	15	15
		Bachelor of Engineering	65	65
		Bachelor of Science	20	20

Academic Year	Institution	Programme	Penultimate Year* (Intake)	Final Year^
		Sub-total	100	100
	HKU	Bachelor of Arts	50	50
		Bachelor of Business Administration	30	-
		Bachelor of Engineering	30	30
		Bachelor of Nursing	25	25
		Bachelor of Science	110	110
		Bachelor of Social Sciences	40	40
		Sub-total	285	255
	Total		4 000	2 987
2015/16	CityU	Bachelor of Arts	277	269
		Bachelor of Arts/Bachelor of Science	96	90
		Bachelor of Business Administration	367	347
		Bachelor of Engineering	151	167
		Bachelor of Science	171	115
		Bachelor of Social Sciences	333	321
		Sub-total	1 395	1 309
	HKBU	Bachelor of Arts @	130	116
		Bachelor of Business Administration	114	100
		Bachelor of Science	68	59
		Bachelor of Social Sciences (including Bachelor of Social Work)	136	123
		Sub-total	448	398
	LU	Bachelor of Arts	54	52
		Bachelor of Business Administration	46	44
		Bachelor of Social Sciences	30	28
		Sub-total	130	124
	CUHK	Bachelor of Arts	77	73
		Bachelor of Business Administration	10	10
		Bachelor of Engineering	33	32
		Bachelor of Nursing	60	60
		Bachelor of Science (including Bachelor of Health Science)	161	151
		Bachelor of Social Sciences	63	59
		Sub-total	404	385
	HKIED	Bachelor of Arts	36	34
		Bachelor of Social Sciences	48	46
		Sub-total	84	80
	PolyU	Bachelor of Arts	216	216
		Bachelor of Arts/Bachelor of Science	378	365
		Bachelor of Business Administration/ Bachelor of Science	209	209
		Bachelor of Engineering	40	40
		Bachelor of Engineering/ Bachelor of Science	312	296
		Bachelor of Nursing	40	40
		Bachelor of Science	190	153

Academic Year	Institution	Programme	Penultimate Year* (Intake)	Final Year^
		Sub-total	1 385	1 319
	HKUST	Bachelor of Business Administration	18	-
		Bachelor of Engineering	85	85
		Bachelor of Science	17	15
		Sub-total	120	100
	HKU	Bachelor of Arts	54	50
		Bachelor of Business Administration	30	30
		Bachelor of Engineering	32	30
		Bachelor of Nursing	25	25
		Bachelor of Science	116	110
		Bachelor of Social Sciences	42	40
		Sub-total	299	285
	Total		4 265	4 000

Academic Year	Institution	Programme	Penultimate Year* (Intake)	Final Year^	Final Year for Nursing Programmes#
2016/17	CityU	Bachelor of Arts	338	366	-
		Bachelor of Business Administration	367	367	-
		Bachelor of Engineering	147	151	-
		Bachelor of Science	205	203	-
		Bachelor of Social Sciences	338	308	-
		Sub-total	1 395	1 395	-
	HKBU	Bachelor of Arts	152	137	-
		Bachelor of Business Administration	129	110	-
		Bachelor of Science	84	78	-
		Bachelor of Social Sciences	156	123	-
		Sub-total	521	448	-
	LU	Bachelor of Arts	55	55	-
		Bachelor of Business Administration	46	46	-
		Bachelor of Social Sciences	29	29	-
		Sub-total	130	130	-
	CUHK	Bachelor of Arts	88	78	-
		Bachelor of Business Administration	13	13	-
		Bachelor of Engineering	17	21	-
		Bachelor of Nursing#	60	60	60
		Bachelor of Science	146	147	-
		Bachelor of Social Sciences	80	85	-
		Sub-total	404	404	60
	HKIED	Bachelor of Arts	84	36	-
		Bachelor of Social Sciences	64	48	-
		Sub-total	148	84	-
	PolyU	Bachelor of Arts	531	501	-
		Bachelor of Business Administration	209	209	-
		Bachelor of Engineering	276	217	-
		Bachelor of Nursing#	40	40	40
		Bachelor of Science	429	389	-
		Broad Discipline of Computing	29	29	-
		Sub-total	1 514	1 385	40
	HKUST	Bachelor of Business Administration	30	18	-
		Bachelor of Engineering	85	85	-
		Bachelor of Science	35	17	-
		Sub-total	150	120	-
	HKU	Bachelor of Arts	54	54	-
		Bachelor of Business Administration	20	30	-
		Bachelor of Engineering	32	32	-
		Bachelor of Nursing#	25	25	25
		Bachelor of Science	165	116	-
		Bachelor of Social Sciences	42	42	-
		Sub-total	338	299	25
	Total		4 600	4 265	125

Academic Year	Institution	Programme	Penultimate Year* (Intake)	Final Year^	Final Year for Nursing Programmes#
2017/18	CityU	Bachelor of Arts	338	338	-
		Bachelor of Business Administration	367	367	-
		Bachelor of Engineering	147	147	-
		Bachelor of Science	205	205	-
		Bachelor of Social Sciences	338	338	-
		Sub-total	1 395	1 395	-
	HKBU	Bachelor of Arts	170	152	-
		Bachelor of Business Administration	146	129	-
		Bachelor of Science	94	84	-
		Bachelor of Social Sciences	175	156	-
		Sub-total	585	521	-
	LU	Bachelor of Arts	55	55	-
		Bachelor of Business Administration	46	46	-
		Bachelor of Social Sciences	29	29	-
		Sub-total	130	130	-
	CUHK	Bachelor of Arts	84	88	-
		Bachelor of Business Administration	14	13	-
		Bachelor of Engineering	18	17	-
		Bachelor of Nursing#	60	60	60
		Bachelor of Science	154	146	-
		Bachelor of Social Sciences	74	80	-
		Sub-total	404	404	60
	HKIED	Bachelor of Arts	92	84	-
		Bachelor of Social Sciences	72	64	-
		Sub-total	164	148	-
	PolyU	Bachelor of Arts	551	531	-
		Bachelor of Business Administration	249	209	-
		Bachelor of Engineering	296	276	-
		Bachelor of Nursing#	40	40	40
		Bachelor of Science	469	429	-
		Broad Discipline of Computing	29	29	-
		Sub-total	1 634	1 514	40
	HKUST	Bachelor of Business Administration	30	30	-
		Bachelor of Engineering	85	85	-
		Bachelor of Science	35	35	-
		Sub-total	150	150	-
	HKU	Bachelor of Arts	54	54	-
		Bachelor of Business Administration	20	20	-
		Bachelor of Engineering	32	32	-
		Bachelor of Nursing#	25	25	25
		Bachelor of Science	165	165	-
		Bachelor of Social Sciences	42	42	-
		Sub-total	338	338	25
	Total		4 800	4 600	125

Academic Year	Institution	Programme	Penultimate Year* (Intake)	Final Year^	Final Year for Nursing Programmes#
2018/19	CityU	Bachelor of Arts	338	338	-
		Bachelor of Business Administration	367	367	-
		Bachelor of Engineering	147	147	-
		Bachelor of Science	205	205	-
		Bachelor of Social Sciences	338	338	-
		Sub-total	1 395	1 395	-
	HKBU	Bachelor of Arts	189	170	-
		Bachelor of Business Administration	161	146	-
		Bachelor of Science	104	94	-
		Bachelor of Social Sciences	192	175	-
		Sub-total	646	585	-
	LU	Bachelor of Arts	55	55	-
		Bachelor of Business Administration	46	46	-
		Bachelor of Social Sciences	29	29	-
		Sub-total	130	130	-
	CUHK	Bachelor of Arts	87	84	-
		Bachelor of Business Administration	15	14	-
		Bachelor of Engineering	18	18	-
		Bachelor of Nursing#	60	60	60
		Bachelor of Science	157	154	-
		Bachelor of Social Sciences	67	74	-
		Sub-total	404	404	60
	HKIED	Bachelor of Arts	96	92	-
		Bachelor of Social Sciences	88	72	-
		Sub-total	184	164	-
	PolyU	Bachelor of Arts	577	551	-
		Bachelor of Business Administration	270	249	-
		Bachelor of Engineering	297	296	-
		Bachelor of Nursing#	40	40	40
		Bachelor of Science	521	469	-
		Broad Discipline of Computing	45	29	-
		Sub-total	1 750	1 634	40
	HKUST	Bachelor of Business Administration	30	30	-
		Bachelor of Engineering	86	85	-
		Bachelor of Science	35	35	-
		Sub-total	151	150	-
	HKU	Bachelor of Arts	54	54	-
		Bachelor of Business Administration	20	20	-
		Bachelor of Engineering	34	32	-
		Bachelor of Nursing#	25	25	25
		Bachelor of Science	165	165	-
		Bachelor of Social Sciences	42	42	-
		Sub-total	340	338	25
	Total		5 000	4 800	125

Notes:

1. @ Including 7 places for Bachelor of Arts in Translation where the students undertake sandwich option during 2015/16 and are expected to complete their final year of study in 2016/17.
2. # The Government has given in-principle agreement to provide funding for the third year of the senior year nursing programmes for 2014/15 and onwards.
3. * Refers to antepenultimate year for the senior year nursing programmes.
4. ^ Refers to penultimate year for the senior year nursing programmes.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

Estimated Intake and Average Annual Tuition Fee of Full-time Locally-accredited Self-financing Top-up Degree Programmes by Institution and Programme in the 2014/15 Academic Year

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
Caritas Institute of Higher Education	Bachelor of Arts (Honours) in Language and Liberal Studies - Year 2 Entry	10	65,473
	Bachelor of Business Administration (Honours) - Year 2 Entry	100	65,473
	Bachelor of Business Administration (Honours) - Year 3 Entry	100	66,590
	Bachelor of Social Sciences (Honours) - Year 2 Entry	10	65,473
	Bachelor of Social Sciences (Honours) - Year 3 Entry	90	66,590
	Sub-total	310	
Centennial College	Bachelor of Arts (Honours) Programme - Year 3 Entry	200	92,000
	Bachelor of Professional Accounting (Honours) Programme - Year 3 Entry	120	92,000
	Sub-total	320	
City University of Hong Kong	Bachelor of Social Sciences (Honours) in Administration and Public Management (Top-up Degree)	30	100,500
	Sub-total	30	
City University of Hong Kong - School of Continuing and Professional Education	BA (Hons) Accounting	300	83,077
	BA (Hons) Accounting and Finance	130	64,350
	BA (Hons) Applied Social Science	184	91,350
	BA (Hons) English for International Corporate Communication	94	93,600
	BA (Hons) Hospitality and Service Management	50	66,400
	BA (Hons) International Business Communication with Chinese	30	93,600
	BA (Hons) International Business Communication with Japanese	50	93,600
	BA (Hons) Marketing Management	285	76,662
	BA (Hons) Tourism Management	60	66,400
	Bachelor of Arts (Honours) Business Administration and Management	300	93,600
	Bachelor of Arts (Honours) International Business Management	200	93,600
	Bachelor of Science (Honours) Business Information Technology	135	86,400
	Sub-total	1 818	
Hang Seng Management College	Bachelor of Business Administration (Honours) - Year 3 Entry	40	70,500
	Bachelor of Business Administration (Honours) in Supply Chain Management - Year 3 Entry	24	70,500
	Bachelor of Journalism and Communication (Honours) - Year 3 Entry	5	70,500
	Bachelor of Management Science and Information Management (Honours) - Year 3 Entry	25	70,500
	Sub-total	94	
HKCT Institute of Higher Education	Bachelor of Social Sciences (Honours) in Social Development Studies (Year 3 Entry)	20	66,000
	Sub-total	20	

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
Hong Kong Baptist University	Bachelor of Commerce (Honours) in Accountancy	90	85,000
	Sub-total	90	
Hong Kong Baptist University - School of Continuing Education	Bachelor of Arts (Honours) in Creative Writing for Film, Television and New Media (Top-up Degree)	55	82,500
	Bachelor of Arts (Honours) in Liberal and Cultural Studies (Top-up Degree)	70	82,500
	Bachelor of Arts (Honours) in Music Studies (Top-up Degree)	40	82,500
	Bachelor of Business (Management)	200	108,000
	Bachelor of Business (Tourism and Event Management)	100	108,000
	Bachelor of Commerce (Accounting)	80	84,000
	Bachelor of Commerce (Honours) in Human Resources Management (Top-up Degree)	100	82,500
	Bachelor of Commerce (Honours) in Marketing (Top-up Degree)	90	82,500
	Bachelor of Communication and Media	300	108,000
	Bachelor of Education (Honours) in Early Childhood Education (2-year)	134	50,463
	Bachelor of Social Sciences (Honours) in Environment and Resources Management (Top-up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Integrated Communication Management (Top-up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Media and Social Communication (Top-up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Psychology (Top-Up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Social Policy (Top-up Degree)	55	82,500
	Bachelor of Social Sciences (Honours) in Sport and Recreation Leadership (Top-Up Degree)	80	82,500
	Sub-total	1 624	
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance - Year 3 Entry	60	58,800
	BA (Hons) Business Management - Year 3 Entry	20	55,000
	BA (Hons) Marketing and Advertising - Year 3 Entry	20	55,000
	BSc (Hons) Computing - Year 3 Entry	20	55,000
	BSc (Hons) Crime and Investigation - Year 3 Entry	50	55,000
	Sub-total	170	
Hong Kong Nang Yan College of Higher Education	Bachelor of Arts (Honours) in Chinese Programme - Year 3 Entry	20	60,000
	Bachelor of Business Administration (Honours) in Accounting Programme - Year 3 Entry	20	60,000
	Sub-total	40	
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Bachelor of Business (Event Management)	90	119,400
	Bachelor of Business (Hotel Management)	90	119,400
	Bachelor of Business (Management)	60	119,400
	Bachelor of Business (Marketing)	60	119,400
	Bachelor of Commerce (Accounting)	80	109,091
	Bachelor of Creative Arts (Digital Media)	35	95,000
	Sub-total	415	
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Liberal Studies Education -	15	78,000

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Year 3 Entry		
	Bachelor of Health Education (Honours) Programme (Two-year Full-time)	62	84,000
	Bachelor of Music in Education (Honours) (Contemporary Music and performance Pedagogy) - Year 3 Entry	5	72,000
	Bachelor of Science Education (Honours) (Science and Web Technology) -Year 3 Entry	5	75,000
	Bachelor of Science Education (Honours) (Sports Science) - Year 3 Entry	12	72,000
	Bachelor of Social Science Education (Honours) (Greater China Studies) - Year 3 Entry	40	73,500
	Sub-total	139	
The Hong Kong Polytechnic University	Bachelor of Arts (Honours) in Bilingual Studies	80	75,000
	Bachelor of Business Administration (Honours) in Accountancy	NA	85,000
	Bachelor of Engineering (Honours) in Building Services Engineering	80	85,000
	Bachelor of Engineering (Honours) in Electronic Engineering	40	120,000
	Bachelor of Engineering (Honours) in Product Engineering with Marketing	70	80,000
	Bachelor of Science (Honours) in Applied Ageing Studies	50	84,800
	Bachelor of Science (Honours) in Chemical Technology	40	120,000
	Bachelor of Science (Honours) in Convention and Event Management	60	78,750
	Bachelor of Science (Honours) in Geomatics (Geo-Information Technology)	10	120,000
	Bachelor of Science (Honours) in Hotel Management	90	76,250
	Bachelor of Science (Honours) in Tourism Management	90	78,750
	Sub-total	610	
The Hong Kong Polytechnic University - School of Professional Education and Executive Development	Bachelor of Arts (Honours) in Applied and Media Arts	50	64,500
	Bachelor of Arts (Honours) in Business	62	64,500
	Bachelor of Arts (Honours) in Business (Finance)	62	64,500
	Bachelor of Arts (Honours) in Business (Human Resource Management)	62	64,500
	Bachelor of Arts (Honours) in Business (International Business)	62	64,500
	Bachelor of Arts (Honours) in Business (Operations and Supply Chain Management)	62	64,500
	Bachelor of Arts (Honours) in Hospitality Management	155	64,500
	Bachelor of Arts (Honours) in Housing Management	60	64,500
	Bachelor of Arts (Honours) in Marketing and Public Relations	290	64,500
	Bachelor of Arts (Honours) in Professional Communication	55	64,500
	Bachelor of Arts (Honours) in Retail and Service Management	80	64,500
	Bachelor of Arts (Honours) in Travel Industry Management	155	64,500
	Bachelor of Business Administration (Honours) in Accountancy	160	80,625
	Bachelor of Science (Honours) in Applied Sciences (Decision Sciences)	40	64,500
	Bachelor of Science (Honours) in Applied Sciences (Health	40	64,500

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Studies)		
	Bachelor of Science (Honours) in Applied Sciences (Information Systems and Web Technologies)	40	64,500
	Bachelor of Social Sciences (Honours)	61	64,500
	Bachelor of Social Sciences (Honours) in Psychology	62	64,500
	Bachelor of Social Sciences (Honours) in Public Administration	62	64,500
	Sub-total	1 620	
The Open University of Hong Kong	Bachelor of Arts with Honours in Chinese (Full-time) - Year 2 Entry	5	54,600
	Bachelor of Arts with Honours in Chinese (Full-time) - Year 3 Entry	5	54,600
	Bachelor of Arts with Honours in Language Studies and Translation (Full-time) - Year 2 Entry	5	54,600
	Bachelor of Arts (Hons) in Language and Translation (Full-time) - Year 3 Entry	5	54,600
	Bachelor of Business Administration in Banking and Finance (Full-time) - Year 3 Entry	33	54,600
	Bachelor of Business Administration in China Business (Full-time) - Year 3 Entry	5	54,600
	Bachelor of Business Administration in Corporate Administration (Full-time) - Year 3 Entry	39	54,600
	Bachelor of Business Administration in Human Resource Management (Full-time) - Year 3 Entry	3	54,600
	Bachelor of Business Administration in International Business (Full-time) - Year 3 Entry	17	54,600
	Bachelor of Business Administration in Management (Full-time) - Year 3 Entry	94	54,600
	Bachelor of Business Administration in Marketing (Full-time) - Year 3 Entry	30	54,600
	Bachelor of Business Administration with Honours in Business Management (Full-time) - Year 3 Entry	64	54,600
	Bachelor of Business Administration with Honours in Professional Accounting (Full-time) - Year 3 Entry	298	58,013
	Bachelor of Computing (Hons) in Internet Technology (Full-time) - Year 2 Entry	25	56,875
	Bachelor of Computing (Hons) in Internet Technology (Full-time) - Year 3 Entry	63	58,013
	Bachelor of Engineering with Honours in Electronic and Computer Engineering (Full-time) - Year 3 Entry	30	54,600
	Bachelor of English Language Studies with Honours (Full-time) - Year 2 Entry	5	54,600
	Bachelor of Hospitality Management (Full-time) - Year 3 Entry	35	54,600
	Bachelor of Science (Hons) in Applied Science (Beauty and Health) (Full-time) - Year 3 Entry	30	75,467
	Bachelor of Science (Hons) in Applied Science (Biology and Chemistry) (Full-time) - Year 3 Entry	30	78,667
	Bachelor of Science (Hons) in Applied Science (Energy and Environment) (Full-time) - Year 3 Entry	30	76,000
	Bachelor of Science (Hons) in Statistical Analysis (Full-time) - Year 3 Entry	60	54,600
	Bachelor of Science (Hons) in Web Technologies (Full-time) - Year 3 Entry	65	54,600
	Bachelor of Science in Computer Engineering (Full-time) - Year 3 Entry	15	54,600

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Bachelor of Science with Honours in Testing and Certification (Full-time) - Year 2 Entry	20	62,083
	Bachelor of Science with Honours in Testing and Certification (Full-time) - Year 3 Entry	20	60,813
	Bachelor of Science with Honours in Testing Science (Environmental Protection) (Full-time) - Year 3 Entry	50	58,013
	Bachelor of Science with Honours in Testing Science (Food) (Full-time) - Year 3 Entry	50	58,013
	Sub-total	1 131	
The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance - Year 2 Entry	40	66,000
	Bachelor of Arts with Honours in Business Management - Year 2 Entry	10	66,000
	Bachelor of Arts with Honours in Early Childhood Studies	60	66,000
	Bachelor of Science with Honours in Psychology - Year 2 Entry	15	66,000
	Sub-total	125	
The University of Hong Kong - HKU School of Professional and Continuing Education	Bachelor of Arts (with Honours) in Festival and Event Management	100	46,200
	Bachelor of Arts (with Honours) in Financial Services	42	73,333
	Bachelor of Commerce (Accounting and Accounting Technologies)	20	108,500
	Bachelor of Commerce (Accounting)	70	108,500
	Bachelor of Commerce (Marketing and Advertising)	120	74,400
	Sub-total	352	
Tung Wah College	Bachelor of Business Administration (Honours) - Year 3 Entry	55	66,000
	Bachelor of Health Science (Honours) (Nursing Major) - Year 3 entry	100	90,600
	Bachelor of Health Science (Honours) in Nursing (Post-Registration)	100	42,000
	Bachelor of Social Science (Honours) - Year 3 entry	50	75,000
	Sub-total	305	
Vocational Training Council - School for Higher and Professional Education	BA (Hons) Advertising and Marketing Communications	120	60,100
	BA (Hons) Architecture	30	75,400
	BA (Hons) Business (with Law)	30	64,300
	BA (Hons) Business and Finance	50	62,000
	BA (Hons) Business and Human Resource Management	75	62,000
	BA (Hons) Business Management	120	62,000
	BA (Hons) Design for Exhibition and Museums	60	75,400
	BA (Hons) Fashion Design	35	78,400
	BA (Hons) Fashion: Hair and Make-up	30	78,400
	BA (Hons) Fashion: Styling and Photography	30	78,400
	BA (Hons) Finance and Investment Management	50	64,300
	BA (Hons) Interior Design	60	77,600
	BA (Hons) International Business Management	310	64,300
	BA (Hons) International Fashion Business	40	78,400
	BA (Hons) International Hospitality and Tourism Management	90	66,400

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	BA (Hons) Jewellery and Metalwork	30	67,600
	BA (Hons) Product Design	45	77,600
	BA (Hons) Visual Communication (Graphic Communication)	60	77,600
	BA (Hons) Visual Communication (Illustration)	30	77,600
	BA (Hons) Visual Communication (Film & Animation)	45	77,600
	BA (Hons) Visual Communication (Photography)	20	77,600
	Bachelor of Engineering (Civil and Infrastructure) (Honours)	NA	86,800
	Bachelor of Engineering (Electrical Engineering) (Honours)	60	86,800
	Bachelor of Engineering (Mechanical Engineering) (Honours)	NA	86,800
	BSc (Hons) Computing	60	58,700
	BSc (Hons) Digital Media	80	65,000
	BSc (Hons) Events and Leisure Management	70	62,000
	BSc (Hons) Food Science and Nutrition	40	69,600
	BSc (Hons) Hospitality Business Management	60	62,000
	BSc (Hons) Information Technology	80	65,000
	BSc (Hons) Multimedia Computing	40	58,700
	BSc (Hons) Sport Business Management	50	62,000
	BSc (Hons) Tourism Management	60	62,000
	Sub-total	1 960	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Advertising – Year 3 Entry	30	79,200
	Bachelor of Arts (Honours) in Fashion Design – Year 3 Entry	30	79,200
	Bachelor of Arts (Honours) in Hotel Operations Management – Year 3 Entry	60	72,600
	Bachelor of Arts (Honours) in Product Design – Year 3 Entry	60	79,200
	Bachelor of Arts (Honours) in Professional Accounting – Year 3 Entry	30	72,000
	Bachelor of Engineering (Honours) in Civil Engineering – Year 3 Entry	30	75,600
	Bachelor of Engineering (Honours) in Environmental Engineering and Management – Year 3 Entry	30	75,600
	Bachelor of Science (Honours) in Health Care - Year 3 Entry	30	79,200
	Bachelor of Science (Honours) in Multimedia Technology and Innovation – Year 3 Entry	30	75,600
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management – Year 3 Entry	60	72,000
	Sub-total	390	
Total		11 563	

Note:

“NA” denotes the figures are not available.

Estimated Intake and Average Annual Tuition Fee of Full-time Locally-accredited Self-financing Top-up Degree Programmes by Institution and Programme in the 2015/16 Academic Year

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
Caritas Institute of Higher Education	Bachelor of Arts (Honours) in Language and Liberal Studies - Year 2 Entry	10	67,667
	Bachelor of Arts (Honours) in Language and Liberal Studies - Year 3 Entry	10	69,000
	Bachelor of Business Administration (Honours) - Year 2 Entry	100	67,667
	Bachelor of Business Administration (Honours) - Year 3 Entry	100	69,000
	Bachelor of Science (Honours) in Digital Entertainment - Year 2 Entry	10	71,280
	Bachelor of Science (Honours) in Digital Entertainment - Year 3 Entry	15	71,280
	Bachelor of Social Sciences (Honours) - Year 2 Entry	10	67,667
	Bachelor of Social Sciences (Honours) - Year 3 Entry	90	69,000
	Sub-total	345	
Centennial College	Bachelor of Arts (Honours) Programme - Year 3 Entry	200	99,000
	Bachelor of Professional Accounting (Honours) Programme - Year 3 Entry	120	99,000
	Sub-total	320	
City University of Hong Kong - School of Continuing and Professional Education	BA (Hons) Accounting	250	86,585
	BA (Hons) Accounting and Finance	90	66,950
	BA (Hons) Applied Social Science	200	95,000
	BA (Hons) English for International Corporate Communication	130	97,380
	BA (Hons) Hospitality and Service Management	90	70,400
	BA (Hons) International Business Communication with Chinese	80	97,380
	BA (Hons) International Business Communication with Japanese	100	97,380
	BA (Hons) Marketing Management	290	79,369
	BA (Hons) Public Administration and Management	60	96,000
	BA (Hons) Tourism Management	110	70,400
	Bachelor of Arts (Honours) Business Administration and Management	200	97,380
	Bachelor of Arts (Honours) International Business Management	170	97,380
	Bachelor of Science (Honours) Business Information Technology	160	90,000
	Sub-total	1 930	
Hang Seng Management College	Bachelor of Business Administration (Honours) - Year 3 Entry	150	82,300
	Bachelor of Business Administration (Honours) in Supply Chain Management - Year 3 Entry	30	82,300
	Bachelor of Management Science and Information Management (Honours) - Year 3 Entry	35	82,300
	Sub-total	215	

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
HKCT Institute of Higher Education	Bachelor of Social Sciences (Honours) in Social Development Studies (Year 3 Entry)	25	66,000
	Sub-total	25	
Hong Kong Baptist University	Bachelor of Commerce (Honours) in Accountancy	90	85,000
	Sub-total	90	
Hong Kong Baptist University – College of International Education	Bachelor of Arts (Honours) in Creative Writing for Film, Television and New Media (Top-up Degree)	55	82,500
	Bachelor of Arts (Honours) in Liberal and Cultural Studies (Top-up Degree)	70	82,500
	Bachelor of Arts (Honours) in Music Studies (Top-up Degree)	40	82,500
	Bachelor of Commerce (Honours) in Human Resources Management (Top-up Degree)	100	82,500
	Bachelor of Commerce (Honours) in Marketing (Top-up Degree)	90	82,500
	Bachelor of Social Sciences (Honours) in Environment and Resources Management (Top-up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Integrated Communication Management (Top-up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Media and Social Communication (Top-up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Psychology (Top-Up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Social Policy (Top-up Degree)	55	82,500
	Bachelor of Social Sciences (Honours) in Sport and Recreation Leadership (Top-Up Degree)	80	82,500
	Sub-total	810	
Hong Kong Baptist University - School of Continuing Education	Bachelor of Business (Management)	100	108,000
	Bachelor of Business (Tourism and Event Management)	80	108,000
	Bachelor of Commerce (Accounting)	50	84,000
	Bachelor of Communication and Media	170	108,000
	Bachelor of Education (Honours) in Early Childhood Education (2-year)	120	50,463
	Bachelor of Psychological Science	30	78,000
	Sub-total	550	
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance - Year 3 Entry	60	58,800
	BA (Hons) Business Management - Year 3 Entry	20	58,800
	BA (Hons) Marketing and Advertising - Year 3 Entry	20	58,800
	BSc (Hons) Computing - Year 3 Entry	20	58,800
	BSc (Hons) Crime and Investigation - Year 3 Entry	71	58,800
	Sub-total	191	
Hong Kong Nang Yan College of Higher Education	Bachelor of Arts (Honours) in Chinese Programme - Year 3 Entry	20	63,000
	Bachelor of Arts (Honours) in English for Professional and Intercultural Communication Programme - Year 3 Entry	20	76,500
	Bachelor of Business Administration (Honours) in Accounting Programme - Year 3 Entry	20	63,000
	Bachelor of Business Administration (Honours) in Marketing Programme - Year 3 Entry	20	63,000
	Sub-total	80	

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Bachelor of Business (Event Management)	90	119,400
	Bachelor of Business (Hotel Management)	90	119,400
	Bachelor of Business (Management)	60	119,400
	Bachelor of Business (Marketing)	60	119,400
	Bachelor of Commerce (Accounting)	80	109,091
	Bachelor of Creative Arts (Digital Media)	35	95,000
	Bachelor of Digital Media (Graphic Design)	40	119,400
	Sub-total	455	
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Liberal Studies Education - Year 3 Entry	15	78,000
	Bachelor of Health Education (Honours) Programme (Two-year Full-time)	62	84,000
	Bachelor of Music in Education (Honours) (Contemporary Music and performance Pedagogy) - Year 3 Entry	5	72,000
	Bachelor of Science Education (Honours) (Science and Web Technology) -Year 3 Entry	5	75,000
	Bachelor of Science Education (Honours) (Sports Science) - Year 3 Entry	12	72,000
	Bachelor of Social Science Education (Honours) (Greater China Studies) - Year 3 Entry	40	73,500
	Sub-total	189	
The Hong Kong Polytechnic University	Bachelor of Arts (Honours) in Bilingual Studies	80	75,000
	Bachelor of Engineering (Honours) in Building Services Engineering	80	81,250
	Bachelor of Engineering (Honours) in Electronic Engineering	40	120,000
	Bachelor of Engineering (Honours) in Product Engineering with Marketing	70	88,000
	Bachelor of Science (Honours) in Chemical Technology	40	120,000
	Bachelor of Science (Honours) in Convention and Event Management	60	83,875
	Bachelor of Science (Honours) in Hotel Management	90	83,875
	Bachelor of Science (Honours) in Tourism Management	90	83,875
	Sub-total	550	
The Hong Kong Polytechnic University - School of Professional Education and Executive Development	Bachelor of Arts (Honours) in Applied and Media Arts	50	64,500
	Bachelor of Arts (Honours) in Business	45	64,500
	Bachelor of Arts (Honours) in Business (Finance)	75	64,500
	Bachelor of Arts (Honours) in Business (Human Resource Management)	75	64,500
	Bachelor of Arts (Honours) in Business (International Business)	45	64,500
	Bachelor of Arts (Honours) in Business (Operations and Supply Chain Management)	45	64,500
	Bachelor of Arts (Honours) in Hospitality Management	145	64,500
	Bachelor of Arts (Honours) in Housing Management	50	64,500
	Bachelor of Arts (Honours) in Marketing and Public Relations	280	64,500
	Bachelor of Arts (Honours) in Professional Communication	55	64,500
	Bachelor of Arts (Honours) in Retail and Service Management	65	64,500

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Bachelor of Arts (Honours) in Travel Industry Management	145	64,500
	Bachelor of Business Administration (Honours) in Accountancy	150	80,625
	Bachelor of Science (Honours) in Applied Sciences (Health Studies)	40	64,500
	Bachelor of Science (Honours) in Applied Sciences (Information Systems and Web Technologies)	40	64,500
	Bachelor of Science (Honours) in Applied Sciences (Statistics and Data Science)	40	64,500
	Bachelor of Social Sciences (Honours)	57	64,500
	Bachelor of Social Sciences (Honours) in Psychology	57	64,500
	Bachelor of Social Sciences (Honours) in Public Administration	56	64,500
	Sub-total	1 515	
The Open University of Hong Kong	Bachelor of Arts with Honours in Chinese (Full-time) - Year 2 Entry	5	60,060
	Bachelor of Arts with Honours in Chinese (Full-time) - Year 3 Entry	5	60,060
	Bachelor of Arts with Honours in Language Studies and Translation (Full-time) - Year 2 Entry	5	60,060
	Bachelor of Arts (Hons) in Language and Translation (Full-time) - Year 3 Entry	5	60,060
	Bachelor of Business Administration in Banking and Finance (Full-time) - Year 3 Entry	33	60,060
	Bachelor of Business Administration in China Business (Full-time) - Year 3 Entry	5	60,060
	Bachelor of Business Administration in Corporate Administration (Full-time) - Year 3 Entry	39	60,060
	Bachelor of Business Administration in Human Resource Management (Full-time) - Year 3 Entry	3	60,060
	Bachelor of Business Administration in International Business (Full-time) - Year 3 Entry	17	60,060
	Bachelor of Business Administration in Management (Full-time) - Year 3 Entry	94	60,060
	Bachelor of Business Administration in Marketing (Full-time) - Year 3 Entry	30	60,060
	Bachelor of Business Administration with Honours in Business Management (Full-time) - Year 3 Entry	64	60,060
	Bachelor of Business Administration with Honours in Business Management (Full-time) - Year 2 Entry	20	60,060
	Bachelor of Business Administration with Honours in Global Business and Marketing (Full-time) - Year 2 Entry	20	60,060
	Bachelor of Business Administration with Honours in Global Business and Marketing (Full-time) - Year 3 Entry	20	60,060
	Bachelor of Business Administration with Honours in Professional Accounting (Full-time) - Year 2 Entry	20	60,060
	Bachelor of Business Administration with Honours in Professional Accounting (Full-time) - Year 3 Entry	298	63,825
	Bachelor of Computing (Hons) in Internet Technology (Full-time) - Year 2 Entry	25	62,570
	Bachelor of Computing (Hons) in Internet Technology (Full-time) - Year 3 Entry	63	63,825
	Bachelor of Education with Honours in Early Childhood Education (Leadership and Special Educational Needs) (Year 3 Entry)	15	60,060
	Bachelor of Engineering with Honours in Electronic and Computer Engineering (Full-time) - Year 3 Entry	30	54,600

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Bachelor of English Language Studies with Honours (Full-time) - Year 2 Entry	5	60,060
	Bachelor of English Language Studies with Honours (Full-time) - Year 3 Entry	5	60,060
	Bachelor of Hospitality Management (Full-time) - Year 3 Entry	35	60,060
	Bachelor of Language Studies with Honours (Applied Chinese Language Studies) (Full-time) - Year 2 Entry	20	60,060
	Bachelor of Science (Hons) in Applied Science (Beauty and Health) (Full-time) - Year 3 Entry	30	80,107
	Bachelor of Science (Hons) in Applied Science (Biology and Chemistry) (Full-time) - Year 3 Entry	30	80,107
	Bachelor of Science (Hons) in Applied Science (Energy and Environment) (Full-time) - Year 3 Entry	30	82,107
	Bachelor of Science (Hons) in Statistical Analysis (Full-time) - Year 3 Entry	60	60,060
	Bachelor of Science (Hons) in Web Technologies (Full-time) - Year 3 Entry	65	60,060
	Bachelor of Science in Computer Engineering (Full-time) - Year 3 Entry	20	60,060
	Bachelor of Science with Honours in Testing and Certification (Full-time) - Year 2 Entry	20	65,080
	Bachelor of Science with Honours in Testing and Certification (Full-time) - Year 3 Entry	20	63,825
	Bachelor of Science with Honours in Testing Science (Environmental Protection) (Full-time) - Year 3 Entry	50	63,825
	Bachelor of Science with Honours in Testing Science (Food) (Full-time) - Year 3 Entry	50	63,825
	Sub-total	1 256	
The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance - Year 2 Entry	40	68,000
	Bachelor of Arts with Honours in Business Management - Year 2 Entry	20	68,000
	Bachelor of Arts with Honours in Early Childhood Studies	60	68,000
	Bachelor of Science with Honours in Psychology - Year 2 Entry	30	70,000
	Sub-total	150	
The University of Hong Kong - HKU School of Professional and Continuing Education	Bachelor of Arts (Honours) Criminology	25	63,000
	Bachelor of Arts (Honours) Criminology and Sociology	20	63,000
	Bachelor of Arts (Honours) Criminology with Psychology	52	63,000
	Bachelor of Arts (Honours) Sociology	22	63,000
	Bachelor of Arts (Honours) Sport Development with Coaching	30	76,600
	Bachelor of Arts (Hons) Marketing	38	108,000
	Bachelor of Arts (Hons) Marketing and Management	95	108,000
	Bachelor of Arts (with Honours) in Festival and Event Management	70	46,200
	Bachelor of Arts (with Honours) in Financial Services	40	73,333
	Bachelor of Commerce (Accounting and Accounting Technologies)	20	108,000
	Bachelor of Commerce (Accounting)	40	104,000
	Bachelor of Commerce (Marketing and Advertising)	57	67,200
	Bachelor of Science (Honours) Business Management	40	60,000

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Bachelor of Science (Honours) Hospitality Management	45	60,000
	Bachelor of Science (Honours) Sport Management	40	76,600
	Bachelor of Science (Honours) Tourism Management	37	60,000
	BSc (Hons) Accounting	60	108,000
	Sub-total	731	
Tung Wah College	Bachelor of Business Administration (Honours) - Year 3 Entry	55	68,100
	Bachelor of Health Science (Honours) (Nursing Major) - Year 3 entry	100	105,700
	Bachelor of Health Science (Honours) in Nursing (Post-Registration)	100	42,000
	Bachelor of Social Science (Honours) - Year 3 entry	50	75,000
	Sub-total	305	
Vocational Training Council - School for Higher and Professional Education	BA (Hons) Advertising and Marketing Communications	120	62,500
	BA (Hons) Architecture	60	80,700
	BA (Hons) Business (with Law)	30	66,900
	BA (Hons) Business and Finance	50	64,500
	BA (Hons) Business and Human Resource Management	75	64,500
	BA (Hons) Business Management	120	64,500
	BA (Hons) Design for Exhibition and Museums	60	80,700
	BA (Hons) Fashion Design	35	84,700
	BA (Hons) Finance and Investment Management	50	66,900
	BA (Hons) Fine Art	45	80,700
	BA (Hons) Interior Design	50	80,700
	BA (Hons) International Business Management	325	66,900
	BA (Hons) International Fashion Business	40	84,700
	BA (Hons) International Hospitality and Tourism Management	120	69,100
	BA (Hons) Jewellery and Metalwork	60	70,300
	BA (Hons) Landscape Architecture	60	80,700
	BA (Hons) Product Design	50	80,700
	BA (Hons) Visual Communication (Graphic Communication)	50	80,700
	BA (Hons) Visual Communication (Illustration)	20	80,700
	BA (Hons) Visual Communication (Film & Animation)	40	80,700
	BA (Hons) Visual Communication (Photography)	20	80,700
	Bachelor of Engineering (Electrical Engineering) (Honours)	60	90,250
	BSc (Hons) Computing	40	61,000
	BSc (Hons) Digital Media	60	67,600
	BSc (Hons) Events and Leisure Management	120	64,500
	BSc (Hons) Food Science and Nutrition	50	72,400
	BSc (Hons) Hospitality Business Management	120	64,500
	BSc (Hons) Information Technology	60	67,600
	BSc (Hons) Multimedia Computing	20	61,000
	BSc (Hons) Sport Business Management	50	64,500

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	BSc (Hons) Sport Coaching	120	64,500
	BSc (Hons) Tourism Management	90	64,500
	Sub-total	2 270	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Advertising – Year 3 Entry	30	82,500
	Bachelor of Arts (Honours) in Culinary Arts and Management – Year 3 Entry	30	82,500
	Bachelor of Arts (Honours) in Fashion Design – Year 3 Entry	30	82,500
	Bachelor of Arts (Honours) in Hotel Operations Management – Year 3 Entry	NA	75,570
	Bachelor of Arts (Honours) in Landscape Architecture – Year 3 Entry	45	82,500
	Bachelor of Arts (Honours) in Product Design – Year 3 Entry	15	82,500
	Bachelor of Arts (Honours) in Professional Accounting – Year 3 Entry	NA	68,640
	Bachelor of Arts (Honours) in Public Relations and Management – Year 3 Entry	30	68,640
	Bachelor of Engineering (Honours) in Civil Engineering – Year 3 Entry	90	78,750
	Bachelor of Engineering (Honours) in Environmental Engineering and Management – Year 3 Entry	60	78,750
	Bachelor of Science (Honours) in Health Care - Year 3 Entry	30	82,500
	Bachelor of Science (Honours) in Multimedia Technology and Innovation –Year 3 Entry	15	78,750
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management – Year 3 Entry	60	75,000
	Sub-total	435	
Total		12 362	

Note:

“NA” denotes the figures are not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB257****(Question Serial No. 0919)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please provide the figures on research funding secured by each institution through competition administered by the University Grants Committee (UGC)/the Research Grants Council (RGC) for the 2014/15 and 2015/16 academic years respectively.

Asked by: Hon Starry LEE Wai-king (Member Question No. 22)Reply:

Research funding secured by each UGC-funded institution through competition administered by UGC/RGC for the 2014/15 and 2015/16 academic years is listed below:

Institution	2014/15 (\$ million)	2015/16^(Note 1) (\$ million)
City University of Hong Kong	121.1	172.2
Hong Kong Baptist University	49.3	49.5
Lingnan University	3.5	7.6
The Chinese University of Hong Kong	217.3	212.5
Hong Kong Institute of Education	19.2	27.3
The Hong Kong Polytechnic University	123.6	117.7
The Hong Kong University of Science and Technology	154.8	196.7
The University of Hong Kong	414.2	254.9
Total^(Note 2)	1,103.0	1,038.4

Note 1 Position up to 29 February 2016.

Note 2 Figures may not add up due to rounding.

(Remarks: Research funding awarded to an institution in the academic year is meant to be spent in the coming several years, over the duration of a project.)

- End -

CONTROLLING OFFICER'S REPLY

EDB258

(Question Serial No. 0920)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- (a) Under the prevailing hostel policy, all undergraduate students should be given the opportunity to stay in a student hostel for at least one year of their courses. Please provide a breakdown of the requirements for publicly-funded hostel places by UGC-funded institutions under the said hostel policy and the additional requirements that are above the existing level of supply in the 2015/16 academic year.
- (b) Please provide a breakdown of the respective numbers of student hostel places available for allocation by UGC-funded institutions, by the categories of publicly-funded, privately-funded and temporary hostel places, in the 2015/16 academic year.

Asked by: Hon Starry LEE Wai-king (Member Question No. 24)

Reply:

- (a) Under the prevailing hostel policy, subject to the availability of land and resources, the provision of publicly-funded student hostels in the University Grants Committee (UGC)-funded institutions is calculated in accordance with the following criteria¹: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places.

In the 2015/16 academic year, some 18 490 publicly-funded hostel places are required in order to provide one year stay in student hostel for all local undergraduate students in the UGC-funded institutions. Given that the actual allocation of student hostel places to individual students is a matter within institutional autonomy, we are unable to ascertain the number of existing hostel places allocated to satisfy the requirements of one year stay in student hostels. For indicative purpose, in the 2015/16 academic year, 19 395 local students successfully applied for hostel places (including publicly-funded, privately-funded and temporary). Details by institution are set out below:

¹ The criteria are applicable to all UGC-funded institutions, except for Lingnan University (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspiration to develop itself into a relatively small, fully residential liberal arts institution) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

Institution	Requirements for publicly-funded hostel places for the provision of one year stay in hostel for local undergraduate students	Number of local students who successfully applied for hostel places
City University of Hong Kong	3 350	1 610
Hong Kong Baptist University	1 604	1 276
Lingnan University	656	1 991
The Chinese University of Hong Kong	3 505	5 205
The Hong Kong Institute of Education	677	1 725
The Hong Kong Polytechnic University	3 573	2 353
The Hong Kong University of Science and Technology	1 940	2 277
The University of Hong Kong	3 189	2 958
Total	18 494	19 395

- (b) The number of hostel places available in the UGC-funded institutions at the beginning of the 2015/16 academic year as advised by the UGC-funded institutions is listed below -

Institution	2015/16 academic year			
	Publicly-funded Hostel Places	Privately-funded Hostel Places	Temporary Hostel Places	Total
City University of Hong Kong	3 440	208	0	3 648
Hong Kong Baptist University	1 629	242	216	2 087
Lingnan University	1 164	1 170	101	2 435
The Chinese University of Hong Kong	5 534	2 593	348	8 475
The Hong Kong Institute of Education	2 000	0	186	2 186
The Hong Kong Polytechnic University	4 654	0	251	4 905
The Hong Kong University of Science and Technology	3 308	1 172	672	5 152
The University of Hong Kong	5 573	613	169	6 355
Total	27 302	5 998	1 943	35 243

- End -

CONTROLLING OFFICER'S REPLY**EDB259****(Question Serial No. 0921)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

A key factor in promoting internationalisation is the provision of hostel places – for both local and non-local students. Regarding university student hostel places, please provide information on:

- (a) student hostel places provided by each UGC-funded institution, numbers of student applications and percentages of successful applications with breakdown by local and non-local student hostel places in the 2014/15 and 2015/16 academic years; and
- (b) number of places in hostels to be built by each institution.

Asked by: Hon Starry LEE Wai-king (Member Question No. 23)Reply:

- (a) The number of hostel places available for allocation, the number of applications received from local and non-local students, and their respective success rates in the 2014/15 and 2015/16 academic years as advised by the University Grants Committee (UGC)-funded institutions are set out at the **Annex**.
- (b) One publicly-funded hostel project, namely 8015EL “Tseung Kwan O Joint Student Hostel”¹ with an approved project estimate of \$198.3 million (excluding 25% contribution by institution) will be completed in mid-2016 providing 520 publicly-funded hostel places to The Hong Kong University of Science and Technology (HKUST). Another publicly-funded hostel project, namely 8055EF “Student hostels on northern campus” with an approved project estimate of \$465.5 million (excluding 25% contribution by institution) is currently under construction with target completion in mid-2018. It will provide a total of 676 publicly-funded hostel places to The Chinese University of Hong Kong (CUHK).

The UGC and the Government continue to work closely with institutions to meet the additional requirements for publicly-funded hostel places. Apart from the projects mentioned above, the UGC has provided support to ten hostel projects under planning by institutions, which will provide a total of 9 380 publicly-funded hostel places. Of which, 8 454 places to be delivered in three projects from The University of Hong Kong, as well as one each from the CUHK, City University of Hong Kong, Hong Kong Baptist University, The Hong Kong Polytechnic University and HKUST, are undergoing the detailed design stage or will soon commence the detailed design after appointment of consultants. Institutions involved will seek funding support under the established mechanism. The remaining 926 places will be delivered in two capital project proposals planned by the CUHK.

¹ The Tseung Kwan O Joint Student Hostel was originally a joint project providing a total of 520 hostel places, with a provisional split of 370 places for HKUST and 150 places for Hong Kong Baptist University (HKBU). Subsequently, HKBU decided to transfer its 150 hostel places from the Tseung Kwan O Joint Student Hostel to a new hostel and academic building project at a new site at Renfrew Road, Kowloon Tong near its main campus. The proposed transfer was agreed by the two universities in April 2015 and as a result, the student hostel in Tseung Kwan O is now solely owned by HKUST.

Statistics on Allocation of Student Hostel Places in 2014/15 and 2015/16 Academic Years

Institution	2014/15 academic year						
	Number of hostel places available for allocation ¹	Applications ²					
		Local students			Non-local students		
		Number received ³	Number successful	Success rate	Number received ⁴	Number successful	Success rate
City University of Hong Kong	3 648	3 859	1 614	42%	2 595	2 025	78%
Hong Kong Baptist University	2 087	2 324	1 276	55%	1 706	811	48%
Lingnan University	2 571	1 813	1 813	100%	629	629	100%
The Chinese University of Hong Kong	8 615	7 220	5 271	73%	3 506	3 344	95%
The Hong Kong Institute of Education	2 220	2 180	1 789	82%	413	412	100%
The Hong Kong Polytechnic University	4 983	3 958	2 499	63%	2 881	2 480	86%
The Hong Kong University of Science and Technology	5 092	4 918	2 202	45%	3 795	2 680	71%
The University of Hong Kong	6 456	6 421	3 019	47%	6 875	3 026	44%
Total	35 672	32 693	19 483	60%	22 400	15 407	69%

Institution	2015/16 academic year						
	Number of hostel places available for allocation ¹	Applications ²					
		Local students			Non-local students		
		Number received ³	Number successful	Success rate	Number received ⁴	Number successful	Success rate
City University of Hong Kong	3 648	3 490	1 610	46%	2 621	2 009	77%
Hong Kong Baptist University	2 087	2 479	1 276	51%	1 538	810	53%
Lingnan University	2 435	1 991	1 991	100%	399	399	100%
The Chinese University of Hong Kong	8 475	7 683	5 205	68%	3 694	3 270	89%
The Hong Kong Institute of Education	2 186	2 243	1 725	77%	406	399	98%
The Hong Kong Polytechnic University	4 905	4 422	2 353	53%	2 721	2 546	94%
The Hong Kong University of Science and Technology	5 152	4 832	2 277	47%	3 280	2 680	82%
The University of Hong Kong	6 355	5 906	2 958	50%	5 095	3 002	59%
Total	35 243	33 046	19 395	59%	19 754	15 115	77%

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- ¹ Include publicly-funded and privately-funded hostel places as well as temporary places available for allocation.
 - ² Include repeated applications from students who have resided in hostels in the past.
 - ³ Include applications from local students enrolled in UGC-funded and non-UGC funded programmes.
 - ⁴ Include applications from non-local students enrolled in UGC-funded and non-UGC funded programmes. Exchange students are also included.

- End -

CONTROLLING OFFICER'S REPLY**EDB260****(Question Serial No. 0922)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding Hong Kong Diploma of Secondary Education (HKDSE) candidates pursuing university and post-secondary programmes, please advise this Committee of the following:

1. the number of HKDSE candidates, the number of candidates who met the basic entry requirements for the University Grants Committee (UGC)-funded first-year first-degree (FYFD) programmes and the number of those who met the basic entry requirements but did not enter any of the UGC-funded FYFD programmes through the Joint University Programmes Admission System in the 2014/15 and 2015/16 academic years; and
2. the intakes of locally-accredited full-time sub-degree programmes in the 2014/15 and 2015/16 academic years, with breakdown by UGC-funded and non-UGC-funded programmes.

Asked by: Hon Starry LEE Wai-king (Member Question No. 25)Reply:

1. The number of candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) examinations, the number of candidates who met the basic entry requirements for the University Grants Committee (UGC)-funded first-year first-degree (FYFD) programmes and the number and percentage of candidates having met the general entrance requirements but did not enter UGC-funded FYFD places through the Joint University Programmes Admissions System (JUPAS) in the 2014/15 to 2015/16 academic years are set out at Annex 1.

Student admission is within the autonomy of the institutions. Each institution has its own merit-based admission policy in assessing the applications of local students through the JUPAS and non-JUPAS routes. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Hence, students meeting the general entrance requirements may not necessarily meet all requirements for admission to individual undergraduate programmes. Furthermore, students meeting all the general entrance requirements might not enter the UGC-funded FYFD places through JUPAS due to a variety of reasons. For instance, students might choose to pursue studies in self-financing undergraduate programmes in Hong Kong or further their studies outside Hong Kong (including the Mainland and elsewhere). For the 2015/16 academic year, in addition to the UGC-funded places, the Hong Kong Academy for Performing Arts offered 172 publicly-funded undergraduate intake places. The self-financing sector also offered some 9 060 intake places in full-time locally-accredited self-financing undergraduate programmes in the 2015/16 academic year. According to the 2015 Secondary 6 Students' Pathway Survey conducted by the Education Bureau in October to December 2015, about 10% of the Secondary 6 graduates who responded to the survey (or some 6 000 graduates out of a total of some 62 300 graduates of the 2014/15

school year who responded) have chosen to pursue further studies outside Hong Kong.

Furthermore, it should be noted that the number of local secondary school graduates will continue to drop significantly, from about 62 700 in 2015 to 43 400 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level.

2. The number of student intakes of UGC-funded and non-UGC-funded locally accredited full-time sub-degree programmes in the 2014/15 to 2015/16 academic years are at Annex 2.

Admission of local students to UGC-funded first-year first-degree (FYFD) places through JUPAS route from the 2014/15 to 2015/16 academic years

Year	Joint University Programmes Admissions System (JUPAS)				
	No. of candidates sitting for the HKDSE examinations in the relevant year ⁽¹⁾	Candidates meeting the general entrance requirements of the UGC-funded FYFD programmes ⁽¹⁾		Candidates meeting the general entrance requirements but did not enter UGC-funded FYFD places through JUPAS ⁽³⁾	
		No.	% ⁽²⁾	No.	% ⁽²⁾
HKDSE Examination					
2014/15	78 400	27 971	35.7%	15 669	20.0%
2015/16	72 859	25 782	35.4%	13 450	18.5%

Notes:

- (1) Provided by the Hong Kong Examinations and Assessment Authority. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only.
- (2) As a percentage of the number of candidates sitting for the HKDSE examinations in the relevant year.
- (3) Figures include students who did not participate in JUPAS on their own accord; those who were given FYFD places by the UGC-funded institutions through JUPAS but subsequently declined the offer for various reasons (for instance they opted for locally-accredited self-financing undergraduate programmes or pursue further studies in overseas or Mainland universities); those who were not given a UGC-funded FYFD offer but received a UGC-funded sub-degree place via JUPAS instead, etc.

Student intakes (Headcount) of UGC-funded and non-UGC-funded locally accredited full-time sub-degree programmes, 2014/15 to 2015/16 academic years

Year	UGC-funded programmes	Non-UGC-funded programmes ⁽¹⁾
2014/15	2 031	30 207
2015/16	2 031 ⁽¹⁾	30 850 ⁽²⁾

Note :

1. Including publicly-funded programmes offered by the Vocational Training Council and self-financing programmes.
2. Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB261

(Question Serial No. 0926)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the admission of research postgraduate students in local institutions, will the Government advise this Committee on the numbers of applications applying for research postgraduate courses and the percentages of successful applications in the past 3 years. Please provide the information broken down by the students' places of origin and by Doctor of Philosophy and Master of Philosophy courses.

Asked by: Hon Starry LEE Wai-king (Member Question No. 29)

Reply:

The number of applications, intake numbers and intake numbers expressed as a percentage of number of applications to UGC-funded research postgraduate (RPg) programmes, broken down by academic level (Doctor of Philosophy / Master of Philosophy) and place of origin from the 2013/14 to 2015/16 academic years are tabulated in the Annex.

**Number of Applications and Student Intakes of UGC-funded Research Postgraduate Programmes
by Academic Level and Place of Origin, 2013/14 to 2015/16**

(Headcount)

Academic Year	Academic Level	Local Students			The Mainland			Other Non-local Students			Total		
		Number of Applications	Student Intakes	No. of intakes as % of no. of applications	Number of Applications	Student Intakes	No. of intakes as % of no. of applications	Number of Applications	Student Intakes	No. of intakes as % of no. of applications	Number of Applications	Student Intakes	No. of intakes as % of no. of applications
2013/14	PhD	873	210	24.0%	10 169	1 261	12.4%	2 652	220	8.3%	13 694	1 691	12.3%
	MPhil	1 167	326	27.9%	5 282	353	6.7%	497	41	8.3%	6 946	720	10.4%
	Total	2 040	535	26.2%	15 451	1 615	10.5%	3 149	261	8.3%	20 640	2 411	11.7%
2014/15	PhD	972	229	23.5%	11 014	1 401	12.7%	3 101	237	7.6%	15 087	1 867	12.4%
	MPhil	1 169	274	23.5%	5 221	299	5.7%	445	50	11.3%	6 835	623	9.1%
	Total	2 141	503	23.5%	16 235	1 699	10.5%	3 546	288	8.1%	21 922	2 490	11.4%
2015/16 [#]	PhD	881	242	27.5%	9 303	1 317	14.2%	3 107	202	6.5%	13 291	1 762	13.3%
	MPhil	987	293	29.7%	4 049	296	7.3%	441	38	8.5%	5 477	627	11.4%
	Total	1 868	535	28.6%	13 352	1 613	12.1%	3 548	240	6.8%	18 768	2 388	12.7%

Notes:

1. Number of applications of research postgraduate programmes (RPg) refers to the number one year prior to the corresponding academic year.
2. The place of origin of non-local students is determined having regard to their nationality.
3. The number of RPg students are in decimal places which are all rounded to integers in this table. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Hence, figures may not add up to the corresponding totals due to rounding.
4. # Student intakes for the 2015/16 academic year are provisional figures.
5. Abbreviations:

PhD Doctor of Philosophy

MPhil Master of Philosophy

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CONTROLLING OFFICER'S REPLY**EDB262****(Question Serial No. 0944)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown by institution and programme of the number of Year 2 and Year 3 degree places funded by the University Grants Committee for sub-degree graduates and the expenditure involved in the 2016/17 academic year, and also of the number of Year 2 and Year 3 degree places of self-financing programmes for sub-degree graduates and the respective tuition fees in the 2015/16 academic year.

Asked by: Hon Starry LEE Wai-king (Member Question No. 47)

Reply:

The approved University Grants Committee (UGC)-funded senior year undergraduate places by institution and programme for the 2016/17 academic year are set out at Annex A. As funding for the senior year places is subsumed under the block grant to institutions, the UGC is unable to identify and attribute the actual expenditure on specific programmes. It is noteworthy that according to the institutions, the average student unit cost per annum of a UGC-funded undergraduate (including senior year) place for the 2014/15 academic year was \$222,000, the bulk of which was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year). Information for the academic years from 2015/16 onwards is not yet available.

As for the self-financing programmes, according to the information provided by the institutions, the number of estimated intake places and the average annual tuition fees of full-time locally-accredited self-financing top-up degree programmes for the 2015/16 academic year are at Annex B.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2016/17 Academic Year**

Institution	Programme	Penultimate Year* (Intake)	Final Year ^	Final Year for Nursing Programmes#
CityU	Bachelor of Arts	338	366	-
	Bachelor of Business Administration	367	367	-
	Bachelor of Engineering	147	151	-
	Bachelor of Science	205	203	-
	Bachelor of Social Sciences	338	308	-
	Sub-total	1 395	1 395	-
HKBU	Bachelor of Arts	152	137	-
	Bachelor of Business Administration	129	110	-
	Bachelor of Science	84	78	-
	Bachelor of Social Sciences	156	123	-
	Sub-total	521	448	-
LU	Bachelor of Arts	55	55	-
	Bachelor of Business Administration	46	46	-
	Bachelor of Social Sciences	29	29	-
	Sub-total	130	130	-
CUHK	Bachelor of Arts	88	78	-
	Bachelor of Business Administration	13	13	-
	Bachelor of Engineering	17	21	-
	Bachelor of Nursing#	60	60	60
	Bachelor of Science	146	147	-
	Bachelor of Social Sciences	80	85	-
	Sub-total	404	404	60
HKIEd	Bachelor of Arts	84	36	-
	Bachelor of Social Sciences	64	48	-
	Sub-total	148	84	-
PolyU	Bachelor of Arts	531	501	-
	Bachelor of Business Administration	209	209	-
	Bachelor of Engineering	276	217	-
	Bachelor of Nursing#	40	40	40
	Bachelor of Science	429	389	-
	Broad Discipline of Computing	29	29	-
	Sub-total	1 514	1 385	40
HKUST	Bachelor of Business Administration	30	18	-
	Bachelor of Engineering	85	85	-
	Bachelor of Science	35	17	-
	Sub-total	150	120	-
HKU	Bachelor of Arts	54	54	-
	Bachelor of Business Administration	20	30	-
	Bachelor of Engineering	32	32	-

Institution	Programme	Penultimate Year* (Intake)	Final Year ^	Final Year for Nursing Programmes#
	Bachelor of Nursing#	25	25	25
	Bachelor of Science	165	116	-
	Bachelor of Social Sciences	42	42	-
	Sub-total	338	299	25
Total		4 600	4 265	125

Notes:

The Government has given in-principle agreement to provide funding for the third year of the senior year nursing programmes for 2014/15 and onwards.

* Refers to antepenultimate year for the senior year nursing programmes.

^ Refers to penultimate year for the senior year nursing programmes.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

Estimated Intake and Average Annual Tuition Fee of Full-time Locally-accredited Self-financing Top-up Degree Programmes by Institution and Programme in the 2015/16 Academic Year

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
Caritas Institute of Higher Education	Bachelor of Arts (Honours) in Language and Liberal Studies - Year 2 Entry	10	67,667
	Bachelor of Arts (Honours) in Language and Liberal Studies - Year 3 Entry	10	69,000
	Bachelor of Business Administration (Honours) - Year 2 Entry	100	67,667
	Bachelor of Business Administration (Honours) - Year 3 Entry	100	69,000
	Bachelor of Science (Honours) in Digital Entertainment - Year 2 Entry	10	71,280
	Bachelor of Science (Honours) in Digital Entertainment - Year 3 Entry	15	71,280
	Bachelor of Social Sciences (Honours) - Year 2 Entry	10	67,667
	Bachelor of Social Sciences (Honours) - Year 3 Entry	90	69,000
	Sub-total	345	
Centennial College	Bachelor of Arts (Honours) Programme - Year 3 Entry	200	99,000
	Bachelor of Professional Accounting (Honours) Programme - Year 3 Entry	120	99,000
	Sub-total	320	
City University of Hong Kong - School of Continuing and Professional Education	BA (Hons) Accounting	250	86,585
	BA (Hons) Accounting and Finance	90	66,950
	BA (Hons) Applied Social Science	200	95,000
	BA (Hons) English for International Corporate Communication	130	97,380
	BA (Hons) Hospitality and Service Management	90	70,400
	BA (Hons) International Business Communication with Chinese	80	97,380
	BA (Hons) International Business Communication with Japanese	100	97,380
	BA (Hons) Marketing Management	290	79,369
	BA (Hons) Public Administration and Management	60	96,000
	BA (Hons) Tourism Management	110	70,400
	Bachelor of Arts (Honours) Business Administration and Management	200	97,380
	Bachelor of Arts (Honours) International Business Management	170	97,380
	Bachelor of Science (Honours) Business Information Technology	160	90,000
	Sub-total	1 930	
Hang Seng Management College	Bachelor of Business Administration (Honours) - Year 3 Entry	150	82,300
	Bachelor of Business Administration (Honours) in Supply Chain Management - Year 3 Entry	30	82,300
	Bachelor of Management Science and Information Management (Honours) - Year 3 Entry	35	82,300
	Sub-total	215	
HKCT Institute of Higher Education	Bachelor of Social Sciences (Honours) in Social Development Studies (Year 3 Entry)	25	66,000

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Sub-total	25	
Hong Kong Baptist University	Bachelor of Commerce (Honours) in Accountancy	90	85,000
	Sub-total	90	
Hong Kong Baptist University – College of International Education	Bachelor of Arts (Honours) in Creative Writing for Film, Television and New Media (Top-up Degree)	55	82,500
	Bachelor of Arts (Honours) in Liberal and Cultural Studies (Top-up Degree)	70	82,500
	Bachelor of Arts (Honours) in Music Studies (Top-up Degree)	40	82,500
	Bachelor of Commerce (Honours) in Human Resources Management (Top-up Degree)	100	82,500
	Bachelor of Commerce (Honours) in Marketing (Top-up Degree)	90	82,500
	Bachelor of Social Sciences (Honours) in Environment and Resources Management (Top-up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Integrated Communication Management (Top-up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Media and Social Communication (Top-up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Psychology (Top-Up Degree)	80	82,500
	Bachelor of Social Sciences (Honours) in Social Policy (Top-up Degree)	55	82,500
	Bachelor of Social Sciences (Honours) in Sport and Recreation Leadership (Top-Up Degree)	80	82,500
	Sub-total	810	
Hong Kong Baptist University - School of Continuing Education	Bachelor of Business (Management)	100	108,000
	Bachelor of Business (Tourism and Event Management)	80	108,000
	Bachelor of Commerce (Accounting)	50	84,000
	Bachelor of Communication and Media	170	108,000
	Bachelor of Education (Honours) in Early Childhood Education (2-year)	120	50,463
	Bachelor of Psychological Science	30	78,000
	Sub-total	550	
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance - Year 3 Entry	60	58,800
	BA (Hons) Business Management - Year 3 Entry	20	58,800
	BA (Hons) Marketing and Advertising - Year 3 Entry	20	58,800
	BSc (Hons) Computing - Year 3 Entry	20	58,800
	BSc (Hons) Crime and Investigation - Year 3 Entry	71	58,800
	Sub-total	191	
Hong Kong Nang Yan College of Higher Education	Bachelor of Arts (Honours) in Chinese Programme - Year 3 Entry	20	63,000
	Bachelor of Arts (Honours) in English for Professional and Intercultural Communication Programme - Year 3 Entry	20	76,500
	Bachelor of Business Administration (Honours) in Accounting Programme - Year 3 Entry	20	63,000
	Bachelor of Business Administration (Honours) in Marketing Programme - Year 3 Entry	20	63,000
	Sub-total	80	
The Chinese University of Hong Kong - School of Continuing and Professional	Bachelor of Business (Event Management)	90	119,400
	Bachelor of Business (Hotel Management)	90	119,400

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
Studies	Bachelor of Business (Management)	60	119,400
	Bachelor of Business (Marketing)	60	119,400
	Bachelor of Commerce (Accounting)	80	109,091
	Bachelor of Creative Arts (Digital Media)	35	95,000
	Bachelor of Digital Media (Graphic Design)	40	119,400
	Sub-total	455	
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Liberal Studies Education - Year 3 Entry	15	78,000
	Bachelor of Health Education (Honours) Programme (Two-year Full-time)	62	84,000
	Bachelor of Music in Education (Honours) (Contemporary Music and performance Pedagogy) - Year 3 Entry	5	72,000
	Bachelor of Science Education (Honours) (Science and Web Technology) - Year 3 Entry	5	75,000
	Bachelor of Science Education (Honours) (Sports Science) - Year 3 Entry	12	72,000
	Bachelor of Social Science Education (Honours) (Greater China Studies) - Year 3 Entry	40	73,500
	Sub-total	189	
The Hong Kong Polytechnic University	Bachelor of Arts (Honours) in Bilingual Studies	80	75,000
	Bachelor of Engineering (Honours) in Building Services Engineering	80	81,250
	Bachelor of Engineering (Honours) in Electronic Engineering	40	120,000
	Bachelor of Engineering (Honours) in Product Engineering with Marketing	70	88,000
	Bachelor of Science (Honours) in Chemical Technology	40	120,000
	Bachelor of Science (Honours) in Convention and Event Management	60	83,875
	Bachelor of Science (Honours) in Hotel Management	90	83,875
	Bachelor of Science (Honours) in Tourism Management	90	83,875
	Sub-total	550	
The Hong Kong Polytechnic University - School of Professional Education and Executive Development	Bachelor of Arts (Honours) in Applied and Media Arts	50	64,500
	Bachelor of Arts (Honours) in Business	45	64,500
	Bachelor of Arts (Honours) in Business (Finance)	75	64,500
	Bachelor of Arts (Honours) in Business (Human Resource Management)	75	64,500
	Bachelor of Arts (Honours) in Business (International Business)	45	64,500
	Bachelor of Arts (Honours) in Business (Operations and Supply Chain Management)	45	64,500
	Bachelor of Arts (Honours) in Hospitality Management	145	64,500
	Bachelor of Arts (Honours) in Housing Management	50	64,500
	Bachelor of Arts (Honours) in Marketing and Public Relations	280	64,500
	Bachelor of Arts (Honours) in Professional Communication	55	64,500
	Bachelor of Arts (Honours) in Retail and Service Management	65	64,500
	Bachelor of Arts (Honours) in Travel Industry Management	145	64,500
	Bachelor of Business Administration (Honours) in Accountancy	150	80,625

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Bachelor of Science (Honours) in Applied Sciences (Health Studies)	40	64,500
	Bachelor of Science (Honours) in Applied Sciences (Information Systems and Web Technologies)	40	64,500
	Bachelor of Science (Honours) in Applied Sciences (Statistics and Data Science)	40	64,500
	Bachelor of Social Sciences (Honours)	57	64,500
	Bachelor of Social Sciences (Honours) in Psychology	57	64,500
	Bachelor of Social Sciences (Honours) in Public Administration	56	64,500
	Sub-total	1 515	
The Open University of Hong Kong	Bachelor of Arts with Honours in Chinese (Full-time) - Year 2 Entry	5	60,060
	Bachelor of Arts with Honours in Chinese (Full-time) - Year 3 Entry	5	60,060
	Bachelor of Arts with Honours in Language Studies and Translation (Full-time) - Year 2 Entry	5	60,060
	Bachelor of Arts (Hons) in Language and Translation (Full-time) - Year 3 Entry	5	60,060
	Bachelor of Business Administration in Banking and Finance (Full-time) - Year 3 Entry	33	60,060
	Bachelor of Business Administration in China Business (Full-time) - Year 3 Entry	5	60,060
	Bachelor of Business Administration in Corporate Administration (Full-time) - Year 3 Entry	39	60,060
	Bachelor of Business Administration in Human Resource Management (Full-time) - Year 3 Entry	3	60,060
	Bachelor of Business Administration in International Business (Full-time) - Year 3 Entry	17	60,060
	Bachelor of Business Administration in Management (Full-time) - Year 3 Entry	94	60,060
	Bachelor of Business Administration in Marketing (Full-time) - Year 3 Entry	30	60,060
	Bachelor of Business Administration with Honours in Business Management (Full-time) - Year 3 Entry	64	60,060
	Bachelor of Business Administration with Honours in Business Management (Full-time) - Year 2 Entry	20	60,060
	Bachelor of Business Administration with Honours in Global Business and Marketing (Full-time) - Year 2 Entry	20	60,060
	Bachelor of Business Administration with Honours in Global Business and Marketing (Full-time) - Year 3 Entry	20	60,060
	Bachelor of Business Administration with Honours in Professional Accounting (Full-time) - Year 2 Entry	20	60,060
	Bachelor of Business Administration with Honours in Professional Accounting (Full-time) - Year 3 Entry	298	63,825
	Bachelor of Computing (Hons) in Internet Technology (Full-time) - Year 2 Entry	25	62,570
	Bachelor of Computing (Hons) in Internet Technology (Full-time) - Year 3 Entry	63	63,825
	Bachelor of Education with Honours in Early Childhood Education (Leadership and Special Educational Needs) (Year 3 Entry)	15	60,060
	Bachelor of Engineering with Honours in Electronic and Computer Engineering (Full-time) - Year 3 Entry	30	54,600
	Bachelor of English Language Studies with Honours (Full-time) - Year 2 Entry	5	60,060
	Bachelor of English Language Studies with Honours	5	60,060

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	(Full-time) - Year 3 Entry		
	Bachelor of Hospitality Management (Full-time) - Year 3 Entry	35	60,060
	Bachelor of Language Studies with Honours (Applied Chinese Language Studies) (Full-time) - Year 2 Entry	20	60,060
	Bachelor of Science (Hons) in Applied Science (Beauty and Health) (Full-time) - Year 3 Entry	30	80,107
	Bachelor of Science (Hons) in Applied Science (Biology and Chemistry) (Full-time) - Year 3 Entry	30	80,107
	Bachelor of Science (Hons) in Applied Science (Energy and Environment) (Full-time) - Year 3 Entry	30	82,107
	Bachelor of Science (Hons) in Statistical Analysis (Full-time) - Year 3 Entry	60	60,060
	Bachelor of Science (Hons) in Web Technologies (Full-time) - Year 3 Entry	65	60,060
	Bachelor of Science in Computer Engineering (Full-time) - Year 3 Entry	20	60,060
	Bachelor of Science with Honours in Testing and Certification (Full-time) - Year 2 Entry	20	65,080
	Bachelor of Science with Honours in Testing and Certification (Full-time) - Year 3 Entry	20	63,825
	Bachelor of Science with Honours in Testing Science (Environmental Protection) (Full-time) - Year 3 Entry	50	63,825
	Bachelor of Science with Honours in Testing Science (Food) (Full-time) - Year 3 Entry	50	63,825
	Sub-total	1 256	
The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance - Year 2 Entry	40	68,000
	Bachelor of Arts with Honours in Business Management - Year 2 Entry	20	68,000
	Bachelor of Arts with Honours in Early Childhood Studies	60	68,000
	Bachelor of Science with Honours in Psychology - Year 2 Entry	30	70,000
	Sub-total	150	
The University of Hong Kong - HKU School of Professional and Continuing Education	Bachelor of Arts (Honours) Criminology	25	63,000
	Bachelor of Arts (Honours) Criminology and Sociology	20	63,000
	Bachelor of Arts (Honours) Criminology with Psychology	52	63,000
	Bachelor of Arts (Honours) Sociology	22	63,000
	Bachelor of Arts (Honours) Sport Development with Coaching	30	76,600
	Bachelor of Arts (Hons) Marketing	38	108,000
	Bachelor of Arts (Hons) Marketing and Management	95	108,000
	Bachelor of Arts (with Honours) in Festival and Event Management	70	46,200
	Bachelor of Arts (with Honours) in Financial Services	40	73,333
	Bachelor of Commerce (Accounting and Accounting Technologies)	20	108,000
	Bachelor of Commerce (Accounting)	40	104,000
	Bachelor of Commerce (Marketing and Advertising)	57	67,200
	Bachelor of Science (Honours) Business Management	40	60,000
	Bachelor of Science (Honours) Hospitality Management	45	60,000
	Bachelor of Science (Honours) Sport Management	40	76,600

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Bachelor of Science (Honours) Tourism Management	37	60,000
	BSc (Hons) Accounting	60	108,000
	Sub-total	731	
Tung Wah College	Bachelor of Business Administration (Honours) - Year 3 Entry	55	68,100
	Bachelor of Health Science (Honours) (Nursing Major) - Year 3 entry	100	105,700
	Bachelor of Health Science (Honours) in Nursing (Post-Registration)	100	42,000
	Bachelor of Social Science (Honours) - Year 3 entry	50	75,000
	Sub-total	305	
Vocational Training Council - School for Higher and Professional Education	BA (Hons) Advertising and Marketing Communications	120	62,500
	BA (Hons) Architecture	60	80,700
	BA (Hons) Business (with Law)	30	66,900
	BA (Hons) Business and Finance	50	64,500
	BA (Hons) Business and Human Resource Management	75	64,500
	BA (Hons) Business Management	120	64,500
	BA (Hons) Design for Exhibition and Museums	60	80,700
	BA (Hons) Fashion Design	35	84,700
	BA (Hons) Finance and Investment Management	50	66,900
	BA (Hons) Fine Art	45	80,700
	BA (Hons) Interior Design	50	80,700
	BA (Hons) International Business Management	325	66,900
	BA (Hons) International Fashion Business	40	84,700
	BA (Hons) International Hospitality and Tourism Management	120	69,100
	BA (Hons) Jewellery and Metalwork	60	70,300
	BA (Hons) Landscape Architecture	60	80,700
	BA (Hons) Product Design	50	80,700
	BA (Hons) Visual Communication (Graphic Communication)	50	80,700
	BA (Hons) Visual Communication (Illustration)	20	80,700
	BA (Hons) Visual Communication (Film & Animation)	40	80,700
	BA (Hons) Visual Communication (Photography)	20	80,700
	Bachelor of Engineering (Electrical Engineering) (Honours)	60	90,250
	BSc (Hons) Computing	40	61,000
	BSc (Hons) Digital Media	60	67,600
	BSc (Hons) Events and Leisure Management	120	64,500
	BSc (Hons) Food Science and Nutrition	50	72,400
	BSc (Hons) Hospitality Business Management	120	64,500
	BSc (Hons) Information Technology	60	67,600
	BSc (Hons) Multimedia Computing	20	61,000
	BSc (Hons) Sport Business Management	50	64,500
	BSc (Hons) Sport Coaching	120	64,500
	BSc (Hons) Tourism Management	90	64,500

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Sub-total	2 270	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Advertising – Year 3 Entry	30	82,500
	Bachelor of Arts (Honours) in Culinary Arts and Management – Year 3 Entry	30	82,500
	Bachelor of Arts (Honours) in Fashion Design – Year 3 Entry	30	82,500
	Bachelor of Arts (Honours) in Hotel Operations Management – Year 3 Entry	NA	75,570
	Bachelor of Arts (Honours) in Landscape Architecture – Year 3 Entry	45	82,500
	Bachelor of Arts (Honours) in Product Design – Year 3 Entry	15	82,500
	Bachelor of Arts (Honours) in Professional Accounting – Year 3 Entry	NA	68,640
	Bachelor of Arts (Honours) in Public Relations and Management – Year 3 Entry	30	68,640
	Bachelor of Engineering (Honours) in Civil Engineering – Year 3 Entry	90	78,750
	Bachelor of Engineering (Honours) in Environmental Engineering and Management – Year 3 Entry	60	78,750
	Bachelor of Science (Honours) in Health Care - Year 3 Entry	30	82,500
	Bachelor of Science (Honours) in Multimedia Technology and Innovation –Year 3 Entry	15	78,750
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management – Year 3 Entry	60	75,000
	Sub-total	435	
Total		12 362	

Note:

“NA” denotes the figures are not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB263****(Question Serial No. 1105)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please provide the number of places and amount of subvention for full-time and part-time publicly-funded and self-financing social work undergraduate and sub-degree programmes of all post-secondary institutions for the past 5 academic years and the coming academic year.

Post-secondary Institutions	Full-time/ Part-time	Publicly-funded/ self-financing	Undergraduate/ Sub-degree	Number of Places					
				2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17

Post-secondary Institutions	Full-time/ Part-time	Publicly-funded/ self-financing	Undergraduate/ Sub-degree	Amount of Subvention					
				2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17

Asked by: Hon CHEUNG Kwok-che (Member Question No. 2)Reply:

The approved numbers of the University Grants Committee (UGC)-funded places of the sub-degree and undergraduate social work programmes from the 2011/12 to 2016/17 academic years are at Annex A. The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the said programmes is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes. The average student unit cost for a particular level is derived based on the actual cost incurred on UGC-funded expenditure items as reported by institutions. Based on the information as reported by the institutions, the average student unit costs per annum at sub-degree and undergraduate levels for the 2011/12 to 2014/15 academic years were \$144,000 and \$216,000 respectively, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$31,575 and \$42,100 for sub-degree and undergraduate programmes respectively). The average student unit cost for the 2015/16 academic year and beyond is not yet available.

The number of estimated intakes for full-time locally-accredited self-financing undergraduate and sub-degree programmes relating to social work programmes from the 2011/12 to the 2016/17 academic years are set out at Annex B.

**Approved Number of Sub-degree and Undergraduate Places of the UGC-funded
Social Work Programme by Institution, 2011/12 to 2016/17**

full-time equivalent

Post-secondary Institution	Full-time/ Part-time	UGC-funded Undergraduate/ Sub-degree	Number of Approved Intake Places					
			2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
First-year Intake								
CityU	Full-time	Sub-degree	40	-	-	-	-	-
CityU	Full-time	Undergraduate (3-year programmes)	60	60	N.A.	N.A.	N.A.	N.A.
CityU	Full-time	Undergraduate (4-year programme)	N.A.	60	60	60	60	60
HKBU	Full-time	Undergraduate (3-year programmes)	43	43	N.A.	N.A.	N.A.	N.A.
HKBU	Full-time	Undergraduate (4-year programme)	N.A.	43	43	43	43	43
CUHK	Full-time	Undergraduate (3-year programmes)	48	48	N.A.	N.A.	N.A.	N.A.
CUHK	Full-time	Undergraduate (4-year programme)	N.A.	48	48	48	48	48
PolyU	Full-time	Sub-degree	40	40	35	-	-	-
PolyU	Full-time	Undergraduate (3-year programmes)	39	39	N.A.	N.A.	N.A.	N.A.
PolyU	Full-time	Undergraduate (4-year programme)	N.A.	39	39	39	39	36
HKU	Full-time	Undergraduate (3-year programmes)	40	40	N.A.	N.A.	N.A.	N.A.
HKU	Full-time	Undergraduate (4-year programme)	N.A.	40	40	40	40	38
Total		Sub-degree	80	40	35	-	-	-
		Undergraduate	230	460	230	230	230	225
Senior Year Intake								
CityU	Full-time	Undergraduate	25	25	25	25	25	25
HKBU	Full-time	Undergraduate	12	12	12	12	12	16
PolyU	Full-time	Undergraduate	16	16	16	16	16	16
Total			53	53	53	53	53	57

Notes:

- To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
- All UGC-funded social work programmes for the 2011/12 to 2016/17 academic years are full-time programmes.
- '-' denotes 'nil'.
- Abbreviations for post-secondary institution are as follows:

CityU City University of Hong Kong
CUHK The Chinese University of
 Hong Kong
HKU The University of Hong Kong

HKBU Hong Kong Baptist University
PolyU The Hong Kong Polytechnic
 University

**Number of Estimated Intakes for Full-time Locally-accredited Self-financing Undergraduate
and Sub-degree Programmes Related to Social Work:**

Institutions	Under graduate/ Sub- degree	Number of Estimated Intakes					
		2011/12	2012/13	2013/14	2014/15	2015/16	2016/17 #
Caritas Institute of Higher Education	Sub-degree	173	120	120	120	120	120
City University of Hong Kong	Sub-degree	80	125	125	125	125	125
Gratia Christian College	Undergraduate	-	-	-	-	60	60
Hong Kong College of Technology	Sub-degree	80	80	40	40	40	40
Hong Kong Shue Yan University	Undergraduate	40	44	35	38	40	40
The Chinese University of Hong Kong	Sub-degree	-	-	-	50	50	50
The Hong Kong Institute of Education	Sub-degree	90	45	-	70	-	-
The Hong Kong Polytechnic University	Sub-degree	-	-	-	-	-	80
Vocational Training Council	Sub-degree	-	50	50	50	75	75

Note: “-” Denotes no relevant programmes were offered.
“#” Denotes provisional figures.

- End -

CONTROLLING OFFICER'S REPLY**EDB264****(Question Serial No. 1116)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the development of publicly-funded post-secondary education, will the Government provide the number of publicly-funded degree and sub-degree places, as well as the participation rates represented as the proportion of publicly-funded degree and sub-degree places to the population of the relevant cohort in each of the past 5 years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 14)Reply:

The requested information for the past five years is tabulated below:

Academic year	Publicly-funded undergraduate intake places ¹		Overall undergraduate participation rate of the relevant cohort ^{2,3}	Publicly-funded sub-degree intake places ⁴		Overall post-secondary participation rate of the relevant cohort ^{2,5}
	Approved number	Participation rate of the relevant cohort ²		Actual intakes	Participation rate of the relevant cohort ²	
2011/12 ⁶	16 842	20.8%	30.3%	8 684	N/A	N/A
2012/13 ⁷	32 814	N/A	N/A	9 903	N/A	N/A
2013/14	18 153	22.6%	39.4%	11 047	13.7%	67.0%
2014/15	19 165	24.0%	46.2%	12 480	15.7%	68.5%
2015/16	20 377 [#]	26.5% [#]	46.5% [#]	12 791 [#]	16.6% [#]	71.3% [#]

Notes:

1. Including first-year first-degree (FYFD) and senior year undergraduate intake places offered by the University Grants Committee (UGC)-funded institutions, the Hong Kong Academy for Performing Arts (HKAPA) and under the Study Subsidy Scheme for Designated Professions/Sectors starting from the 2015/16 academic year.
2. Relevant cohort refers to the average mid-year resident population between the ages of 17 to 20 for the 2011/12 academic year and between the ages of 18 to 20 as from the 2012/13 academic year onwards, as a result of the implementation of the New Academic Structure.
3. The overall undergraduate participation rate of the relevant cohort takes into account the approved number of publicly-funded undergraduate intake places and the actual intakes of self-financing undergraduate programmes.
4. Including the actual intakes of sub-degree programmes offered by UGC-funded institutions, HKAPA and the Vocational Training Council.
5. The overall post-secondary participation rate of the relevant cohort takes into account the approved number of publicly-funded FYFD places; the actual intakes of self-financing FYFD places; and the actual intakes of publicly-funded and self-financing sub-degree programmes.

6. The 2011/12 academic year was a gap year during which there were no Secondary Five graduates. Sub-degree participation rate is undefined for the year.
7. The 2012/13 academic year was a double cohort year. Publicly-funded FYFD places offered in the year were doubled to cater for two cohorts of senior secondary students graduating in the same year. Undergraduate and sub-degree participation rates are undefined for the year.
8. # Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB265

(Question Serial No. 2174)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the estimated number of staff, annual emoluments, housing allowance and allowances for the expenses on visits and entertainment pertaining to the following posts in the University Grants Committee in 2016-17:

- Secretary-General
- Deputy Secretary-General
- Assistant Secretary-General
- Executive Officer
- Statistician
- Research Manager
- Statistical Officer I
- Senior Executive Officer
- Senior Research Administrator
- Research Administrator
- Senior Project Officer
- Treasury Accountant
- Accountant
- Accounting Officer
- Senior Clerical Officer
- Clerical Officer
- Departmental Secretary
- Executive Co-ordinator
- Information Technology Officer

Asked by: Hon LEUNG Kwok-hung (Member Question No. 2031)

Reply:

The estimated number of permanent posts mentioned in the question and the annual salaries in the University Grants Committee (UGC) Secretariat in 2016-17 are tabulated below–

	Post/Rank	Number	Total Annual Salary^{Note}
(a)	Secretary-General	1	2,527,800
(b)	Deputy Secretary-General	2	3,946,800
(c)	Assistant Secretary-General	8	10,472,640
(d)	Senior Executive Officer, Executive Officer I and Executive Officer II	18	12,865,440
(e)	Statistician and Statistical Officer I	3	1,885,980
(f)	Treasury Accountant and Accounting Officer I	4	3,143,520
(g)	Senior Clerical Officer and Clerical Officer	4	1,689,420

Note: Notional Annual Mid-point Salary (NAMS) is used for calculating the salaries.

Apart from the above permanent posts, the UGC Secretariat may also engage non-civil service contract staff in a year to meet changing operational and service needs, e.g. Research Manager, Senior Research Administrator, Research Administrator, Senior Project Officer, Accountant, Accounting Officer, Information Technology Officer, etc. We are unable to project the number of NCSC staff in the 2016-17 financial year before it begins.

Provision for housing allowances for the civil service as a whole is centrally provided for under Head 46 general expenses of the civil service and there is no provision for individual officers under Head 190. There is no provision for housing allowances for the non-civil service contract staff.

In 2016-17, officials of the UGC Secretariat will conduct duty visits and consume official meals based on operational needs and prior approval is needed before incurring any related expenses. In making an application for duty visit or official entertainment, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditures are fully justified and appropriate for the official purpose in question. There is no provision for expenses for duty visits and entertainment for individual officers.

- End -

CONTROLLING OFFICER'S REPLY

EDB266

(Question Serial No. 2565)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Under this Programme, will the Administration advise the Committee on:

- (1) the expenditure on full-year salary provision for the Secretary-General of University Grants Committee for 2016-17?
- (2) the number of non-local students in publicly-funded programmes in 2015-16? How many of them came from the Mainland? What is the expenditure involved?
- (3) the estimated number of non-local students in publicly-funded programmes in 2016-17? How many of them came from the Mainland? What is the estimated expenditure involved?
- (4) the estimated operational expenditure on the provision of hostel places for non-local students for 2016-17? What is the estimated number of hostel places to be offered to non-local students?

Asked by: Hon Albert CHAN Wai-yip (Member Question No. 75)

Reply:

- (1) The annual remuneration of the post of Secretary-General in 2016/17 is \$2,527,800. The Notional Annual Mid-point Salary (NAMS) is used for calculating the remuneration.
- (2) & (3) The number of non-local students enrolled in UGC-funded programmes in the 2015/16 academic year is 15 730, among whom 11 894 are from the Mainland China. The estimated number of non-local students of UGC-funded programmes for the 2016/17 academic year is not available.

Funding provided by the UGC to institutions is made in the form of a block grant on the basis of approved student places allocated to the institutions. It is not possible to attribute specific amount of funding to non-local students. That said, it is noteworthy that all non-local students of sub-degree, undergraduate and taught postgraduate programmes are required to pay tuition fee at a level that is at least sufficient to recover all additional direct costs.

- (4) UGC-funded institutions operate their student hostels on a self-financing basis through charges levied on hostel places. There is no provision of recurrent expenditure under Head 190 for the operation of student hostels of UGC-funded institutions.

The allocation of student hostel places to individual students is a matter within institutional autonomy. The UGC-funded institutions allocate their hostel places according to their own established criteria and procedures and taking into account the actual number and individual merits of applications received from

local and non-local students. Institutions have yet to administer the allocation of hostel places to individual local and non-local students for the 2016/17 academic year. The allocation of hostel places at the beginning of the 2015/16 academic year as advised by the UGC-funded institutions is as follows:

Institution	Number of hostel places allocated in the 2015/16 academic year	
	Local students	Non-local students
City University of Hong Kong	1 610	2 009
Hong Kong Baptist University	1 276	810
Lingnan University	1 991	399
The Chinese University of Hong Kong	5 205	3 270
The Hong Kong Institute of Education	1 725	399
The Hong Kong Polytechnic University	2 353	2 546
The Hong Kong University of Science and Technology	2 277	2 680
The University of Hong Kong	2 958	3 002
Total	19 395	15 115

- End -

CONTROLLING OFFICER'S REPLY**EDB267****(Question Serial No. 1982)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The number of non-local students pursuing University Grants Committee (UGC)-funded taught programmes in the 2014/15 academic year was 9 471, representing about 11% of the total student enrolment. In this connection, please advise on the following:

- a. The number of non-local students pursuing UGC-funded programmes from the 2011/12 to 2015/16 academic years, with a breakdown by the place of origin:

Place of origin/ academic year				
Mainland China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				
Southeast Asia				
South America				
North America				
Others				

- b. The number of non-local students pursuing UGC-funded programmes from the 2011/12 to 2015/16 academic years, with a breakdown by the level of study set out in table form as shown below:

	Sub-degree programmes	Degree programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes
Mainland China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				

Oceania				
Southeast Asia				
South America				
North America				
Others				

- c. The respective numbers of local and non-local students pursuing UGC-funded programmes from the 2011/12 to 2015/16 academic years, with a breakdown by the level of study set out in table form.

Asked by: Hon Gary FAN Kwok-wai (Member Question No. 34)

Reply:

- a. The numbers of non-local students of UGC-funded programmes by place of origin from the 2011/12 to 2015/16 academic years are set out in the table below.

(headcount)

Place of Origin	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16 [#]
The Mainland of China	8 936	10 963	11 374	11 610	11 894
Taiwan	142	280	374	470	548
Japan and Korea	330	544	723	841	960
Other parts of Asia	883	1 281	1 398	1 520	1 622
Russia	13	21	24	32	38
European Union	220	286	307	321	307
Other European countries	39	50	54	53	50
Africa	37	49	60	86	104
Oceania	19	20	16	23	29
Central and South America	35	40	39	35	27
North America	115	127	142	160	151
Others	-	-	-	-	-
Total	10 770	13 661	14 510	15 151	15 730

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. To tie in with the implementation of the new academic structure, UGC-funded institutions admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. [#] Provisional figures.
4. '-' denotes 'nil'.
5. Figures may not add up to the corresponding totals owing to rounding. If research postgraduate students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of non-local students.

- b. The numbers of non-local students of UGC-funded programmes by level of study and place of origin from the 2011/12 to 2015/16 academic years are set out in the table below.

(headcount)

Academic Year / Place of Origin	Level of study				
	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	Total
2011/12					
The Mainland of China	-	4 583	55	4 298	8 936
Taiwan	-	110	-	32	142
Japan and Korea	1	299	-	30	330
Other parts of Asia	-	648	17	218	883
Russia	-	9	-	4	13
European Union	-	122	7	91	220
Other European countries	-	28	1	10	39
Africa	1	20	-	16	37
Oceania	-	7	4	8	19
Central and South America	-	22	-	13	35
North America	-	66	3	46	115
Others	-	-	-	-	-
Total	2	5 914	87	4 767	10 770
2012/13					
The Mainland of China	-	6 315	62	4 586	10 963
Taiwan	-	248	-	32	280
Japan and Korea	1	508	1	34	544
Other parts of Asia	-	994	18	269	1 281
Russia	-	14	-	7	21
European Union	-	153	5	128	286
Other European countries	-	33	-	17	50
Africa	-	26	-	23	49
Oceania	-	6	5	9	20
Central and South America	-	24	1	15	40
North America	-	78	2	47	127
Others	-	-	-	-	-
Total	1	8 399	94	5 166	13 661
2013/14					
The Mainland of China	-	6 521	86	4 767	11 374
Taiwan	-	341	-	33	374
Japan and Korea	-	690	1	32	723
Other parts of Asia	-	1 065	13	320	1 398
Russia	-	14	-	10	24
European Union	-	145	2	160	307
Other European countries	-	33	1	20	54
Africa	-	19	-	41	60
Oceania	-	11	1	4	16
Central and South America	-	19	2	18	39
North America	-	84	5	53	142
Others	-	-	-	-	-
Total	-	8 942	111	5 457	14 510
2014/15					
The Mainland of China	2	6 630	69	4 909	11 610
Taiwan	-	440	-	30	470
Japan and Korea	-	808	-	33	841
Other parts of Asia	-	1 168	15	337	1 520
Russia	-	19	-	13	32

Academic Year / Place of Origin	Level of study				
	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	Total
European Union	-	137	3	181	321
Other European countries	-	29	1	23	53
Africa	-	23	1	62	86
Oceania	-	16	1	6	23
Central and South America	-	18	1	16	35
North America	-	86	4	70	160
Others	-	-	-	-	-
Total	2	9 374	95	5 680	15 151
2015/16[#]					-
The Mainland of China	1	6 726	52	5 115	11 894
Taiwan	-	515	-	33	548
Japan and Korea	-	926	-	34	960
Other parts of Asia	-	1 251	14	357	1 622
Russia	-	25	-	13	38
European Union	-	123	2	182	307
Other European countries	-	26	1	23	50
Africa	-	23	1	80	104
Oceania	-	17	3	9	29
Central and South America	-	14	-	13	27
North America	-	77	2	72	151
Others	-	-	-	-	-
Total	1	9 723	75	5 931	15 730

Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. To tie in with the implementation of the new academic structure, UGC-funded institutions admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. [#] Provisional figures.
4. ‘-’ denotes ‘nil’.
5. Figures may not add up to the corresponding totals owing to rounding. If research postgraduate students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of non-local students.

- c. The numbers of local and non-local students of UGC-funded programmes by level of study from the 2011/12 to 2015/16 academic years are set out in the table below.

(headcount)

Academic Year	Level of study				
	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	Total
2011/12					
Local student	6 925	52 498	3 599	1 805	64 827
Non-local student	2	5 914	87	4 767	10 770
Total	6 927	58 412	3 686	6 572	75 597
2012/13					
Local student	6 502	67 952	3 627	1 652	79 733
Non-local student	1	8 399	94	5 166	13 661
Total	6 503	76 351	3 721	6 819	93 394
2013/14					
Local student	5 975	69 277	3 316	1 557	80 125
Non-local student	-	8 942	111	5 457	14 510
Total	5 975	78 219	3 427	7 014	94 635
2014/15					
Local student	6 307	71 540	3 380	1 437	82 664
Non-local student	2	9 374	95	5 680	15 151
Total	6 309	80 914	3 475	7 118	97 816
2015/16[#]					
Local student	5 872	72 935	3 346	1 442	83 595
Non-local student	1	9 723	75	5 931	15 730
Total	5 873	82 658	3 421	7 373	99 325

Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. To tie in with the implementation of the new academic structure, UGC-funded institutions admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. [#] Provisional figures.
4. '-' denotes 'nil'.
5. Figures may not add up to the corresponding totals owing to rounding. If research postgraduate students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of non-local students.

- End -

CONTROLLING OFFICER'S REPLY**EDB268****(Question Serial No. 1983)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the number of students pursuing the University Grants Committee (UGC)-funded programmes, please advise the Committee of the following:

- (1) The revised estimate for the total number of students for the 2015/16 academic year is 95 538, which is an increase of 11 643 over the original estimate of 83 895. Is this entirely due to over-enrolment? If yes, please provide the respective numbers of local and non-local students admitted through over-enrolment by types of programmes (i.e. undergraduate, taught postgraduate, research postgraduate and sub-degree) in each UGC-funded tertiary institutions.
- (2) Are all the above over-enrolments beyond the approved student number targets funded by the UGC?

Asked by: Hon Gary FAN Kwok-wai (Member Question No. 35)

Reply:

The University Grants Committee (UGC)-funded institutions may over-enroll students to their UGC-funded programmes on the understanding that no extra resources are provided by the UGC. Generally speaking, over-enrollment across the whole institution not exceeding 4% for local students is permitted. As regards non-local students, in accordance with Government's policy, the UGC-funded institutions may enroll non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes up to 20% of the approved UGC-funded student number targets for these programmes. This 20% comprises up to 4% within the UGC funded number and up to 16% outside the UGC-funded number (the so called "4%-in-16%-out" policy). Over the years, institutions have been exercising this flexibility in over-enrolment in their UGC-funded sub-degree, undergraduate and taught postgraduate programmes.

Besides, it is noteworthy that, starting from the 2016/17 academic year, the "4%-in-16%-out" policy will be replaced by a "20%-out" policy, i.e. all new non-local students in sub-degree, undergraduate and taught postgraduate programmes will have to be admitted through over-enrollment outside the approved UGC-funded student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes, by study level.

For research postgraduate (RPg) programmes, institutions are allowed to enroll RPg students up to 40% over and above their respective approved student numbers, subject to conditions as stipulated in the UGC Notes on Procedures. Over the years, institutions have been exercising this flexibility in over-enrolment in support of their research projects.

As a result of over-enrollment, actual student enrollment is bigger than the approved student number target. Details by institution and level of study for the 2015/16 academic year are set out at [Annex](#).

**Approved Student Number Targets and Student Enrolment of UGC-funded Programmes
by Institution and Level of Study, 2015/16**

(Full-time equivalent)

Level of Study	Institution	Approved student number targets	Student Enrolment [#]			
			Local		Non-local	
						Total
Sub-degree	CityU	841	913	(108.6%)	-	913
	HKIEd	1 113	1 030	(92.5%)	-	1 030
	PolyU	1 914	2 230	(116.5%)	1 (0.1%)	2 231
Sub-total		3 868	4 173	(107.9%)	1 (0.0%)	4 174
Undergraduate	CityU	11 134	11 176	(100.4%)	1 247 (11.2%)	12 423
	HKBU	5 960	5 772	(96.8%)	743 (12.5%)	6 515
	LU	2 466	2 361	(95.7%)	171 (6.9%)	2 532
	CUHK	14 570	14 464	(99.3%)	1 944 (13.3%)	16 408
	HKIEd	4 151	4 343	(104.6%)	302 (7.3%)	4 645
	PolyU	12 493	12 863	(103.0%)	1 525 (12.2%)	14 388
	HKUST	7 824	7 657	(97.9%)	1 347 (17.2%)	9 005
	HKU	13 641	13 449	(98.6%)	2 368 (17.4%)	15 817
Sub-total		72 239	72 085	(99.8%)	9 647 (13.4%)	81 733
Taught Postgraduate	CityU	53	46	(86.8%)	7 (13.2%)	53
	HKBU	235	226	(96.2%)	1 -	227
	CUHK	712	697	(97.8%)	4 (0.6%)	701
	HKIEd	427	519	(121.7%)	7 (1.6%)	526
	PolyU	15	13	(86.7%)	- -	13
	HKU	751	696	(92.7%)	56 (7.5%)	752
Sub-total		2 193	2 197	(100.2%)	74 (3.4%)	2 271
Research Postgraduate	CityU	552	71	(12.8%)	738 (133.7%)	809
	HKBU	242	73	(30.2%)	204 (84.3%)	277
	LU	67	22	(32.8%)	54 (80.6%)	76
	CUHK	1 480	468	(31.6%)	1 508 (101.9%)	1 976
	HKIEd	50	11	(22.0%)	27 (54.0%)	38
	PolyU	581	133	(22.9%)	580 (99.8%)	713
	HKUST	1 093	171	(15.6%)	1 215 (111.2%)	1 386
	HKU	1 530	486	(31.8%)	1 600 (104.6%)	2 086
Sub-total		5 595	1 434	(25.6%)	5 926 (105.9%)	7 360
Total		83 895	79 889	(95.2%)	15 649 (18.7%)	95 538

Notes:

1. '-' denotes nil.
2. [#] Figures are provisional.
3. Figures in brackets denote the ratio to approved student number targets.
4. Figures may not add up to the corresponding totals owing to rounding.
5. Abbreviations:

CityU City University of Hong Kong
 HKBU Hong Kong Baptist University
 LU Lingnan University
 CUHK The Chinese University of Hong Kong
 HKIEd The Hong Kong Institute of Education
 PolyU The Hong Kong Polytechnic University
 HKUST The Hong Kong University of Science and Technology
 HKU The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

EDB269

(Question Serial No. 2497)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau/ University Grants Committee (UGC) advise on:

- a. the amount of interest-free loans approved under the Start-up Loan Scheme in the 2014/15 and 2015/16 academic years by post-secondary institution?
- b. UGC recommended in its Report on Higher Education Review 2010 that a single quality assurance body for the entire post-secondary sector should be set up. The Government mentioned earlier that they needed time to explore the feasibility of the recommendation. Does the Administration have any decision on the setting up of a single quality assurance body? What are the details?

Asked by: Hon MA Fung-kwok (Member Question No. 75)

Reply:

- a. In 2001, the Government launched the Start-up Loan Scheme (SLS) to provide interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and/or re-provision existing premises operating in sub-optimal environment. In the 2014/15 academic year, Chu Hai College of Higher Education was approved a loan of \$250 million to finance part of the construction cost of a new purpose-built campus in Tuen Mun East. No loan was approved in the 2015/16 academic year.
- b. The University Grants Committee (UGC) recommended in its Report on Higher Education Review 2010 that a single quality assurance (QA) body for the entire post-secondary sector should be set up. While the Government is open-minded towards the idea of a single QA body, balancing the mixed views of the stakeholders, the Government considers that incremental measures should be adopted in the meantime to enhance our QA mechanism, introduce an element of external overview, and ensure coherence. The measures include:
 - (a) The establishment of the Liaison Committee on Quality Assurance (LCQA) which comprises representatives of three QA bodies in Hong Kong (namely the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), the Quality Assurance Council (QAC) under UGC and Joint Quality Review Committee (JQRC)) as well as the Education Bureau (EDB) to promote sharing of good practices among all the QA bodies and enhance consistency and transparency so as to enhance accountability; and
 - (b) The conduct of periodic external audits and reviews on both self-financing and publicly-funded sub-degree operations under the aegis of the UGC-funded institutions will be carried out to ensure consistency and coherence in standards. A working group comprising representatives

nominated by UGC, UGC-funded institutions and HKCAAVQ was formed to plan for and oversee external quality audits on sub-degree operations of the UGC-funded institutions. The working group completed its deliberations and made its recommendations on the optimal approach for the external quality audits and the long-term mechanism for such audits to the Education Bureau in June 2015. The Government accepted the recommendation of the working group and invited the UGC to assume the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded institutions, with the involvement of QAC as the audit operator. With the agreement of the UGC and the QAC to take on the responsibility, preparation for the conduct of the external quality audit, including formulation of the audit manual, is underway, with a view to commencing the audit cycle in end 2016.

- End -

CONTROLLING OFFICER'S REPLY**EDB270****(Question Serial No. 0055)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Under the existing policy, institutions funded by the University Grants Committee (UGC) may set aside up to 4% within the UGC-funded places and up to 16% outside the UGC-funded places for admission of non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes (the 4%-in-16%-out policy). Starting from the 2016/17 academic year, UGC will change the 4%-in-16%-out policy to a 20%-out policy, so that all the UGC-funded places at institutions will be utilised for admission of local students.

- a) Since the implementation of the 4%-in-16%-out policy, what are the respective numbers of non-local students admitted by various UGC-funded institutions to UGC-funded first-year-first-degree (FYFD) programmes in each of the years? Please list out the numbers with the relevant (1) years, (2) names of the funded institutions, (3) programmes and (4) numbers of local students admitted to the programmes.
- b) What are the timetable of UGC and the expenditures involved for implementing the 20%-out policy? Will the policy be implemented by phases?
- c) Will consideration be given to increasing the number of UGC-funded FYFD places after the implementation of the 20%-out policy by UGC? If so, what are the details and the expenditures involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 3)Reply:

- a) The "4%-in-16%-out" policy has been implemented since the 2008/09 academic year. The numbers of local and non-local students admitted to UGC-funded first-year first-degree (FYFD) programmes by institution and broad academic programme category from the 2011/12 to 2015/16 academic years are at Annex.
- b) The new "20%-out" policy will be implemented starting from the 2016/17 academic year. All new non-local students in sub-degree, undergraduate and taught postgraduate programmes should be admitted through over-enrollment outside the approved UGC-funded student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes, by study level. The UGC has consulted its funded institutions and they have not indicated operational difficulties. The additional work involved is absorbed by the existing staff of the UGC Secretariat.
- c) In the 2012/13 to 2014/15 triennium, the Government has increased the number of UGC-funded FYFD places from 14 620 to 15 000 per annum. Looking ahead, the number of local secondary school

graduates will drop significantly, from about 62 700 in 2015 to 43 400 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to increase subsidised higher education opportunities further, in a bid to provide school leavers with broader and more diversified articulation pathways. Following the full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level. Hence, the Government has decided to maintain the number of UGC-funded FYFD places at 15 000 per annum during the 2016/17 to 2018/19 triennium.

Number of Local and Non-local Students Admitted to UGC-funded First-year First-degree Programmes by Institution and Broad Academic Programme Category, 2011/12 to 2015/16 Academic Years

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2011/12	CityU	Sciences	379	44	423
		Engineering and Technology	487	49	536
		Business and management	725	94	819
		Social Sciences	334	28	362
		Arts and Humanities	189	24	213
	Sub-total		2 114	239	2 353
	HKBU	Medicine, Dentistry and Health	37	8	45
		Sciences	223	43	266
		Business and management	238	34	272
		Social Sciences	376	46	422
		Arts and Humanities	310	15	326
		Education	68	3	71
	Sub-total		1 252	149	1 401
	LU	Business and management	176	23	199
		Social Sciences	126	8	134
		Arts and Humanities	256	7	263
	Sub-total		558	38	596
	CUHK	Medicine, Dentistry and Health	461	1	462
		Sciences	582	98	680
		Engineering and Technology	365	66	430
		Business and management	527	154	682
		Social Sciences	496	51	547
		Arts and Humanities	406	8	414
		Education	69	-	69
	Sub-total		2 906	378	3 284
	HKIEd	Sciences	76	5	81
		Social Sciences	24	3	28
		Arts and Humanities	443	34	477
		Education	280	13	294
	Sub-total		823	56	879
	PolyU	Medicine, Dentistry and Health	429	12	441
		Sciences	284	37	321
		Engineering and Technology	717	92	809
		Business and management	595	156	751
		Social Sciences	65	3	68
		Arts and Humanities	235	16	251
	Sub-total		2 325	316	2 641
	HKUST	Sciences	526	85	612
		Engineering and Technology	581	109	689
		Business and management	675	107	782
		Social Sciences	47	16	63
		Arts and Humanities	16	2	18
		Education	4	-	4
	Sub-total		1 849	319	2 168
	HKU	Medicine, Dentistry and Health	496	4	500
		Sciences	401	63	464
		Engineering and Technology	466	141	608
		Business and management	276	112	388
		Social Sciences	546	154	699

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
		Arts and Humanities	334	29	363
		Education	101	6	107
	Sub-total	2 620	509	3 129	
All Institutions (Total)			14 447	2 004	16 451

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2012/13 (3-year programme)	CityU	Sciences	388	54	442
		Engineering and Technology	472	38	510
		Business and management	701	94	795
		Social Sciences	301	35	336
		Arts and Humanities	192	25	217
	Sub-total		2 054	246	2 300
	HKBU	Medicine, Dentistry and Health	41	9	50
		Sciences	214	51	265
		Business and management	239	34	273
		Social Sciences	371	47	417
		Arts and Humanities	315	18	333
		Education	76	3	79
	Sub-total		1 256	161	1 417
	LU	Business and management	172	7	179
		Social Sciences	123	-	123
		Arts and Humanities	249	-	249
	Sub-total		544	7	551
	CUHK	Medicine, Dentistry and Health	519	6	525
		Sciences	554	101	655
		Engineering and Technology	405	52	457
		Business and management	489	139	627
		Social Sciences	490	47	537
		Arts and Humanities	423	28	450
		Education	69	-	69
	Sub-total		2 949	372	3 321
	HKIEd	Sciences	79	1	80
		Business and management	2	-	2
		Social Sciences	21	@	21
		Arts and Humanities	310	@	310
		Education	236	1	237
	Sub-total		648	2	650
	PolyU	Medicine, Dentistry and Health	616	5	621
		Sciences	275	37	312
		Engineering and Technology	702	110	812
		Business and management	598	156	753
		Social Sciences	61	3	64
		Arts and Humanities	232	22	255
	Sub-total		2 484	333	2 817
	HKUST	Sciences	509	89	598
		Engineering and Technology	541	100	640
		Business and management	656	124	780
		Social Sciences	48	15	63
		Arts and Humanities	21	3	24
	Sub-total		1 774	331	2 105
	HKU	Medicine, Dentistry and Health	550	4	554
		Sciences	359	79	438
		Engineering and Technology	465	140	605
		Business and management	250	126	377
		Social Sciences	526	168	695
		Arts and Humanities	352	28	379
		Education	96	9	105
	Sub-total		2 598	554	3 152
All Institutions (Total)			14 307	2 006	16 313

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2012/13 (4-year programme)	CityU	Medicine, Dentistry and Health	6	1	7
		Sciences	366	54	420
		Engineering and Technology	483	58	541
		Business and management	686	97	784
		Social Sciences	314	35	349
		Arts and Humanities	222	26	248
	Sub-total		2 077	272	2 349
	HKBU	Medicine, Dentistry and Health	37	13	50
		Sciences	194	51	245
		Business and management	222	41	263
		Social Sciences	378	55	433
		Arts and Humanities	320	25	345
		Education	76	6	82
	Sub-total		1 227	191	1 418
	LU	Business and management	166	23	189
		Social Sciences	122	11	133
		Arts and Humanities	240	15	255
	Sub-total		528	49	577
	CUHK	Medicine, Dentistry and Health	527	6	532
		Sciences	573	73	645
		Engineering and Technology	449	64	514
		Business and management	524	175	699
		Social Sciences	514	74	588
		Arts and Humanities	425	9	434
		Education	72	-	72
		Sub-total		3 084	400
	HKIEd	Sciences	94	6	100
		Business and management	6	@	7
		Social Sciences	22	2	24
		Arts and Humanities	332	27	358
		Education	305	23	328
	Sub-total		759	58	817
	PolyU	Medicine, Dentistry and Health	619	2	621
		Sciences	266	39	305
		Engineering and Technology	631	92	723
		Business and management	523	161	684
		Social Sciences	72	3	74
		Arts and Humanities	216	9	225
	Sub-total		2 327	306	2 633
	HKUST	Sciences	835	108	943
		Engineering and Technology	126	17	143
		Business and management	125	16	141
		Social Sciences	214	27	241
		Arts and Humanities	536	68	605
	Sub-total		1 836	236	2 072
	HKU	Medicine, Dentistry and Health	575	8	583
		Sciences	398	98	495
		Engineering and Technology	555	136	691
		Business and management	290	124	415
		Social Sciences	570	174	744
		Arts and Humanities	370	41	411
		Education	66	5	71
	Sub-total		2 824	586	3 410
All Institutions (Total)			14 662	2 098	16 760

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2013/14	CityU	Medicine, Dentistry and Health	6	1	7
		Sciences	403	73	476
		Engineering and Technology	486	72	558
		Business and management	683	134	817
		Social Sciences	328	47	376
		Arts and Humanities	211	27	238
	Sub-total		2 118	354	2 472
	HKBU	Medicine, Dentistry and Health	40	12	52
		Sciences	188	51	239
		Business and management	219	44	263
		Social Sciences	364	58	422
		Arts and Humanities	316	26	341
		Education	80	1	81
	Sub-total		1 207	191	1 398
	LU	Business and management	166	19	185
		Social Sciences	124	10	134
		Arts and Humanities	241	14	255
	Sub-total		531	43	574
	CUHK	Medicine, Dentistry and Health	532	9	541
		Sciences	566	79	645
		Engineering and Technology	430	83	513
		Business and management	532	196	729
		Social Sciences	515	83	598
		Arts and Humanities	431	27	458
		Education	68	2	69
	Sub-total		3 074	479	3 553
	HKIEd	Sciences	84	7	91
		Business and management	3	1	3
		Social Sciences	59	9	68
		Arts and Humanities	295	37	332
		Education	211	29	240
	Sub-total		652	83	735
	PolyU	Medicine, Dentistry and Health	606	3	609
		Sciences	268	48	316
		Engineering and Technology	635	124	758
		Business and management	542	194	735
		Social Sciences	73	3	76
		Arts and Humanities	216	14	230
	Sub-total		2 340	385	2 725
	HKUST	Sciences	763	159	922
		Engineering and Technology	162	32	194
		Business and management	250	48	298
		Social Sciences	191	38	229
		Arts and Humanities	480	100	579
	Sub-total		1 845	378	2 223
	HKU	Medicine, Dentistry and Health	573	3	576
		Sciences	423	83	506
		Engineering and Technology	550	115	666
		Business and management	287	125	411
		Social Sciences	595	182	778
		Arts and Humanities	377	22	399
		Education	70	3	73
	Sub-total		2 876	533	3 409
All Institutions (Total)			14 643	2 446	17 089

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2014/15	CityU	Medicine, Dentistry and Health	5	1	6
		Sciences	390	74	464
		Engineering and Technology	476	73	548
		Business and Management	698	134	832
		Social Sciences	335	42	376
		Arts and Humanities	208	31	239
	Sub-total		2 112	354	2 466
	HKBU	Medicine, Dentistry and Health	32	13	45
		Sciences	184	55	239
		Business and Management	213	46	259
		Social Sciences	371	61	432
		Arts and Humanities	317	27	344
		Education	82	-	82
	Sub-total		1 199	203	1 402
	LU	Business and Management	171	19	190
		Social Sciences	124	10	134
		Arts and Humanities	249	12	261
	Sub-total		544	41	585
	CUHK	Medicine, Dentistry and Health	527	8	535
		Sciences	569	88	657
		Engineering and Technology	420	84	504
		Business and Management	531	175	706
		Social Sciences	513	89	602
		Arts and Humanities	427	31	457
		Education	64	-	64
	Sub-total		3 052	474	3 526
	HKIEd	Sciences	78	8	86
		Social Sciences	71	15	86
		Arts and Humanities	283	33	316
		Education	237	27	264
	Sub-total		668	83	751
	PolyU	Medicine, Dentistry and Health	609	5	614
		Sciences	272	46	318
		Engineering and Technology	630	117	747
		Business and Management	544	228	773
		Social Sciences	73	5	77
		Arts and Humanities	215	19	234
	Sub-total		2 343	420	2 763
	HKUST	Sciences	526	107	633
		Engineering and Technology	551	116	667
		Business and Management	570	118	688
		Social Sciences	137	28	165
		Arts and Humanities	23	4	27
	Sub-total		1 807	372	2 179
	HKU	Medicine, Dentistry and Health	576	9	585
		Sciences	426	93	519
		Engineering and Technology	637	136	773
		Business and Management	289	131	419
		Social Sciences	619	203	822
		Arts and Humanities	405	38	442
		Education	73	4	77
	Sub-total		3 024	613	3 637
All Institutions (Total)			14 749	2 560	17 309

Academic Year	Institution	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2015/16 [#]	CityU	Medicine, Dentistry and Health Sciences	6	1	7
		Sciences	377	52	429
		Engineering and Technology	486	56	542
		Business and Management	716	116	833
		Social Sciences	333	44	378
		Arts and Humanities	213	29	241
		Sub-total	2 131	298	2 429
	HKBU	Medicine, Dentistry and Health Sciences	52	8	60
		Sciences	185	54	239
		Business and Management	209	52	261
		Social Sciences	383	58	440
		Arts and Humanities	321	25	346
		Education	85	1	86
		Sub-total	1 235	197	1 432
	LU	Business and Management	174	18	192
		Social Sciences	117	16	133
		Arts and Humanities	241	16	257
		Sub-total	532	50	582
	CUHK	Medicine, Dentistry and Health Sciences	536	6	542
		Sciences	578	98	676
		Engineering and Technology	412	92	504
		Business and Management	519	195	713
		Social Sciences	505	90	595
		Arts and Humanities	428	30	458
		Education	71	-	71
		Sub-total	3 048	511	3 559
	HKIED	Sciences	69	7	76
		Business and Management	13	1	13
		Social Sciences	58	13	71
		Arts and Humanities	287	36	323
		Education	205	22	227
		Sub-total	632	78	710
	PolyU	Medicine, Dentistry and Health Sciences	601	3	604
		Sciences	277	59	337
		Engineering and Technology	630	135	765
		Business and Management	546	217	763
		Social Sciences	70	2	72
		Arts and Humanities	217	20	237
		Sub-total	2 341	436	2 777
	HKUST	Sciences	567	117	684
		Engineering and Technology	595	128	724
		Business and Management	582	123	705
		Social Sciences	140	28	168
		Arts and Humanities	24	3	27
		Sub-total	1 908	399	2 307
	HKU	Medicine, Dentistry and Health Sciences	576	9	585
		Sciences	411	97	508
		Engineering and Technology	665	157	822
		Business and Management	283	124	407
		Social Sciences	607	179	786
		Arts and Humanities	404	26	430
		Education	75	1	76
		Sub-total	3 021	593	3 614
	All Institutions (Total)		14 848	2 562	17 410

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. ‘-’ denotes nil.
3. # Provisional figures.
4. ‘@’ denotes a number less than 0.5.
5. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

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CONTROLLING OFFICER'S REPLY**EDB271****(Question Serial No. 0149)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- a) Please list in the table below the respective numbers of candidates sitting the Hong Kong Advanced Level (HKAL) and the Hong Kong Diploma of Secondary Education (HKDSE) examinations (figures since 2012 only) and the relevant figures in each of the past 5 years, i.e. 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16.

Year	Approved student number target of University Grants Committee (UGC)-funded first-year first-degree (FYFD) programmes	Joint University Programmes Admissions System (JUPAS)			Non-JUPAS	
		No. of candidates sitting the HKAL/ HKDSE examinations	No. of candidates meeting the general entrance requirements of the UGC-funded FYFD programmes	No. of candidates meeting the general entrance requirements but were not admitted to UGC-funded FYFD programmes through JUPAS	No. of applications for UGC-funded FYFD programmes from local students	No. of local students admitted
HKAL						
2011/12						
2012/13						
HKDSE						
2012/13						
2013/14						
2014/15						
2015/16						

- b) What are the respective numbers of private candidates sitting the HKAL and HKDSE examinations in each of the past 5 years, i.e. 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 1)Reply:

The number of candidates sitting for the Hong Kong Advanced Level (HKAL) and Hong Kong Diploma of Secondary Education (HKDSE) examinations, the approved student number targets of the University Grants

Committee (UGC)-funded first-year first-degree (FYFD) places, the number and percentage of candidates having met the general entrance requirements but did not enter UGC-funded FYFD places through the Joint University Programmes Admission System (JUPAS), the number of local students admitted through the non-JUPAS route, and the numbers of private candidates sitting the HKALE and HKDSE Examination in the past five years from the 2011/12 to 2015/16 academic years are set out at the Annex.

Student admission is within the autonomy of the institutions. Each institution has its own merit-based admission policy in assessing the applications of local students through the JUPAS and non-JUPAS routes. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Hence, students meeting the general entrance requirements may not necessarily meet all requirements for admission to individual undergraduate programmes. Furthermore, students meeting all the general entrance requirements might not enter the UGC-funded FYFD places through JUPAS due to a variety of reasons. For instance, students might choose to pursue studies in self-financing undergraduate programmes in Hong Kong or further their studies outside Hong Kong (including the Mainland and elsewhere). For the 2015/16 academic year, in addition to the UGC-funded places, the Hong Kong Academy for Performing Arts offered 172 publicly-funded undergraduate intake places. The self-financing sector also offered some 9 060 intake places in full-time locally-accredited self-financing undergraduate programmes in the 2015/16 academic year. According to the 2015 Secondary 6 Students' Pathway Survey conducted by the Education Bureau in October to December 2015, about 10% of the Secondary 6 graduates who responded to the survey (or some 6 000 graduates out of a total of some 62 300 graduates of the 2014/15 school year who responded) have chosen to pursue further studies outside Hong Kong.

Furthermore, it should be noted that the number of local secondary school graduates will continue to drop significantly, from about 62 700 in 2015 to 43 400 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level.

Admission of local students to UGC-funded first-year first-degree (FYFD) places through JUPAS and non-JUPAS routes from the 2011/12 to 2015/16 academic years

Year	Approved student number target of University Grants Committee (UGC)-funded first-year first-degree (FYFD) places	Joint University Programmes Admissions System (JUPAS)					Non-JUPAS	
		No. of candidates sitting for the HKAL/ HKDSE examinations in the relevant year ⁽¹⁾	Candidates meeting the general entrance requirements of the UGC-funded FYFD programmes ⁽¹⁾		Candidates meeting the general entrance requirements but did not enter UGC-funded FYFD places through JUPAS ⁽³⁾		No. of applications for UGC-funded FYFD places from local students ⁽⁴⁾ ⁽⁵⁾	No. of local students admitted ⁽³⁾
			No.	% ⁽²⁾	No.	% ⁽²⁾		
HKAL Examination								
2011/12	14 620	41 058 (8 957)	19 059 (667)	46.4% (7.4%)	7 666	18.7%	43 819	2 603
2012/13	15 000	40 515 (8 887)	18 820 (454)	46.5% (5.1%)	7 219	17.8%	47 023 ⁽⁶⁾	2 706
HKDSE Examination								
2012/13	15 000	72 620 (1 141)	26 636 (42)	36.7% (3.7%)	13 040	18.0%	15 704 ⁽⁶⁾	1 066
2013/14	15 000	81 355 (10 450)	28 451 (1 256)	35.0% (12.0%)	16 283	20.0%	58 186	2 475
2014/15	15 000	78 400 (12 048)	27 971 (1 532)	35.7% (12.7%)	15 669	20.0%	61 000	2 447
2015/16	15 000	72 859 (10 878)	25 782 (1 159)	35.4% (10.7%)	13 450	18.5%	46 189	2 519 ⁽⁷⁾

Notes:

- (1) Provided by the Hong Kong Examinations and Assessment Authority. Figures in () refer to private candidates. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only.
- (2) As a percentage of the number of candidates sitting for the HKAL/HKDSE examinations in the relevant year. Figures in () refer to the percentage of the private candidates sitting for the HKAL/HKDSE examinations in the relevant year.
- (3) Figures include students who did not participate in JUPAS on their own accord; those who were given FYFD places by the UGC-funded institutions through JUPAS but subsequently declined the offer for various reasons (for instance they opted for locally-accredited self-financing undergraduate programmes or pursue further studies in overseas or Mainland universities); those who were not given a UGC-funded FYFD offer but received a UGC-funded sub-degree place via JUPAS instead; those who participated in the Early Admissions Scheme (which ceased operation in the 2012/13 academic year), etc.
- (4) Local students applying via the non-JUPAS route include those applicants holding qualifications other than HKAL/HKDSE examinations, e.g. degree graduates pursuing a second degree, sub-degree graduates and students, secondary students holding international qualifications such as International Baccalaureate (IB) and the General Certificate of Education (GCE), etc.
- (5) Provided by the eight UGC-funded institutions. Each individual local student can only submit one application to each institution to apply for several programmes (except for HKIEd which requires applicants to submit multiple applications if they wish to apply for several programmes). However, one applicant may apply to more than one institution, and hence the UGC is unable to attribute the actual number of applicants applying to the UGC-funded programme via non-JUPAS.

- (6) For the 2012/13 academic year, some institutions have included the number of local applicants applying for 3-year and/or 4-year programmes in both figures as breakdown by cohort was not available.
- (7) Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB272

(Question Serial No. 0176)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the operation of the University Grants Committee (UGC), please inform this Committee of:

- a) the meeting attendance rates of respective members of the UGC and its sub-committees in the past 2 years;
- b) the meeting attendance rates of respective members of the Research Grants Council (RGC) and its sub-committees in the past 2 years; and
- c) the meeting attendance rates of respective members of the Quality Assurance Council (QAC) and its audit panels in the past 2 years.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 36)

Reply:

- a) The attendance rates of members of the University Grants Committee (UGC) at the meetings of the UGC, its sub-committees and groups from 1 January 2014 to 31 December 2015 are at **Annex A**.
- b) The attendance rates of members of the Research Grants Council (RGC) at the meetings of the RGC, its committees, panels and working group from 1 January 2014 to 31 December 2015 are at **Annex B**.
- c) The attendance rates of members of the Quality Assurance Council (QAC) at the meetings of the QAC from 1 January 2014 to 31 December 2015 are at **Annex C**. QAC members are not members of the QAC quality audit panels.

Furthermore, to ensure openness and transparency, the attendance record of UGC, RGC and QAC members is posted on the UGC's website and updated on a regular basis.

**UGC Members' attendance at the meetings of the UGC,
its sub-committees and groups**
(from 1 January 2014 to 31 December 2015)

Name	Total number of meetings of the UGC, sub-committees and groups to which he/she is a member [^]	Number of meetings attended	Attendance rate
<u>Chairman</u>			
Mr Carlson Tong [#]	N/A	N/A	N/A
<u>Members</u>			
The Hon Cheung Chi-kong	12	12	100%
Professor Adrian Dixon*	16	14	88%
Sir David Eastwood*	26	26	100%
Sir Howard Newby ^{*#}	N/A	N/A	N/A
Professor Andrew Hamilton*	12	10	83%
Professor Mette Hjort	14	14	100%
Professor Horace Ip	2	2	100%
Dr Kam Pok-man	15	15	100%
Mr Kwok Wing-keung	1	1	100%
Professor Gabriel Leung	19	17	89%
Dr Michael Mak Hoi-hung	12	12	100%
Professor Richard Saller*	1	1	100%
Professor Wei Shyy	14	13	93%
Professor Mark Wainwright*	22	22	100%
Professor Angelina Yuen	16	14	88%
Professor Zhang Jie*	6	5	83%
<u>Ex-officio Members</u>			
Mr Lincoln Leong Kwok-kuen	5	5	100%
Mr Tim Lui Tim-leung	17	16	94%
Professor Benjamin W Wah	28	28	100%

* Non-local Members

[^] This number may vary for each member depending on the respective date of appointment to UGC and the sub-committees/groups concerned

[#] Chairman/Member appointed to the UGC on 1 January 2016

**RGC Members' attendance at the meetings of the RGC,
its committees, panels and working group
(from 1 January 2014 to 31 December 2015)**

Name	Total number of meetings of the RGC, committees, panels and working group to which he/she is a member [^]	Number of meetings attended	Attendance rate
<u>Chairman</u>			
Professor Benjamin W Wah	16	16	100%
<u>Members</u>			
Professor Terry KF Au	16	16	100%
Professor Peter Baehr	4	3	75%
Professor Iris Benzie	3	3	100%
Professor Louis KC Chan*	15	14	93%
Professor Jack Cheng Chun-yiu	3	3	100%
Professor Yip-wah Chung*	15	15	100%
Professor Paul Clark*	9	8	89%
Professor Michael P Doyle*	1	1	100%
Professor Arthur B Ellis	4	3	75%
Professor Joanna Ho*	7	7	100%
Professor Ronnie Hsia*	13	12	92%
Professor Chun Hui	3	3	100%
Mr Allen Ma Kam-sing	3	3	100%
Professor Ross Murch	4	3	75%
Professor Andy Parker*	3	3	100%
Professor Jay Siegel*	5	4	80%
Professor Geoffrey L Smith*	1	1	100%
Professor Kar-yan Tam	3	2	67%
Professor Paul KH Tam	4	4	100%
Dr Franklin Tong Fuk-kay	1	0	0%
Professor Rocky S Tuan*	20	20	100%
Professor Edward Yeung Sze-shing*	14	14	100%
Professor Paul KL Yu*	20	18	90%
<u>Ex-officio Member</u>			
Professor On-ching Yue	4	4	100%

* Non-local members

[^] This number may vary for each member depending on the respective dates of appointment to RGC and the committees/panels/working group concerned

QAC Members' attendance at the meetings of the QAC
(from 1 January 2014 to 31 December 2015)

Name	Total number of meetings of the QAC [^]	Number of meetings attended	Attendance rate
<u>Chairman</u>			
Mr Lincoln Leong Kwok-kuen	6	6	100%
<u>Members</u>			
Mr Roger Thomas Best	6	4	67%
Professor Adrian Dixon*	5	5	100%
Dr Judith Eaton*	6	4	67%
Mr Paul Shieh Wing-tai	5	2	40%
Dr Michael Spence*	2	1	50%
Professor Amy Tsui Bik-may	6	4	67%
Professor Kenneth Young	6	5	83%
<u>Ex-officio Member</u>			
Dr Richard Armour, Secretary-General, UGC	6	6	100%

* Non-local Members

[^] This number may vary for each member depending on the respective date of appointment to QAC

Note: No sub-committees/groups are formed under QAC. QAC members are not members of the QAC quality audit panels.

- End -

CONTROLLING OFFICER'S REPLY**EDB273****(Question Serial No. 1920)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Will the Government provide this Committee with the following information:

- the respective numbers of local, Mainland and overseas students studying self-financed and University Grants Committee (UGC)-funded postgraduate programmes in the past 5 years;
- the amount of financial assistance provided by the Government through various scholarships in the past 5 years; and
- the respective numbers of local, Mainland and overseas postgraduate students receiving scholarships in the past 5 years?

Asked by: Hon Kenneth Leung (Member Question No. 2.02)

Reply:

According to figures provided by institutions, the number of students enrolled in self-financing and University Grants Committee (UGC)-funded postgraduate programmes from the 2011/12 to 2015/16 academic years, with a breakdown by place of origin are as follows.

Academic year	Number of students pursuing postgraduate programmes ¹					
	Self-financing ²			UGC-funded ³		
	Local	Mainland	Other places	Local	Mainland	Other places
2011/12	27 439	7 580	1 292	5 405	4 353	500
2012/13	25 604	10 029	1 327	5 279	4 648	613
2013/14	25 162	12 523	1 166	4 873	4 853	715
2014/15	24 644	13 001	1 158	4 817	4 978	798
2015/16 ⁴	N.A. ⁵			4 788	5 167	839

Notes :

1. Figures include taught and research postgraduate programmes.
2. Figures refer to enrolments in self-financing taught postgraduate programmes (full-time and part-time) and research postgraduate programmes (full-time).
3. Figures include students within normal study periods.
4. Figures in respect of UGC-funded postgraduate programmes for the 2015/16 academic year are provisional.
5. N.A. denotes figures not available.

Under two publicly-funded scholarship schemes, namely the HKSAR Government Scholarship Fund and the Scholarship for Prospective English Teachers, postgraduate students are eligible alongside students of other study levels. In addition, the Hong Kong PhD Fellowship Scheme launched by the Research Grants Council of the UGC welcomes applications from those students who are seeking admission as new full-time PhD students in UGC-funded institutions, irrespective of their country of origin. The total amounts disbursed under these three scholarship/fellowship schemes in the past five academic years are as follows:

Name of Scholarships/Fellowships	Disbursement by academic year (\$ million)				
	2011/12	2012/13	2013/14	2014/15	2015/16
HKSAR Government Scholarship Fund	32.1	71.7	89.4	96.1	97.6
Scholarship for Prospective English Teachers (figures refer to amount of disbursement to postgraduate students only)	0.5	0.55	0.65	0.25	0.6
Hong Kong PhD Fellowship Scheme	55.5	96.8	105.5	129.8	137.8

A breakdown of the scholarship recipients pursuing UGC-funded postgraduate programmes under the above three schemes is as follows:

(a) HKSAR Government Scholarship Fund

Academic year	Number of recipients pursuing UGC-funded postgraduate programmes under the HKSAR Government Scholarship Fund					
	Local	Amount (\$ million)	Mainland	Amount (\$ million)	Other places	Amount (\$ million)
2011/12	5	0.20	3	0.24	1	0.08
2012/13	46	0.61	28	0.28	7	0.14
2013/14	70	1.28	66	0.74	11	0.25
2014/15	55	1.03	64	0.71	9	0.09
2015/16 [^]	24	0.84	3	0.17	0	0

[^] Information on the Talent Development Scholarship and Reaching Out Award under the HKSAR Government Scholarship Fund are not available yet.

(b) Scholarship for Prospective English Teachers

Academic year	Number of recipients pursuing UGC-funded postgraduate programmes under the Scholarship for Prospective English Teachers					
	Local	Amount (\$ million)	Mainland	Amount (\$ million)	Other places	Amount (\$ million)
2011/12	10	0.5	0	0	0	0
2012/13	11	0.55	0	0	0	0
2013/14	13	0.65	0	0	0	0
2014/15	5	0.25	0	0	0	0
2015/16	12	0.6	0	0	0	0

(c) Hong Kong PhD Fellowship Scheme

The Scheme provides an annual stipend of HK\$240,000 and a conference and research-related travel allowance of HK\$10,000 per year up to three years for all awardees, irrespective of place of origin.

Academic year	Number of (new) recipients under the Hong Kong PhD Fellowship Scheme				
	Local	Mainland	Other places	Total new recipients	Total recipients
2011/12	10	78	28	116	222 [*]
2012/13	16	92	57	165	387 [*]
2013/14	14	103	68	185	422 [*]
2014/15	13	131	79	223	519 [*]
2015/16	14	133	69	216	551 [*]

^{*} Including new awardees and awardees from previous year(s) who continue to benefit from the Scheme.

- End -

CONTROLLING OFFICER'S REPLY**EDB274****(Question Serial No. 0423)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The actual number of students who pursued a sub-degree programme funded by the University Grants Committee (UGC) in the 2014/15 academic year was 4 300. Would the Government inform this Committee of:

- (a) the average unit cost of UGC-funded sub-degree places and the total amount of subventions involved in the past 5 years, i.e. from 2010/11 to 2014/15 academic years, with a breakdown by area of study and faculty in table form; and
- (b) the number of non-local students among the 4 300 students with a breakdown by institution, level of study, place of origin and mode of study.

Asked by: Hon Dennis KWOK (Member Question No. 29)Reply:

- (a) The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. The average student unit costs of University Grants Committee (UGC)-funded sub-degree places, which are derived based on the actual costs incurred on UGC-funded expenditure items and reported by institutions, and the total subventions for the 2010/11 to 2014/15 academic years are set out below:

	2010/11	2011/12	2012/13	2013/14	2014/15
Average student unit cost (\$'000) ^{Note 2}	147	147	137	139	156 ^{Note 1}
Total subvention for the UGC-funded institutions (\$ billion)	11.1	11.8	14.2	15.2	16.2

As funding for publicly-funded sub-degree places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes.

Notes:

1. Provisional figure.
2. The bulk of the student unit cost of a sub-degree place is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$15,040 per student per year for the Hong Kong Institute of Education and \$31,575 per student per year for other UGC-funded institutions).

- (b) Almost all students who were enrolled in UGC-funded sub-degree programmes in the 2014/15 academic year were local students. Of the 4 300 students, only two were non-local students from the mainland of China studying full-time sub-degree programmes in The Hong Kong Polytechnic University.

- End -

CONTROLLING OFFICER'S REPLY**EDB275****(Question Serial No. 0424)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The actual number of students who pursued a degree programme funded by the University Grants Committee (UGC) in the 2014/15 academic year was 79 961. Would the Government inform this Committee of:

- (a) the average unit cost of UGC-funded degree places and the total amount of subventions involved in the past 5 years, i.e. from 2010/11 to 2014/15 academic years, with a breakdown by area of study and faculty in table form;
- (b) the number of non-local students among the 79 961 students with a breakdown by institution, level of study, place of origin and mode of study; and
- (c) the number of non-local students who pursued a non-UGC funded degree programme with a breakdown by institution, level of study, place of origin and mode of study.

Asked by: Hon Dennis KWOK (Member Question No. 30)Reply:

To clarify, the actual number of students who pursued an undergraduate programme funded by the University Grants Committee (UGC) in the 2014/15 academic year was 79 916. Our reply to Hon Kwok's question is as follows:

- (a) The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. The average student unit costs of University Grants Committee (UGC)-funded undergraduate places, which are derived based on the actual costs incurred on UGC-funded expenditure items and reported by institutions, and the total subventions for the 2010/11 to 2014/15 academic years are set out below:

	2010/11	2011/12	2012/13	2013/14	2014/15
Average student unit cost (\$'000) ^{Note 2}	222	233	203	209	222 ^{Note 1}
Total subvention for the UGC-funded institutions (\$ billion)	11.1	11.8	14.2	15.2	16.2

As funding for publicly-funded undergraduate places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes.

Notes:

1. Provisional figure.

2. The bulk of the student unit cost of an undergraduate place is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year).
- (b) Among the 79 916 students pursuing the UGC-funded undergraduate programmes in the 2014/15 academic year, 9 296 were non-local students. The distribution of these non-local students by institution, place of origin and mode of study is set out at **Annex A**.
- (c) The number of non-local students who pursued a non-UGC funded degree programme by institution, place of origin and mode of study for the 2014/15 academic year is set out at **Annex B**.

Number of Non-local Students of UGC-funded Undergraduate Programmes by Institution, Place of Origin and Mode of Study, 2014/15 Academic Year

(full-time equivalent)

Institution	Mode of Study	Place of Origin			
		The Mainland of China	Other parts of Asia	The rest of the world	Total
City University of Hong Kong	Full-time	814	360	36	1 210
Hong Kong Baptist University	Full-time	699	15	2	716
Lingnan University	Full-time	138	15	3	156
The Chinese University of Hong Kong	Full-time	1 411	396	78	1 885
The Hong Kong Institute of Education	Full-time	258	14	-	272
The Hong Kong Polytechnic University	Full-time	1 120	266	46	1 432
The Hong Kong University of Science and Technology	Full-time	668	543	87	1 298
The University of Hong Kong	Full-time	1 465	791	72	2 327
All Institutions	Full-time	6 573	2 399	324	9 296

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. There was no non-local student enrolled to part-time UGC-funded undergraduate programme in the year.
3. ‘-’ denotes nil.

**Enrolment of Full-time Locally-accredited non-UGC-funded Undergraduate Programmes
by Institution and Place of Origin, 2014/15 Academic Year**

Institution	Place of Origin				
	Local	Non-local			Total
		The Mainland of China	Other non-local	Sub-total	
Caritas Institute of Higher Education	495	124	-	124	619
Centennial College	540	68	1	69	609
Chu Hai College of Higher Education	1 601	69	1	70	1 671
City University of Hong Kong	2 787	-	-	-	2 787
Hang Seng Management College	4 321	23	-	23	4 344
Hong Kong Art School	137	-	1	1	138
Hong Kong Baptist University	1 749	60	-	60	1 809
Hong Kong Institute of Technology	567	-	1	1	568
Hong Kong Nang Yan College of Higher Education	23	-	-	-	23
Hong Kong Shue Yan University	4 886	207	-	207	5 093
SCAD Foundation (Hong Kong) Limited	349	-	228	228	577
The Chinese University of Hong Kong	387	-	-	-	387
The Hong Kong Academy for Performing Arts	583	50	21	71	654
The Hong Kong Institute of Education	1 112	55	3	58	1 170
The Hong Kong Polytechnic University	3 749	242	1	243	3 992
The University of Science and Technology	5	-	36	36	41
The Open University of Hong Kong	7 268	181	4	185	7 453
The University of Hong Kong	696	2	10	12	708
Tung Wah College	1 532	52	-	52	1 584
Vocational Training Council	3 508	27	4	31	3 539
Total	36 295	1 160	311	1 471	37 766

Notes:

- Figures of undergraduate programmes include both first-year-first-degree and top-up degree students.
- "-" denotes "nil".

- End -

CONTROLLING OFFICER'S REPLY**EDB276****(Question Serial No. 0425)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The actual number of students who pursued a taught postgraduate (TPg) programme funded by the University Grants Committee (UGC) in the 2014/15 academic year was 2 299. Would the Government inform this Committee of:

- (a) the average unit cost of UGC-funded TPg places and the total amount of subventions involved in the past 5 years, i.e. from 2010/11 to 2014/15 academic years, with a breakdown by area of study and faculty in table form; and
- (b) the number of non-local students among the 2 299 students with a breakdown by institution, level of study, place of origin and mode of study.

Asked by: Hon Dennis KWOK (Member Question No. 31)Reply:

- (a) The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. The average student unit costs of University Grants Committee (UGC)-funded taught postgraduate places, which are derived based on the actual costs incurred on UGC-funded expenditure items and reported by institutions, and the total subventions for the 2010/11 to 2014/15 academic years are set out below:

	2010/11	2011/12	2012/13	2013/14	2014/15
Average student unit cost (\$'000) ^{Note 2}	195	204	193	202	215 ^{Note 1}
Total subvention for the UGC-funded institutions (\$ billion)	11.1	11.8	14.2	15.2	16.2

As funding for publicly-funded taught postgraduate places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes.

Notes:

1. Provisional figure.
2. The bulk of the student unit cost of a taught postgraduate place is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year).

- (b) Among the 2 299 students pursuing the UGC-funded taught postgraduate programmes in the 2014/15 academic year, 95 were non-local students. The distribution of these non-local students by institution, place of origin and mode of study is set out at the **Annex**.

Number of Non-local Students of UGC-funded Taught Postgraduate Programmes by Institution, Place of Origin and Mode of Study, 2014/15 Academic Year

(full-time equivalent)

Institution	Mode of Study	Place of Origin			
		The Mainland of China	Other parts of Asia	The rest of the world	Total
City University of Hong Kong	Full-time	4	2	2	8
The Chinese University of Hong Kong	Full-time	6	1	-	7
The Hong Kong Institute of Education	Full-time	3	-	-	3
The University of Hong Kong	Full-time	56	12	9	77
All Institutions	Full-time	69	15	11	95

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. There was no non-local student enrolled to part-time UGC-funded taught postgraduate programme in the year.
3. '-' denotes nil.

- End -

CONTROLLING OFFICER'S REPLY**EDB277****(Question Serial No. 0426)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The actual number of students who pursued a research postgraduate (RPg) programme funded by the University Grants Committee (UGC) in the 2014/15 academic year was 7 103. Would the Government inform this Committee of:

- (a) the average unit cost of UGC-funded RPg places and the total amount of subventions involved in the past 5 years, i.e. from 2010/11 to 2014/15 academic years, with a breakdown by area of study and faculty in table form; and
- (b) the number of non-local students among the 7 103 students with a breakdown by institution, level of study, place of origin and mode of study.

Asked by: Hon Dennis KWOK (Member Question No. 32)Reply:

- (a) The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. The average student unit costs of University Grants Committee (UGC)-funded research postgraduate places, which are derived based on the actual costs incurred on UGC-funded expenditure items and reported by institutions, and the total subventions for the 2010/11 to 2014/15 academic years are set out below:

	2010/11	2011/12	2012/13	2013/14	2014/15
Average student unit cost (\$'000) ^{Note 2}	511	516	469	475	511 ^{Note 1}
Total subvention for the UGC-funded institutions (\$ billion)	11.1	11.8	14.2	15.2	16.2

As funding for publicly-funded research postgraduate places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes.

Notes:

1. Provisional figure.
2. The bulk of the student unit cost of a research postgraduate place is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year).

- (b) Among the 7 103 students pursuing the UGC-funded research postgraduate programmes in the 2014/15 academic year, 5 676 were non-local students. The distribution of 5 676 non-local students by institution, place of origin and mode of study is set out at the **Annex**.

**Number of Non-local Students of UGC-funded Research Postgraduate Programmes by Institution,
Place of Origin and Mode of Study, 2014/15 Academic Year**

(full-time equivalent)

Institution	Mode of Study	Place of Origin			
		The Mainland of China	Other parts of Asia	The rest of the world	Total
City University of Hong Kong	Full-time	537	63	71	671
Hong Kong Baptist University	Full-time	162	13	20	195
Lingnan University	Full-time	35	4	16	55
The Chinese University of Hong Kong	Full-time	1 323	31	36	1 390
The Hong Kong Institute of Education	Full-time	13	4	2	19
The Hong Kong Polytechnic University	Full-time	456	51	52	559
The Hong Kong University of Science and Technology	Full-time	1 028	119	48	1 195
The University of Hong Kong	Full-time	1 353	114	125	1 592
	Part-time	-	1	-	1
All Institutions	Full-time	4 906	399	370	5 675
	Part-time	-	1	-	1
	Total	4 906	399	370	5 676

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. ‘-’ denotes nil.

- End -

CONTROLLING OFFICER'S REPLY

EDB278

(Question Serial No. 1480)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

It is stated in Matters Requiring Special Attention in 2016-17 that the University Grants Committee (UGC) will take measures to encourage the institutions funded by it to strengthen their pursuits of the initiatives of internationalisation and engagement with the Mainland. In this connection, will the Government please inform this Committee of the following:

1. Have the serious conflicts between the Mainland and Hong Kong in recent years created any difficulties for UGC-funded institutions in engagement with the Mainland? How will the UGC encourage its funded institutions to strengthen engagement with the Mainland?
2. Please provide the respective numbers of Mainland and overseas students who pursued undergraduate and research postgraduate programmes in funded institutions in Hong Kong in the past 3 years.

Asked by: Hon Christopher CHEUNG Wah-fung (Member Question No. 32)

Reply:

1. According to institutions' feedback, they did not experience major difficulty in taking forward initiatives on engagement with the Mainland.

In order to motivate UGC-funded institutions to enhance their pursuit of internationalisation and engagement with the Mainland, the UGC rolled out a \$30 million funding scheme (with funds contributed by the UGC, the Education Bureau and institutions) to support initiatives in the 2013/14 and 2014/15 academic years in a number of areas concerning internationalisation, including funding student-initiated projects or initiatives that encourage multi-cultural integration in institutions. Institutions responded positively to the scheme.

In the 2016/17 to 2018/19 triennium, the UGC will continue efforts on this front. A one-off consolidated teaching and learning funding scheme will be launched to incentivise institutions in exploring and developing further in the sector-wide strategic areas including (a) innovation; (b) enhancement of student learning experience; (c) enhancement of internationalisation and engagement with the Mainland; and (d) language enhancement. A total of \$17.5 million (to be matched with funds from institutions) has been earmarked for the area of internationalisation and engagement with the Mainland. Emphasis will be put on the development and implementation of (i) strategies for the broader enhancement of internationalisation and engagement with the Mainland; (ii) holistic strategies/programmes to enhance student integration; and (iii) strategies/programmes to enrich the learning experience of commuting local students.

2. The numbers of Mainland and other non-local students who pursued UGC-funded undergraduate and research postgraduate programmes in the 2013/14 to 2015/16 academic years are set out below.

(Headcount)

Academic Year	Level of Study	Number of Non-local Students	
		From the Mainland of China	From the rest of the World
2013/14	Undergraduate	6 521	2 421
	Research Postgraduate	4 767	690
2014/15	Undergraduate	6 630	2 744
	Research Postgraduate	4 909	772
2015/16 #	Undergraduate	6 726	2 997
	Research Postgraduate	5 115	816

Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. # Provisional figures

- End -

CONTROLLING OFFICER'S REPLY

EDB279

(Question Serial No. 2551)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

1. Please list the numbers of students with special educational needs pursuing tertiary programmes (sub-degree and diploma) and degree programmes, and their respective percentages in the total number of students with special educational needs and tertiary students for the past 5 financial years.
2. Please list the numbers of students with special educational needs graduated from tertiary programmes (sub-degree and diploma) and degree programmes, and their respective percentages in the total number of students with special educational needs and tertiary graduates for the past 5 financial years.
3. Please list the numbers of students with special educational needs pursuing tertiary programmes outside Hong Kong for the past 5 financial years.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 85)

Reply:

1. The number of full-time students with special educational needs (SEN) enrolled in University Grants Committee (UGC)-funded sub-degree and undergraduate programmes and the respective percentages to the total student enrolment from the 2011/12 to 2015/16 academic years are at Annex A.
2. The number of full-time students with SEN enrolled in the final year of UGC-funded sub-degree and undergraduate programmes and the respective percentages to the final year student enrolment from the 2011/12 to 2015/16 academic years are at Annex B. We do not have figures on graduates of UGC-funded programmes with SEN.
3. We do not have figures on students with SEN pursuing tertiary education outside Hong Kong in the past five years.

**Number of Full-time Students with Special Educational Needs (SEN) in UGC-funded
Sub-degree and Undergraduate Programmes, 2011/12 to 2015/16**

headcount

Academic year	Level of study	Total number of SEN students	Percentage share to total number of students
2011/12	Sub-degree	13	0.3%
	Undergraduate	181	0.3%
	Total	194	0.3%
2012/13	Sub-degree	12	0.2%
	Undergraduate	244	0.3%
	Total	256	0.3%
2013/14	Sub-degree	11	0.2%
	Undergraduate	249	0.3%
	Total	260	0.3%
2014/15	Sub-degree	10	0.3%
	Undergraduate	304	0.4%
	Total	314	0.4%
2015/16#	Sub-degree	9	0.2%
	Undergraduate	354	0.4%
	Total	363	0.4%

Note:

Provisional figures

**Number of Full-time Final Year Students with Special Educational Needs (SEN)
in UGC-funded Sub-degree and Undergraduate Programmes, 2011/12 to 2015/16**

headcount

Academic year	Level of study	Total number of final year students with SEN	Percentage share to total number of final year students
2011/12	Sub-degree	6	0.3%
	Undergraduate	62	0.3%
	Total	68	0.3%
2012/13	Sub-degree	6	0.3%
	Undergraduate	81	0.5%
	Total	87	0.4%
2013/14	Sub-degree	6	0.3%
	Undergraduate	54	0.3%
	Total	60	0.3%
2014/15	Sub-degree	4	0.2%
	Undergraduate	77	0.4%
	Total	81	0.4%
2015/16#	Sub-degree	4	0.2%
	Undergraduate	88	0.4%
	Total	92	0.4%

Note:

Provisional figures

- End -

CONTROLLING OFFICER'S REPLY

EDB280

(Question Serial No. 2024)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- (1) Please provide details of the projects operated by various UGC-funded institutions by making use of the Language Enhancement Grant and Teaching Development Grant from the 2013/14 to 2015/16 academic years. What are the evaluation results for each year?

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 41)

Reply:

The University Grants Committee (UGC) attaches great importance to quality teaching and learning. Apart from the Block Grant (about 75% of which purportedly for teaching purposes), the UGC has allocated various grants for the specific purpose of enhancing teaching and learning, which include, among others, the Teaching Development Grant and the Language Enhancement Grant, details of which are set out below.

Teaching Development Grant (TDG)

The UGC has been providing TDG to encourage institutions to adopt innovative approaches to teaching and to improve the quality of the learning environment. Institutions primarily use TDG to fund teaching and learning projects which cover a variety of aspects, such as curriculum design and pedagogy, e-learning, experiential learning, capstone experience etc.

For the 2012-15 triennium, the total allocation of TDG to institutions was \$112.7 million. In the 2015/16 roll-over year, \$45.4 million was allocated. UGC has injected an additional \$5 million per annum in the 2012-15 triennium and in the 2015/16 roll-over year to TDG to support the professional development activities for frontline teaching staff.

Institutions will submit the final report on the use of TDG in the 2012-15 triennium and 2015/16 roll-over year to UGC in September 2016. A review on institutions' teaching activities in the 2012-15 triennium and 2015/16 roll-over year will be conducted in due course.

Language Enhancement Grant (LEG)

LEG has provided additional support to institutions, on top of resources from their block grants and other sources, in promoting their students' language proficiency in both English and Chinese (including Putonghua). The programmes funded by LEG came in different forms. Some were offered to all students compulsorily to form a basis for more advanced learning, while others were designed for specific disciplines to meet the needs of different professions. There were also courses to equip students with specific skills in writing or speaking to prepare them for their future careers, as well as workshops, summer courses and e-learning

programmes to provide students with a more flexible and innovative environment to brush up their language abilities.

UGC's total allocation of LEG to institutions was \$118.8 million per annum in the 2012-15 triennium. In the 2015/16 roll-over year, LEG to institutions amounted to \$135.3 million.

Institutions submit annual reports on the use of the LEG. External experts were engaged to review institutions' language enhancement activities supported by LEG in the 2012/13 and 2013/14 academic years, and the overall effectiveness of LEG. The findings are set out below.

(a) English language enhancement activities –

In preparing for the new four-year curriculum, institutions worked extensively with faculties, conducted needs analysis to design learning materials and assessment tasks. Institutions developed more extensive quality assurance mechanisms and processes for collecting formative feedback that could be used for refining and improving the existing courses, and expanding the number and range of elective courses, self-access, and extra-curricular activities. Significant development for the sector in general was made in the areas of self-evaluation of programme effectiveness, creativity and innovation in delivering English language enhancement activities to students, and inter-institutional collaboration. LEG has enabled UGC to provide continued funding to support the efforts of the institutions to experiment with and try-out innovative ideas in English language enhancement, and to do more of this collaboratively. Institutions found ways of strengthening and expanding existing inter-institutional collaboration as well as exploring new directions for collaboration. The expert was of the view that the activities conducted in general greatly benefited all eight institutions and the English language enhancement activities in higher education in Hong Kong.

(b) Chinese language enhancement activities –

Institutions were committed to provide Chinese language enhancement opportunities in and to improve students' Chinese language capabilities. The Chinese language enhancement programmes offered by the institutions were of very good quality. The syllabi were well thought out and the teaching materials most carefully put together. Institutions were offering a whole variety of co-curricular and extra-curricular activities, ranging from chit-chat sessions and essay competitions to summer internship. Institutions did not only take steps individually to strengthen and develop their Chinese language enhancement programmes, but had also done much in collaborating with other institutions.

Institutions will submit the report on their language enhancement activities in the 2015/16 academic year in October 2016. A review will be conducted on institutions' language enhancement activities in the 2014/15 and 2015/16 academic years in due course.

- End -

CONTROLLING OFFICER'S REPLY**EDB281****(Question Serial No. 2706)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- (1) Please tabulate the approved student number targets of each funded institution for the period from 2013/14 to 2015/16 by undergraduate programme, taught postgraduate programme, research postgraduate programme and sub-degree programme;
- (2) Please tabulate the numbers of non-local students of each funded institution for the period from 2013/14 to 2015/16 by undergraduate programme, taught postgraduate programme, research postgraduate programme and sub-degree programme; and
- (3) Will targets be set for recovering cost from non-local students pursuing funded postgraduate programmes?

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 42)Reply:

- (1) The approved student number targets of UGC-funded programmes by institution and level of study for the period from 2013/14 to 2015/16 are at Annex A.
- (2) The non-local student enrolment of UGC-funded programmes by institution and level of study for the period from 2013/14 to 2015/16 are at Annex B.
- (3) Research is crucial to higher education development and enhancing the competitiveness of an economy. All along, the Government and UGC are committed to supporting the research work of institutions. Apart from research grants, the Government and UGC also provide publicly-funded research postgraduates (RPg) places to institutions, which serve to enhance academic standards, extend the frontiers of knowledge and develop theories through research activities.

The cost of subsidy to publicly-funded RPg places should be weighed against the immense benefits that RPg students bring to the higher education sector and the community as a whole. Firstly, with good RPg students, it would help attract leading professors, who are keenly sought after by universities around the world, to conduct research and teach in Hong Kong thus boosting the quality of research and education in our local higher education institutions. Besides, RPg students also play an important role in the sector by participating not only directly in a large number of research activities, but also in the teaching activities of institutions (such as acting as teaching assistants, laboratory administrators, etc.) as well as serve as a bridge between the undergraduates and the teaching staff, thereby contributing to the teaching and learning as well as knowledge transfer in institutions.

**Approved Student Number Targets of UGC-funded Programmes by Institution
and Level of Study, 2013/14 to 2015/16**

full-time equivalent

Institution	Level of Study	Approved Student Number Targets		
		2013/14	2014/15	2015/16
CityU	Sub-degree	841	841	841
	Undergraduate	10 254	10 702	11 134
	Taught Postgraduate	53	53	53
	Research Postgraduate	520	537	552
	Sub-total	11 668	12 133	12 580
HKBU	Undergraduate	5 662	5 829	5 960
	Taught Postgraduate	235	235	235
	Research Postgraduate	208	228	242
	Sub-total	6 105	6 292	6 437
LU	Undergraduate	2 487	2 460	2 466
	Research Postgraduate	64	68	67
	Sub-total	2 551	2 528	2 533
CUHK	Undergraduate	13 956	14 337	14 570
	Taught Postgraduate	712	712	712
	Research Postgraduate	1 534	1 495	1 480
	Sub-total	16 202	16 544	16 762
HKIEd	Sub-degree	1 158	1 113	1 113
	Undergraduate	4 188	4 179	4 151
	Taught Postgraduate	427	427	427
	Research Postgraduate	39	46	50
	Sub-total	5 812	5 765	5 741
PolyU	Sub-degree	3 020	2 367	1 914
	Undergraduate	11 453	11 998	12 493
	Taught Postgraduate	15	15	15
	Research Postgraduate	560	578	581
	Sub-total	15 048	14 958	15 003
HKUST	Undergraduate	7 747	7 801	7 824
	Research Postgraduate	1 103	1 100	1 093
	Sub-total	8 850	8 901	8 917
HKU	Undergraduate	13 137	13 451	13 641
	Taught Postgraduate	751	751	751
	Research Postgraduate	1 567	1 543	1 530
	Sub-total	15 455	15 745	15 922
All Institutions	Sub-degree	5 019	4 321	3 868
	Undergraduate	68 883	70 757	72 239
	Taught Postgraduate	2 193	2 193	2 193
	Research Postgraduate	5 595	5 595	5 595
	Total	81 690	82 866	83 895

Notes:

- Figures may not add up to the corresponding totals owing to rounding.
- Abbreviations

CityU City University of Hong Kong

HKBU Hong Kong Baptist University

LU Lingnan University

CUHK The Chinese University of Hong Kong

HKIEd The Hong Kong Institute of Education

PolyU The Hong Kong Polytechnic University

HKUST The Hong Kong University of Science and Technology

HKU The University of Hong Kong

**Non-local Student Enrolment of UGC-funded Programmes by Institution
and Level of Study, 2013/14 to 2015/16**

Headcount

Institution	Level of Study	2013/14	2014/15	2015/16 (Provisional)
CityU	Undergraduate	1 123	1 210	1 247
	Taught Postgraduate	5	8	7
	Research Postgraduate	587	671	740
	Sub-total	1 715	1 889	1 994
HKBU	Undergraduate	704	722	744
	Taught Postgraduate	-	-	1
	Research Postgraduate	191	195	204
	Sub-total	895	917	949
LU	Undergraduate	171	156	171
	Research Postgraduate	50	55	54
	Sub-total	221	211	225
CUHK	Undergraduate	1 780	1 921	2 002
	Taught Postgraduate	15	7	4
	Research Postgraduate	1 323	1 390	1 508
	Sub-total	3 118	3 318	3 514
HKIED	Undergraduate	246	272	302
	Taught Postgraduate	5	3	7
	Research Postgraduate	25	19	27
	Sub-total	276	294	336
PolyU	Sub-degree	-	2	1
	Undergraduate	1 365	1 454	1 536
	Research Postgraduate	526	559	580
	Sub-total	1 891	2 015	2 117
HKUST	Undergraduate	1 265	1 298	1 347
	Research Postgraduate	1 193	1 195	1 215
	Sub-total	2 458	2 493	2 562
HKU	Undergraduate	2 288	2 341	2 374
	Taught Postgraduate	86	77	56
	Research Postgraduate	1 562	1 597	1 603
	Sub-total	3 936	4 015	4 033
All Institutions	Sub-degree	-	2	1
	Undergraduate	8 942	9 374	9 723
	Taught Postgraduate	111	95	75
	Research Postgraduate	5 457	5 680	5 931
	Total	14 510	15 151	15 730

Notes:

1. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
2. Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
3. '-' denotes 'nil'.

4. Abbreviations

CityU City University of Hong Kong
 HKBU Hong Kong Baptist University
 LU Lingnan University
 CUHK The Chinese University of Hong Kong
 HKIED The Hong Kong Institute of Education
 PolyU The Hong Kong Polytechnic University
 HKUST The Hong Kong University of Science and Technology
 HKU The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY**EDB282****(Question Serial No. 2707)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- (1) Please provide details of work and expenditure involved for taking forward the initiative of internationalisation by each funded institution for the period from 2013/14 to 2015/16;
- (2) Please provide details and expenditure involved in respect of engagement with the Mainland by each funded institution for the period from 2013/14 to 2015/16; and
- (3) Please provide details of the preparatory work to be undertaken by each funded institution for promoting internationalisation and engagement with the Mainland in 2016/17 and the estimated provision involved.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 43)Reply:

Funding to institutions is made in the form of a block grant on the basis of approved student places allocated to the institutions. The funding for institutions to take forward initiatives on internationalisation and engagement with the Mainland is subsumed under the block grant to institutions without precise requirements as to how it should be spent. Institutions are given the autonomy to allocate funds internally as they see fit. The University Grants Committee (UGC) is therefore unable to attribute specific amount of funding and expenditure on institutions' work on these fronts.

On the part of the UGC, in order to motivate its funded institutions to enhance their pursuit of internationalisation and engagement with the Mainland, the UGC rolled out a \$30 million funding scheme (with funds contributed by the UGC, the Education Bureau and institutions) to support initiatives in the 2013/14 and 2014/15 academic years. The initiatives included (i) funding student-initiated projects or initiatives that encourage multi-cultural integration; (ii) setting up a Hong Kong Pavilion in international education conferences to promote Hong Kong's higher education sector as a united entity; (iii) establishing a sector-wide search engine to provide easier access to information of institutions and programmes they offer for prospective students; and (iv) subsidising financially-needy students to travel to places outside Hong Kong for exchange activities. Institutions responded positively to the scheme. In 2015/16, with the good results achieved, the institutions have continued to set up the Hong Kong Pavilion at international education conferences. Other promotional efforts such as the sector-wide search engine also continued.

In the 2016/17 to 2018/19 triennium, the UGC will continue efforts on this front. A one-off consolidated teaching and learning funding scheme will be launched to incentivise institutions in exploring and developing further in the sector-wide strategic areas including (a) innovation; (b) enhancement of student learning experience; (c) enhancement of internationalisation and engagement with the Mainland; and (d) language enhancement. A total of \$17.5 million (to be matched with funds from institutions) has been earmarked for

the area of internationalisation and engagement with the Mainland. Emphasis will be put on the development and implementation of (i) strategies for the broader enhancement of internationalisation and engagement with the Mainland; (ii) holistic strategies/programmes to enhance student integration; and (iii) strategies/programmes to enrich the learning experience of commuting local students. In addition, a total of \$12 million has been earmarked for institutions for continuing to set up a Hong Kong Pavilion in international education conferences.

- End -

CONTROLLING OFFICER'S REPLY

EDB283

(Question Serial No. 2930)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the establishment and salaries of Presidents, Vice-Presidents and staff of University Grants Committee (UGC) funded institutions, please provide the following information:

- (1) the number of Presidents and Vice-Presidents of UGC-funded institutions, the respective expenditure on salaries, as well as their fringe benefits and the expenditure on such benefits for the period from 2013/14 to 2015/16;
- (2) whether the salaries of Presidents and Vice-Presidents of UGC-funded institutions are paid by public money or by other sources of funding of the institutions concerned; the mechanisms adopted to determine their salaries and how the reasonableness of the salary levels is assessed;
- (3) the amounts of surplus of UGC-funded institutions as well as their establishment and expenditure on salaries of staff in the past 3 academic years;
- (4) the estimated expenditure on salaries of Presidents and Vice-Presidents of UGC-funded institutions for 2016/17; and
- (5) the establishment and estimated expenditure on salaries of staff of UGC-funded institutions for 2016/17.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 53)

Reply:

- (1) & (2) Based on information provided by the University Grants Committee (UGC)-funded institutions, the number and expenditure on staff costs of Presidents and Vice-Presidents of respective institutions for the 2013/14 and 2014/15 academic years is provided at Annex A. Information for the 2015/16 academic year is not available. In general, the expenditure of institutions (including expenditure on remuneration of Presidents and Vice-Presidents) is not solely covered by public funding (i.e. UGC funding and funding provision from other Government bureaux/departments). Institutions have other sources of income including tuition fees and other charges, interest and investment return, donations and endowments, auxiliary service and other income.

Institutions have their own established mechanisms in determining the remuneration packages of Presidents and Vice-Presidents, and are accountable for their decisions in this regard. Generally speaking, the remuneration of Presidents and Vice-Presidents is determined with reference to factors such as available market information, pay information of Hong Kong's public sector and

the international academic sector, qualification and experience of the candidate, internal salary relativity and financial position of the institution. Benchmarking review of the remuneration packages with local and international practices is conducted by some institutions with a view to ensuring their market competitiveness. According to the governing ordinances of the institutions, their councils are the ultimate authority in appointment matters related to the Presidents and Vice-Presidents.

- (3) According to the annual financial reports and information provided by institutions, information on surpluses / deficits, number of staff and staff costs of each institution for the 2013/14 to 2014/15 academic years is at Annex B. Information for the 2015/16 academic year is not available.
- (4) & (5) The estimate of staff costs of Presidents and Vice-Presidents and the number of staff and staff costs for the 2016/17 academic year are not available.

**Number and Staff Costs^{Note 1} of Presidents and Vice-Presidents^{Note 2} of UGC-funded institutions
(2013/14 and 2014/15 academic years)**

	CityU	HKBU	LU	CUHK	HKIED	PolyU	HKUST	HKU
Number and staff costs of Presidents and Vice-Presidents in 2013/14								
Number	7	4	2	8	4	5	5	6
Staff costs (\$ million)								
Salaries	18.0	9.3	4.7	9.0	8.5	13.7	14.6	18.3
Benefits	7.0	3.3	1.8	1.4	3.7	5.2	3.3	6.4
Total staff costs	25.0	12.6	6.5	10.4	12.1	18.9	17.9	24.7
Number and staff costs of Presidents and Vice-Presidents in 2014/15								
Number	7	4	2	7	4	6	5	6
Staff costs (\$ million)								
Salaries	19.0	10.0	4.5	9.4	9.2	16.9	16.7	18.6
Benefits	7.0	4.2	2.0	1.5	4.4	4.9	4.8	5.7
Total staff costs	26.0	14.2	6.5	10.9	13.6	21.8	21.4	24.3

Figures may not add up due to rounding.

Source: Information provided by UGC-funded institutions.

Abbreviations:

CityU	City University of Hong Kong	HKIED	The Hong Kong Institute of Education
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science & Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

Notes:

- (1) Staff Costs include salaries, allowances, employer's contributions to retirement schemes, gratuities, housing benefits, medical and dental benefits, performance rewards, and termination payments, etc.
- (2) "Vice-Presidents" also include staff holding the post titles of Executive Vice-President and Provost, Executive Vice-President, Vice-President and Pro-Vice-Chancellor, Provosts, Pro-Vice-Chancellors / Vice-Presidents, Deputy President and Provost, Provost and Deputy Vice-Chancellor.

Surplus / Deficit, Number of Staff and Staff Costs of UGC-funded institutions ^{Note 1}
(2013/14 and 2014/15 academic years)

	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU
Surplus / (Deficit) for the year (\$ million)								
2013/14	421.7	502.9	58.0	1,447.6	132.4	831.3	590.0	2,461.4
2014/15	414.5	197.8	11.7	1,257.9	133.7	464.3	(11.0)	1,213.8
Number of Staff								
2013/14	3 926	3 002	907	7 571	1 413	5 150	3 592	7 000
2014/15	3 865	3 029	843	7 785	1 494	5 350	3 690	7 199
Staff Costs ^{Note 2} (\$ million)								
2013/14	2,472.0	1,546.3	514.9	4,102.5	854.4	2,842.0	2,018.0	4,366.7
2014/15	2,571.6	1,676.8	513.2	4,394.4	929.4	3,086.8	2,223.0	4,699.3

Source: Financial Reports of UGC-funded institutions and information provided by UGC-funded institutions.

Abbreviations

:

CityU	City University of Hong Kong	HKIEd	The Hong Kong Institute of Education
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science & Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

Notes:

- (1) The financial information as set out in this annex only covered those activities at institutional level (i.e. excluding subsidiaries).
(2) Staff Costs include salaries, allowances, employer's contributions to retirement schemes, gratuities, housing benefits, medical and dental benefits, performance rewards, and termination payments, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB284

(Question Serial No. 2978)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

The Chief Executive in Council has approved that the Hong Kong Institute of Education be granted university title. Will additional resources be provided to the future Education University of Hong Kong to cope with the increase in academic exchange, administrative staff, teaching staff, academic facilities, campus facilities and hostels following the retitling? If yes, what is the amount of additional funding to be granted? If no, what are the reasons?

Asked by: Hon Alvin YEUNG Ngok-kiu (Member Question No. 35)

Reply:

In 2009, the Government decided to support The Hong Kong Institute of Education (HKIEd) to develop into a multi-disciplinary institution with a focus on teacher education and a good spread of complementary disciplines (i.e. "Education-plus"), as well as to strengthen its research capability, through provision of additional University Grants Committee (UGC)-funded student numbers (120 first-year first-degree and 30 research postgraduate places). HKIEd has since utilised these additional student numbers to introduce a number of new undergraduate programmes in complementary disciplines, as well as research programmes.

Since its inception, HKIEd has been funded by the UGC on the same basis as the other UGC-funded universities, taking into account the approved student numbers allocated to the institutions. Upon its change in title, the UGC will continue to allocate funding to the future Education University of Hong Kong in accordance with the established mechanism as with other UGC-funded universities.

- End -

CONTROLLING OFFICER'S REPLY**EDB285****(Question Serial No. 0965)**

Head: (160) Radio Television Hong Kong

Subhead (No. & title): (-) Not Specified

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting (LEUNG Ka Wing)

Director of Bureau: Secretary for Education

Question:

The work of Radio Television Hong Kong includes producing school educational television programmes for the Education Bureau in support of the Government's education policies. What are the expenditure, estimated expenditure and manpower in the past 5 years and the coming year? Has any review been conducted to examine whether the current programmes of pre-primary, primary, junior and senior secondary levels are outdated and require revamps? Will contents regarding moral education, national education, Basic Law, etc. be included? If so, what are the details? If not, what are the reasons?

Asked by: Dr Hon LAM Tai-fai (Member Question No. 17)

Reply:

Nine programme directors and six animation designers are designated to ETV School programme production; other staff, such as production assistants, executive producers, cameramen, lighting-men, soundmen, editors, graphic designers, etc. are shared with other RTHK programme productions.

The expenditure in the past 5 years is as follows:

Financial Year	Actual (\$ million)
2014-15	30.8
2013-14	30.9
2012-13	27.6
2011-12	27.3
2010-11	28.4

The revised estimate for 2015-16 is \$31.8 million and the estimate for 2016-17 is \$33.9 million.

The Education Bureau collaborates with RTHK to produce 80 new Educational Television (ETV) Programmes each year. The programmes produced are in line with the latest developments in the local curriculum to ensure that relevant and updated information is provided. In addition, an annual survey "Survey for Compilation of Performance Indicators for Measuring the Effectiveness of ETV Services" has been commissioned to a tertiary institution since 2002 for measuring the effectiveness of ETV services to feed back on the production of programmes. The effectiveness of the programmes is assessed by using the weighted average of the satisfaction scores in the areas of pedagogical design, appropriateness of content and presentation, achievement of teaching objectives and promotion of students' interest and motivation to learn, etc. According to the last survey, the usefulness indicator for kindergartens, primary and secondary schools are 78, 79 and 72 out of 100 respectively. ETV programmes cover the eight Key Learning Areas and cross-curricular issues such as moral, civic and national education (including Basic Law education). From 2010-11 to 2015-16, about 30 programmes on moral, civic and national education including two programmes on Basic Law education have been produced.

- End -

CONTROLLING OFFICER'S REPLY

EDB286

(Question Serial No. 4022)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the educational support for non-Chinese speaking students, please provide:

- (a) the number of students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school year 2015/16;
- (b) the number of ethnic minority students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school year 2015/16 disaggregated by ethnicity;
- (c) the number of non-Chinese speaking students in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school year 2015/16 disaggregated by their home language;
- (d) the number of students in each of the UGC-funded institutions and self-financing post-secondary institutions in the school year 2015/16;
- (e) the number of ethnic minority students in each of the UGC-funded institutions and self-financing post-secondary institutions in the school year 2015/16 disaggregated by ethnicity; and
- (f) the number of non-Chinese speaking students in each of the UGC-funded institutions and self-financing post-secondary institutions in the school year 2015/16 disaggregated by their home language.

Asked by: Hon James TO Kun-sun (Member Question No. 86)

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of students by level and by grade studying in kindergartens, public sector and Direct Subsidy Scheme (DSS) primary and secondary schools in the 2015/16 school year is tabulated at Annex A.
- (b) & (c) The number of ethnic minority students studying at different grade levels in kindergartens and the number of non-Chinese speaking (NCS) ethnic minority students studying at different grade levels in public sector and DSS primary and secondary schools in the 2015/16 school year are tabulated at Annex B. The number of NCS students by level and by grade studying in kindergartens, public sector and DSS primary and secondary schools in the 2015/16 school year is tabulated at Annex C. The data provided in Annex B and Annex C are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

- (d) As regards the University Grants Committee (UGC)-funded sector, the number of local students enrolled in full-time post-secondary programmes is 75 133 in the 2015/16 academic year. A breakdown by level of study (i.e. sub-degree and undergraduate) and by institution is at Annex D. In tandem, a total of 76 241 students are enrolled in full-time locally-accredited self-financing post-secondary programmes in the 2015/16 academic year. A breakdown by level of study and by institution is at Annex E.
- (e) & (f) Admission to post-secondary programmes (including sub-degree and undergraduate programmes offered by UGC-funded institutions and self-financing institutions) is offered to eligible applicants, irrespective of their race and language spoken at home. The total number of local NCS students (i.e. students whose ethnicity and / or spoken language at home is not Chinese) admitted to the UGC-funded full-time post-secondary programmes is 253 in the 2015/16 academic year. However, statistics with breakdown by NCS students are not available for the self-financing sector.

**Number of students
by level and by grade in the 2015/16 school year**

Level	Grade	2015/16 school year
Pre-primary (K1 to K3)	K1	65 323
	K2	63 315
	K3	56 760
	K1-K3	185 398
Primary (Primary 1 – 6)	P1	51 016
	P2	51 689
	P3	50 071
	P4	47 075
	P5	44 826
	P6	43 449
	P1-P6	288 126
Secondary (Secondary 1 – 6)	S1	51 111
	S2	52 584
	S3	55 223
	S4	58 629
	S5	55 370
	S6	56 840
	S1-S6	329 757

Notes:

1. Figures refer to the position as at September 2015.
2. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
3. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.

**Number of ethnic minority students by ethnicity
studying at different grade levels in kindergartens
in the 2015/16 school year**

Kindergartens

	K1	K2	K3
Indonesian	25	47	25
Filipino	182	223	221
Indian	444	432	266
Pakistani	488	513	502
Nepalese	306	335	325
Japanese	312	238	206
Thai	21	39	20
Korean	116	99	46
Other Asian	151	142	93
White	1 271	1 273	676
Others	547	527	370
Total	3 863	3 868	2 750

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying at different grade levels in primary and secondary schools
in the 2015/16 school year**

Primary schools

	P1	P2	P3	P4	P5	P6
Indonesian	27	20	21	15	18	14
Filipino	206	222	222	226	214	200
Indian	162	145	156	168	176	137
Pakistani	485	545	513	518	502	458
Nepalese	332	295	269	222	210	244
Japanese	22	21	17	16	13	6
Thai	23	28	26	22	36	23
Korean	10	11	6	6	4	7
Other Asian	35	41	59	28	36	31
White	95	102	114	78	56	51
Others	80	65	65	55	58	50
Total	1 477	1 495	1 468	1 354	1 323	1 221

Secondary schools

	S1	S2	S3	S4	S5	S6
Indonesian	14	12	12	8	9	2
Filipino	273	275	259	254	221	228
Indian	218	221	184	223	196	181
Pakistani	599	528	484	489	401	347
Nepalese	249	242	199	235	209	191
Japanese	6	10	10	12	10	9
Thai	33	19	15	29	8	11
Korean	8	11	9	5	5	12
Other Asian	65	30	34	25	20	31
White	52	33	42	48	22	21
Others	91	60	75	82	48	34
Total	1 608	1 441	1 323	1 410	1 149	1 067

Notes:

1. Figures refer to the position as at September of 2015.
2. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
3. Figures for pre-primary level cover ethnic minority students regardless of their spoken language.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
5. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures for primary and secondary schools have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of non-Chinese speaking students by spoken language at home studying
at different grade levels in kindergartens, primary and secondary schools
in the 2015/16 school year**

Kindergartens

	K1	K2	K3
Indonesian	17	20	17
Filipino	91	115	118
Hindi	299	303	199
Urdu	467	502	478
Nepali	295	321	313
Japanese	310	235	208
Thai	20	23	12
Korean	108	83	42
Other Asian and Oceanian languages	55	53	34
English	2 557	2 519	1 422
Other European languages	204	223	222
Others	47	40	10
Total	4 470	4 437	3 075

Primary schools

	P1	P2	P3	P4	P5	P6
Indonesian	21	17	19	10	10	9
Filipino	109	104	97	106	110	77
Hindi	124	113	95	99	127	93
Urdu	418	479	430	437	435	384
Nepali	292	276	237	195	169	217
Japanese	23	21	18	18	13	12
Thai	26	24	27	25	37	27
Korean	8	10	5	5	4	5
Other Asian and Oceanian languages	40	39	58	43	50	36
English	481	477	545	472	424	411
Other European languages	18	19	16	18	9	7
Others	23	30	27	33	26	39
Total	1 583	1 609	1 574	1 461	1 414	1 317

Secondary schools

	S1	S2	S3	S4	S5	S6
Indonesian	13	16	11	4	7	4
Filipino	130	93	95	121	99	105
Hindi	100	90	79	103	83	80
Urdu	460	426	382	405	341	314
Nepali	202	207	173	217	192	177
Japanese	5	11	14	10	15	10
Thai	33	22	16	25	11	15
Korean	7	13	8	6	8	15
Other Asian and Oceanian languages	109	74	50	36	49	68
English	619	554	572	511	421	360
Other European languages	24	5	18	25	31	23
Others	28	36	39	42	67	48
Total	1 730	1 547	1 457	1 505	1 324	1 219

Notes:

1. Figures refer to the position as at September 2015.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.

**Local student enrolment of full-time UGC-funded sub-degree and undergraduate programmes
by level of study and institution in the 2015/16 academic year[#]**

Institution	Level of Study (headcount)		
	Sub-degree	Undergraduate	Total
City University of Hong Kong	913	11 176	12 089
Hong Kong Baptist University	-	5 941	5 941
Lingnan University	-	2 361	2 361
The Chinese University of Hong Kong	-	14 586	14 586
The Hong Kong Institute of Education	596	3 324	3 920
The Hong Kong Polytechnic University	2 218	12 895	15 113
The Hong Kong University of Science and Technology	-	7 658	7 658
The University of Hong Kong	-	13 465	13 465
Total	3 727	71 406	75 133

Notes:

1. “-” denotes no relevant programmes were offered.
2. # Provisional figures.

**Enrolment of full-time locally-accredited self-financing sub-degree and undergraduate programmes
by level of study and institution in the 2015/16 academic year**

Institution	Enrolment (Note 1)		
	Sub- degree (Note 2)	Undergraduate (Note 3)	Total
Caritas Bianchi College of Careers	322	-	322
Caritas Institute of Community Education	98	-	98
Caritas Institute of Higher Education	366	921	1 287
Centennial College	-	631	631
Chu Hai College of Higher Education	-	1 503	1 503
City University of Hong Kong - Community College of City University	5 566	1 157	6 723
Gratia Christian College	-	52	52
Hang Seng Management College	94	4 775	4 869
HKCT Institute of Higher Education	-	15	15
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 283	-	2 283
Hong Kong Art School	93	132	225
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 569	2 225	5 794
Hong Kong College of Technology	507	-	507
Hong Kong Institute of Technology	429	369	798
Hong Kong Nang Yan College of Higher Education	19	58	77
Hong Kong Shue Yan University	-	5 112	5 112
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 106	-	1 106
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design	-	545	545
School of Continuing and Professional Studies, The Chinese University of Hong Kong	2 168	220	2 388
The Hong Kong Institute of Education	294	1 501	1 795
The Hong Kong Polytechnic University – Hong Kong Community College	6 822	3 896	10 718
The Hong Kong University of Science and Technology	-	88	88
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 286	8 628	9 914
The University of Hong Kong – HKU SPACE & HKU SPACE Community College	5 381	1 255	6 636
Tung Wah College	220	1 835	2 055
Vocational Training Council	6 619	3 827	10 446
Yew Chung Community College	185	-	185
YMCA College of Careers	69	-	69
Total	37 496	38 745	76 241

Notes:

1. The figures are the provisional figures as at end December 2015. The final actual enrolment may vary.
2. The figures exclude sub-degree programmes provided under the old academic structure.
3. The figures include students of both first-year-first-degree and top-up degree programmes.
4. “-” denotes no relevant programmes were offered.

- End -

CONTROLLING OFFICER'S REPLY**EDB287****(Question Serial No. 4023)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the number of ethnic minority students in each of the member institutions of the Vocational Training Council in the school year 2014/15 and 2015/16 disaggregated by ethnicity?

Asked by: Hon James TO Kun-sun (Member Question No. 87)

Reply:

In the 2014/15 academic year, there were a total of 1 145 non-Chinese speaking (NCS) students enrolled in programmes dedicated and not dedicated to NCS students in the Vocational Training Council (VTC). Since applicants of most programmes, which are mainly of short duration, are not required to provide information about their ethnicity, a breakdown of all NCS students by ethnicity is not available. Based on the information collected from NCS students most of whom were enrolled in programmes of longer duration, a breakdown of those NCS students by major ethnicity group is given below –

Ethnicity	Number of NCS students ^(Note 2)
Pakistani	110
Nepalese	70
Filipino	55
Indian	55
White	18
Mixed and others ^(Note 1)	40

Note 1: Others include Indonesian, Korean, Thai, Latin American, etc.

Note 2: Only include the NCS students who are requested to provide information of their ethnicity.

It is estimated that there will be a total of 970 NCS students studying in VTC for the 2015/16 academic year while the breakdown of NCS students (for programmes of longer duration) is not yet available since student admission is still going on due to staggered intake of some programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB288

(Question Serial No. 4043)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Secondary schools will be allowed to turn the Career and Life Planning Grant into regular teaching posts. In this connection, please advise the following information:

- (a) given that the Grant has implemented for 2 years only, whether the new measure is a result of the review on the Grant; if yes, of the details; if no, of that reasons;
- (b) the number of schools having unused balance of the Grant as well as the total amount in 2014/15 school year;
- (c) whether it had assessed the impact of the new measure over the flexibility in deploying the fund by schools, the continuation of existing Career Planning services, the manpower of schools as well as the effectiveness of the Grant; if yes, of the details?

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 59)

Reply:

(a) & (c) The aim of the Career and Life Planning Grant (CLPG) is to enhance the capacity of the schools and their responsible team so as to take forward comprehensive life planning education. As set out in the relevant circular, the CLPG should primarily be used for its major purpose of empowering and enhancing the capacity of the teaching team, though schools may use the remainder of the grant to enrich relevant school-based services for students by providing career-related learning beyond the classroom. The Education Bureau (EDB) has collected information about the use of the CLPG in schools through a school survey completed in September 2015 and advisory visits paid to 295 schools up to the end of November 2015. It is noted that about 80% of the schools spent most of the CLPG on employment of additional staff.

To strengthen life planning education and related guidance services in schools, the Chief Executive announced in the Policy Address 2016 that schools may turn the CLPG into regular teaching posts from the 2016/17 school year. This measure will provide more stable teacher manpower for schools to implement life planning education. Teachers filling the regular posts converted from the CLPG should assist in enriching and expanding the scope of career guidance service and enhancing the quality of life planning education.

As situations vary from school to school, some schools may have already made arrangements for deploying the CLPG, schools are given the flexibility to decide whether to turn the CLPG into regular teaching posts in the 2016/17 school year or in the later years, based on their actual circumstances. For schools which opt to retain the CLPG, the ambit of the CLPG remains unchanged. We will review the implementation of the measure in the coming two years.

(b) Under the current practice, schools are allowed to retain the unspent balance of the CLPG up to 20% of the total provision disbursed for each year and to carry it forward for use in the next school year (aided and caput schools) or financial year (government schools). EDB will claw back any amount in excess of the said cap based on schools' annual audited accounts. Relevant information on the spending situation of the CLPG is not available as the audited accounts for the school year is not yet due.

- End -

CONTROLLING OFFICER'S REPLY

EDB289

(Question Serial No. 4044)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (4) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the boarding section of special schools, will the Administration inform this Committee :

- (a) the occupancy rate of the boarding section of special schools, the number of students on the waiting list as well as the average waiting time in last 3 school years broken down by different type of special schools;
- (b) whether it had provided assistance to those who are on the waiting list; if yes, of the details as well as the expenditure incurred?

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 60)

Reply:

- (a) At present, schools for children with visual impairment and some schools for children with hearing impairment, physical disability, moderate intellectual disability and severe intellectual disability provide boarding services. The fill-up rates of the boarding section of special schools by type and the number of students on the waiting list for the boarding services in the last three school years are set out in Appendix I. The average waiting time of students for admission to boarding service in the last three school years is set out in Appendix II.
- (b) Parents of students who are waiting for admission to boarding service can approach their school social worker for advice on available supporting service whenever necessary.

**Fill-up rate of the boarding section of special schools and
the number of students on the waiting list of boarding services
in the 2012/13 to 2014/15 school years[#]**

School Type	2012/13			2013/14			2014/15		
	No. of boarding places	No of boarders (Fill-up rate)	No. of students on waiting list	No. of boarding places	No of boarders (Fill-up rate)	No. of students on waiting list	No. of boarding places	No of boarders (Fill-up rate)	No. of students on waiting list
Visual Impairment	122	86 (70%)	1	122	87 (71%)	2	117	91 (78%)	4
Hearing Impairment	12	10 (83%)	0	9	7 (78%)	0	8	5 (63%)	0
Physical Disability	234	219 (94%)	21	240	228 (95%)	15	239	212 (89%)	28
Moderate Intellectual Disability*	307	304 (99%)	37	307	304 (99%)	46	307	307 (100%)	48
Severe Intellectual Disability	425	383 (90%)	6	421	372 (88%)	6	414	361 (87%)	10

Position as at September of the respective school year of respective schools

* Including 1 school for children with mild intellectual disability and children with moderate intellectual disability

**Average waiting time of the students for admission to boarding service
in the 2012/13 to 2014/15 school years by type of special schools**

Type of Special Schools	Average Waiting Time (Year)
Visual Impairment	0.3
Hearing Impairment ^{Note 1}	0.1
Physical Disability	0.5
Moderate Intellectual Disability ^{Note 2}	1.3
Severe Intellectual Disability	0.2

Note 1: There were no applications for boarding service for students with hearing impairment in the 2012/13 and 2014/15 school year. The average waiting time is for the applications in the 2013/14 school year.

Note 2: Including 1 school for children with mild intellectual disability and children with moderate intellectual disability

- End -

CONTROLLING OFFICER'S REPLY

EDB290

(Question Serial No. 4045)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (4) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Bureau has improved the provision of teacher assistant for schools for children with severe intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of the hospital school since 2014/15 school year. In this connection, please advise the following information:

- (a) the number of teacher assistants employed in 2014/15 and 2015/16 school years as well as the resource involved;
- (b) the wastage rate of teacher assistants in 2014/15 and 2015/16 school years; whether it knows the reasons of their demission; if yes, please provide details; whether it had reviewed the effectiveness of the improved provision of teacher assistants; if yes, of the details?

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 61)

Reply:

- (a) Under the Code of Aid for Special Schools/Code of Aid for Aided Schools, 329.5 and 336 teacher assistant (TA) posts are provided to schools for children with intellectual disabilities, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of the hospital school in the 2014/15 and 2015/16 school years respectively. The expenditure involved in employing TAs in the 2014/15 school year is \$46.26 million whereas the estimated expenditure in the 2015/16 school year is \$53 million.
- (b) The Education Bureau does not capture information on the TAs and therefore we are unable to provide the wastage rate and the reasons of their demission.

- End -

CONTROLLING OFFICER'S REPLY

EDB291

(Question Serial No. 4046)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The revised financial provision for 2015-16 is \$4,176.3 million, which is 4.2% lower than the original estimate. Please provide the reasons and details for the decrease.

Asked by: Hon Abraham SHEK Lai-him (Member Question No.62)

Reply:

The revised estimate for 2015-16 under Programme (5) Other Educational Services and Subsidies is \$184.8 million or 4.2% lower than the original estimate. This is mainly due to the lower than budgeted requirement for Pre-primary Education Voucher Scheme resulting from the lower than expected number of students joining the scheme.

- End -

CONTROLLING OFFICER'S REPLY**EDB292****(Question Serial No. 4047)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Bureau will formulate strategies and details of specific measures for the implementation of the free quality kindergarten education policy starting from the 2017/18 school year. In this connection, please provide the following information: the manpower will be deployed for the preparation works in 2016/17; the details of their works as well as the spending involved with a breakdown of expenditure items.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 63)

Reply:

The Education Bureau (EDB) is planning to set up a new Kindergarten Education (KGE) Division starting from 2016-17. Subject to the deliberation of the Legislative Council Establishment Subcommittee and approval of the Finance Committee, EDB will create one supernumerary post at the rank of Assistant Director of Education to head the new KGE Division in the initial three years from 2016-17 to 2018-19 and one permanent post at the rank of Principal Education Officer to support his/her work in the initial years and head the KGE Division when the supernumerary post has lapsed. Besides, 22 and 37 non-directorate posts will be created in 2016-17 and 2017-18 respectively to support the implementation of the free quality kindergarten (KG) policy. Amongst them, 20 posts (including two time-limited posts for 2016-17 and up to 2018-19 respectively) will be created in the new KGE Division in 2016-17 to cope with the increased workload and take up the duties of eight time-limited posts to be lapsed by 1 April 2016 (i.e. a net increase of 12 posts in the KGE Division). Another 20 posts will be created in KGE Division in 2017-18 to further strengthen the support for the full implementation of the free quality KG education in the 2017/18 school year, including eight posts regraded from the Inspector (Graduate) grade to Education Officer (Administration) grade or vice versa according to the nature of the tasks involved. With one time-limited post lapsed by end of 2016-17, the net increase of posts in the KGE Division in 2017-18 will be 11. As regards the remaining two (both are time-limited posts) and 17 non-directorate posts (including one regraded post) to be created in 2016-17 and 2017-18 respectively, they will either be created in other EDB Divisions for professional support to teachers in catering KG students with risks of developmental delay, strengthening financial monitoring and development of relevant information technology systems, etc. or in the Rating and Valuation Department for assessment of rental subsidy.

In 2016-17, upon creation of the above-mentioned posts, there will be a total of 83 posts in the new KGE Division. It will take charge of the preparation for, and implementation of, the new free quality KG education policy, including formulation of specific details of the measures, overseeing the implementation of the new policy and monitoring the progress of the relevant measures. The division of labour and areas of the work for staff in the KGE Division are as follows:

(i) The Kindergarten Special Duty Section, with all its posts currently (2015-16) being time-limited, is now responsible for formulating the framework of measures under the new policy, soliciting feedback from major

stakeholders with a view to refining the implementation details and drawing up guidelines for KGs' compliance and reference. It will be regularised starting from 2016-17 to co-ordinate implementation issues that involve inter-departmental collaboration. Besides, it will also be responsible for co-ordinating admission arrangements for Nursery (K1) classes (including measures to ensure that a child is not holding more than one school place at a time); handling premises-related issues (including allocation of KG premises, review of the Planning Standard, exploration of the setting up of Resource Centres for KG education and co-location of KGs in primary schools, etc.); disbursement of funds to KGs; promotion of parent education, etc.

(ii) The Kindergarten Administration Section is now responsible for administration of the Pre-primary Education Voucher Scheme, fee increase applications, KG teachers' professional development, etc. Under the new KG policy, it will be tasked to formulate proposals regarding specific details on, and monitor of KGs in, compliance of guidelines in teacher-student ratio, remuneration and career ladder for teachers, collection of miscellaneous charges and trading operation in KGs, mechanism for KGs' entry to, and exit from, the new scheme, etc. Besides, it will continue to co-ordinate matters on fee increase applications which will involve more vigorous vetting to ensure KGs' proper use of government funding and offer of free KG education as appropriate. Besides, it will collaborate with relevant experts in promoting KG teachers' professional development including formulation of a Teacher Competencies Framework and a Principal Competencies Framework, developing a continuous professional development policy for KG teachers, etc.

(iii) The Kindergarten Inspection Section monitors and evaluates the performance of KGs through inspections, and promotes quality KG education in Hong Kong. Under the new policy, in addition to its current tasks, it will enhance the quality assurance framework (including review of the Performance Indicators to tie in with the implementation of free quality KG education policy and better align with the latest trends of the KG education) and conduct more focus inspections to promote quality KG education. It will also take charge of the strategies in the promotion and/or conduct of local research on the latest trends in child development and impact of the new policy on the quality of KG education.

(iv) The Joint Office for Kindergartens and Child Care Centres will continue to be responsible for supervising the operation of Kindergarten-cum-Child Care Centres (KG-cum-CCCs), including processing various applications from KG-cum-CCCs. In addition, it will review the schedule of accommodation for KGs and the Operation Manual for Pre-primary Institutions.

The estimated staff-related expenditure of KGE Division in 2016-17 is around \$50.42 million, and a rough estimate for 2017-18 is around \$53.53 million. EDB adopts a holistic approach in staff deployment which may be adjusted from time to time having regard to the changing operational needs, hence a breakdown of expenditure by item is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB293****(Question Serial No. 4055)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) was introduced starting from the 2015/16 academic year to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. Each student shall receive subsidy ranging from \$40,000 to \$70,000 per year under two-tier subsidy arrangement. In this connection, please advise the following information:

- (a) the actual amount of tuition fee of each programme under SSSDP which students require to pay after deducting the subsidy from the gross tuition fee, as well as the maximum subsidy amount for each programme under SSSDP in 2015/16 and 2016/17;
- (b) the number of students choosing the SSSDP programmes as Band A choice in Joint University Programmes Admissions System last year; whether it had reviewed the effectiveness of publicity works of SSSDP; if yes, of the details;
- (c) whether it had mechanism to monitor the level of tuition fee of the programmes under SSSDP; if yes, of the details?

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 70)

Reply:

(a)
Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments. The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

The average annual tuition fee net of subsidy for each programme under SSSDP, as well as the subsidy amount for each programme for the cohorts admitted/to be admitted in the 2015/16 and 2016/17 academic years are set out at **Annex A**.

(b)

The number of students choosing the SSSDP programmes as Band A choice in the Joint University Programmes Admissions System (JUPAS) for the cohort admitted in the 2015/16 academic year is set out at **Annex B**. In consultation with the participating institutions of SSSDP, we shall step up the publicity of SSSDP where appropriate for the cohorts to be admitted in the 2016/17 and 2017/18 academic years.

(c)

Institutions may adjust the tuition fees of programmes selected for SSSDP if the level of adjustment is within the annual inflation rate. Any increase in the tuition fee beyond the inflation will require the prior approval of the Education Bureau, which will only approve cases that are fully justified with enhancement in teaching and learning.

**Average Annual Tuition Fee after Deducting the Subsidy and Annual Subsidy Amount
for Each Programme for the Cohort Admitted in the 2015/16 Academic Year**

Institutions	Programmes	Number of subsidised places	Annual subsidy amount (\$)	Average annual tuition fee after deducting the subsidy (\$)
Chu Hai College of Higher Education	Bachelor of Architecture (Honours)	40	40,000	29,333
Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000	37,250
The Open University of Hong Kong	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000	20,000
	Bachelor of Nursing with Honours in General Health Care	150	70,000	41,800
	Bachelor of Nursing with Honours in Mental Health Care	70	70,000	41,800
	Bachelor of Science with Honours in Testing and Certification	50	70,000	20,000
Tung Wah College	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000	38,280
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Fashion Design	60	70,000	17,533
	Bachelor of Arts (Honours) in Product Design	60	70,000	17,533
	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000	47,533
	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000	47,533
	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000	17,533
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000	17,533

**Average Annual Tuition Fee after Deducting the Subsidy and Annual Subsidy Amount
for Each Programme for the Cohort to be Admitted in the 2016/17 Academic Year**

Institutions	Programmes	Number of Subsidised Places	Annual subsidy amount (\$)	Average annual tuition fee after deducting the subsidy (\$)
Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	60	70,000	31,640
Chu Hai College of Higher Education	Bachelor of Science (Honours) in Architecture	40	40,000	31,500
Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000	39,800
The Open University of Hong Kong	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000	20,000
	Bachelor of Nursing with Honours in General Health Care	150	70,000	41,800
	Bachelor of Nursing with Honours in Mental Health Care	70	70,000	41,800
	Bachelor of Science with Honours in Testing and Certification	50	70,000	20,000
Tung Wah College	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000	39,475
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Fashion Design	60	70,000	21,245
	Bachelor of Arts (Honours) in Product Design	60	70,000	21,245
	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000	51,245
	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000	51,245
	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	40,000	51,245
	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000	28,835
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000	21,245

**Number of Students Choosing the SSSDP Programmes as Band A Choice in JUPAS
for the Cohort Admitted in the 2015/16 Academic Year**

JUPAS Programme Code	Institution	Programme	Number of subsidised places	Number of Band A applications in JUPAS
JSSC01	Chu Hai College of Higher Education	Bachelor of Architecture (Honours)	40	199
JSSH01	Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management	70	1 442
JSST01	Tung Wah College	Bachelor of Health Science (Honours) (Nursing Major)	200	2 253
JSSU14	The Open University of Hong Kong	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	614
JSSU40		Bachelor of Nursing with Honours in General Health Care	150	2 397
JSSU50		Bachelor of Nursing with Honours in Mental Health Care	70	903
JSSU60		Bachelor of Science with Honours in Testing and Certification	50	645
JSSV01	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Fashion Design	60	490
JSSV02		Bachelor of Arts (Honours) in Product Design	60	567
JSSV03		Bachelor of Arts (Honours) in Landscape Architecture	10	259
JSSV04		Bachelor of Arts (Honours) in Culinary Arts and Management	30	744
JSSV05		Bachelor of Engineering (Honours) in Civil Engineering	60	477
JSSV06		Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	379
		Total:	940	11 369

- End -

CONTROLLING OFFICER'S REPLY

EDB294

(Question Serial No. 4056)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

The Government shall provide subsidy for needy post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes. In this connection, please advise the following information :
the number of students benefited from this subsidy scheme in 2014/15, 2015/16 and 2016/17 school years, with a breakdown by institutions; the spending in these 3 school years, with a breakdown by expenditure items.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 71)

Reply:

As part of our effort to promote internationalisation of our institutions and enhance the development of Hong Kong as a regional education hub, a Scheme for Subsidy on Exchange for Post-secondary Students was introduced in January 2015 to encourage and support local students in need to go on exchanges. The scheme aims to provide local students of full-time locally-accredited programmes at sub-degree and undergraduate levels with means-tested grant to participate in exchange activities outside Hong Kong. A total of 31 institutions have participated in the first subsidised period of the scheme from January 2015 to August 2016. Breakdowns of the number of students benefited and the amount of grant approved under the scheme by different participating institutions from January to December 2015 are set out in the Annex.

Scheme for Subsidy on Exchange for Post-Secondary Students**Number of Student Benefited and Amount of Grant Approved
from 1 January to 31 December 2015**

Participating Institution	Number of students benefited	Amount of grant approved (HK\$)
<i>University Grants Committee-funded Institutions</i>		
City University of Hong Kong	348	3,982,200
Hong Kong Baptist University	49	587,250
Lingnan University	142	1,743,750
The Chinese University of Hong Kong	211	2,426,400
The Hong Kong Institute of Education	69	806,850
The Hong Kong Polytechnic University	133	1,655,051
The Hong Kong University of Science and Technology	112	1,331,550
The University of Hong Kong	158	1,907,250
<i>Other Institutions</i>		
Caritas Bianchi College of Careers	0	0
Caritas Institute of Higher Education	0	0
Centennial College	0	0
Chu Hai College of Higher Education	8	88,500
College of International Education - HKBU	9	120,000
Community College of City University	39	480,750
Hang Seng Management College	7	82,500
HKU Space	0	0
HKU SPACE Community College	17	232,500
HKU SPACE Po Leung Kuk Community College	18	243,750
Hong Kong Community College - PolyU	17	251,250
Hong Kong Institute of Technology	13	187,500
Hong Kong Shue Yan University	10	119,550
Lingnan Institute of Further Education	1	15,000
Savannah College of Art and Design	0	0
School of Continuing and Professional Studies, CUHK	22	315,000

Participating Institution	Number of students benefited	Amount of grant approved (HK\$)
School of Continuing Education - HKBU	0	0
School of Professional Education and Executive Development - PolyU	16	225,000
Technological and Higher Education Institute of Hong Kong	9	114,750
The Community College at Lingnan University	2	30,000
The Hong Kong Academy for Performing Arts	0	0
Vocational Training Council	88	837,000
YMCA College of Careers	0	0
Total:	1 498	17,783,351

- End -

CONTROLLING OFFICER'S REPLY**EDB295****(Question Serial No. 4057)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Bureau will advance its review of ways to extend the scope of the subsidy of the Mainland University Study Subsidy Scheme, with a view to assisting more students with financial needs to pursue further studies in the Mainland, according to the Policy Address 2016. In this connection, please advise the following information :

- (a) the reasons of advancing the review of the Scheme while other initiatives relating to higher education introduced in the same year with the Scheme do not; the schedule and scope of the review;
- (b) the number of students benefited from the Scheme in 2014/15 and 2015/16 school years, as well as the total number of students pursuing studies under the scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions in 2014/15 and 2015/16 school years;
- (c) whether it had received the feedback from the participants of the Scheme, reflecting that the level of subsidy is insufficient to cover the tuition fees and living expenses in the Mainland; if yes, of the details?

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 72)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

In the 2014/15 academic year, subsidy was provided to 263 students under MUSSS, with 152 receiving the full-rate subsidy and the remaining 111 receiving the half-rate subsidy. The total amount of subsidy granted was about \$3.1 million. As for the 2015/16 academic year, subsidy was provided to 479 students (including subsidy renewal and newly approved applications), with 304 receiving the full-rate subsidy and the remaining 175 receiving the half-rate subsidy. The total amount of subsidy granted was about \$5.9 million. The levels of the subsidy were determined taking into account the study-related expenses in the Mainland institutions including tuition fee, hostel fee, insurance, communications, travel and other living expenses. They should be adequate to meet the needs of individual students in general. We have not received any formal feedback to the contrary.

According to our understanding, over 3 000 Hong Kong students are admitted to the first year of undergraduate study in the Mainland every year. To provide Hong Kong students with more opportunity to articulate into undergraduate study and ensure that they will not be denied access to higher education due to a

lack of means, we have advanced the review of MUSSS as to how to expand its scope to benefit more students studying in the Mainland, including those who are pursuing undergraduate study in those Mainland institutions participating in the Admission Scheme. We plan to brief the Legislative Council Panel on Education in April 2016 on the results of review of the MUSSS and enhancements to be introduced to the scheme starting from the 2016/17 academic year.

The number of students admitted by Mainland institutions under the Admission Scheme in the 2014/15 and 2015/16 academic years was 1 535 and 1 444 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB296

(Question Serial No. 4058)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Bureau will continue provide financial and professional support for local public sector schools and Direct Subsidy Scheme (DSS) schools in a bid to progressively double the number of primary and secondary sister schools in Hong Kong and the Mainland to about 600 pairs. In this connection, please advise the following information:

the number of schools in Hong Kong has been paired up with schools in the Mainland before and after 2015/16 school year, with a breakdown of subsidized mode; the spending involved in providing financial and professional support for local public sector and DSS schools, with a breakdown of expenditure items; the progress of increasing the number of sister schools to about 600 pairs.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 74)

Reply:

Since 2004, 334 schools (including 28 government schools, 254 aided schools, 1 caput school, 45 Direct Subsidy Scheme (DSS) schools and 6 private schools) in Hong Kong have participated in the Sister School Scheme and formed 489 pairs of sister schools with their counterparts in the Mainland through the coordination of the Education Bureau (EDB). In addition, many schools in Hong Kong have formed sister schools with their counterparts in the Mainland on their own initiative and through other means and no reporting of this kind of pairing up to EDB is required. As such, we do not have the total number of schools in Hong Kong that have formed sister schools in the Mainland. At present, there is no designated funding for sister school exchanges provided for schools in Hong Kong.

EDB has earmarked a total provision of \$200 million for the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and Mainland ("the Pilot Scheme") and plans to provide a fixed grant of \$120,000 per annum through a three-year pilot scheme from the 2015/16 school year to local public sector and Direct Subsidy Scheme schools, including special schools, that have formed sister schools with their counterparts in the Mainland to support the multifaceted development of sister school activities. As the Pilot Scheme has yet to be launched, we are unable to provide the information as requested.

- End -

CONTROLLING OFFICER'S REPLY**EDB297****(Question Serial No. 4059)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The places of the international schools in the territory are insufficient to cope with the expanding demand. In accordance with the findings of the Consultancy Study ("the Study") on the provision of international school places at primary and secondary levels in Hong Kong as reported by the Administration in 2012, it was projected that there will be a shortfall of 4 203 primary places in the 2016-2017 school year. In this connection, please advise the following information:

(a) given that a new round of the study was conducted in 2014, whether the number of shortage has been increased comparing with the Study in 2012; if yes, please provide the details; the number of shortage of international places in coming 3 years.

(b) whether it had simplified the procedures in processing international schools' application for school expansion; if yes, please provide the average time taken to complete each application in last 3 years; the amount of subventions or loans given for each application for school expansion in last 3 years;

(c) the progress of allocating vacant school premises and greenfield sites for international school development; the number of international school places created in the coming 3 years.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 75)

Reply:

(a) Further to the consultancy study completed in end 2012, we commissioned a new round of the study in October 2014 to update the latest provision of international school places at primary and secondary levels in the territory and to project the supply and demand in the next few years. The study will collect views through surveys from international schools and the business sector as well as the international community in order to have a broader understanding of the concerns of different stakeholders. Such information, coupled with the past trends of demand for international school places and the forecast changes in economic growth, would be useful reference for projecting the demand from overseas families coming to Hong Kong for work or investment. The study is expected to be completed by mid-2016.

(b) The time required for processing international schools' application for expansion depends on a number of factors, including whether the school premises applied for are suitable and available for international school use, whether the plans for expansion or redevelopment require approval from other departments or authorities (such as the Town Planning Board), whether the applications involve amending the use of land or buildings and the views of the community. We do not have statistics on the average time required in processing these applications. To facilitate planning for expansion or redevelopment of existing international schools to meet the demand for school places, we have uploaded the relevant information

including procedures involved in a designated website (<http://edb.hkedcity.net/internationalschools/planning.php?lang=en>).

International school operators allocated with greenfield sites may apply for capital assistance in the form of a 10-year interest-free loan for the construction of school premises subject to approval from the Finance Committee (FC) of the Legislative Council. FC last approved three such applications in 2012-13, and the total amount of loan approved is \$634.29 million.

(c) To address the shortfall in international school places projected by a consultancy study completed in end 2012, we have completed two school allocation exercises (SAEs) in April 2013 and May 2015 respectively allocating a total of five vacant school premises and three greenfield sites for international school development. Subject to the results of the consultancy study being conducted and availability of suitable sites or vacant school premises for international school development, we will consider whether and when to launch a new round of SAE for international school development.

We expect that the provision of additional international school places through the past School Allocation Exercises, in particular the two completed in 2013 and 2015 respectively, and planned expansion projects of individual schools will gradually materialise in the coming few years. Based on the latest projection provided by relevant schools where applicable, it is projected that around 4 210 additional places will be available between 2016/17 and 2018/19 school years. It is however worth noting that future provision of additional places among individual schools especially the new ones will be affected by a number of factors such as applications received each year, teacher recruitment, and renovation and construction works involved in school development.

- End -

CONTROLLING OFFICER'S REPLY**EDB298****(Question Serial No. 4060)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Learning Support Grant ("The LSG") has further enhanced for public sector primary and secondary schools with effect from the 2014/15 school year to help schools cater for students with special educational needs ("SEN students"). In this connection, will the Administration advise:

- (a) the respective numbers of SEN students in primary and secondary schools benefited from the LSG between 2014/15 and 2016/17 school years as well as the spending amount between 2014/15 and 2016/17 school years, broken down by the ways that the primary and secondary schools spent;
- (b) the respective amount of unused balance in primary and secondary schools in last 3 years; whether it understood the reasons of having the unused balance;
- (c) Whether it had schedule for reviewing LSG , as well as monitoring mechanism to ensure cost-effectiveness of the LSG?

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 76)

Reply:

(a) - (c)

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector primary and secondary schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. EDB has strengthened the support for schools having admitted larger number of students with SEN by raising the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. To further enhance the support for students with SEN in mainstream schools, EDB has increased the grant rates of the LSG by 30% in the 2014/15 school year. In subsequent school years, we will also adjust the grant rates and its ceiling annually according to the change in the Composite Consumer Price Index. In the 2015/16 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,403 and \$26,806 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support has also been raised to \$160,836. LSG has been under regular review and will be enhanced whenever necessary and feasible.

Schools should pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services (such as speech therapy and other specialist

services) to render appropriate support for the students with SEN. Hence, all students with SEN will benefit from the LSG.

The total expenditures on LSG for public sector primary and secondary schools from the 2014/15 to 2016/17 school years are as follows:

School Year	2014/15	2015/16 (Revised Estimate)	2016/17 (Estimate)
Expenditure on LSG (\$ million)	450.0	500.0	503.7

Schools are encouraged to fully utilise, in the respective school year, the LSG provided every year to cater for the needs of their students with SEN. For schools which have accumulated a surplus in excess of 30% of the 12 months' provision of LSG at the end of the respective school year (for aided and caput schools) or financial year (for government schools), the excess surplus will be clawed back. To our understanding, individual schools had underspending leading to claw back at the end of a specific year due to some unexpected difficulties, e.g. time required for employment of additional staff is longer than expected, early termination of contract by additional staff, difficulties in hiring of appropriate professional services, etc.

Based on the audited information as at March 2016, the amount of LSG clawed back at the end of the 2012/13 school year (aided and caput schools) / 2012-13 financial year (government schools), and 2013/14 school year (aided and caput schools) and 2013-14 financial year (government schools) is \$5.3 million and \$3.0 million respectively. As the amount to be clawed back from aided and caput schools for the 2014/15 school year will be confirmed only after the schools' submission of audited accounts by end of February 2016 and verification by EDB, we are unable to provide the amount for the 2014/15 school year and beyond.

When using Government subventions for employing staff and purchases, including hiring of services, all public sector schools are required to adopt a sound control system, maintain proper records and conduct periodic inspections. Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their support for students with SEN through self-evaluation each year, similar to other school policies and measures. EDB also requires schools to submit a self-evaluation report on the implementation of the Whole School Approach to Integrated Education at the end of each school year. To further enhance transparency, schools are required to set out how resources are deployed to provide support services for students with SEN and upload such information into their school websites. Besides, EDB's professional staff conduct regular visits and organise training and sharing sessions for schools to ensure proper deployment of resources for supporting students with SEN. In short, there is an established accountability and monitoring mechanism on the use of resources by schools to support students with SEN.

- End -

CONTROLLING OFFICER'S REPLY**EDB299****(Question Serial No. 4095)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the engagement of outsourced workers, please provide the following information:

	2015-16 (the latest position)
Number of outsourced service contracts	()
Total payments to outsourced service providers	()
Duration of service of each outsourced service provider	()
Number of outsourced workers engaged through outsourced service providers	()
Details of the positions held by outsourced workers (e.g. customer service, property management, security, cleansing and information technology)	
Monthly salary range of outsourced workers	
• \$30,001 or above	()
• \$16,001 to \$30,000	()
• \$8,001 to \$16,000	()
• \$6,501 to \$8,000	()
• \$6,240 to \$6,500	()
• under \$6,240	()
Length of service of outsourced workers over 15 years	()
• 10 to 15 years	()
• 5 to 10 years	()
• 3 to 5 years	()
• 1 to 3 years	()
• under 1 year	()
Percentage of outsourced workers against the total number of staff in the Department	()
Percentage of payments to outsourced service providers against the total staff costs of the Department	()
Number of workers who received severance payment/long service payment/contract gratuity	()
Amount of severance payment/long service payment/contract gratuity paid	()

Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	()
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	()
Number of workers with paid meal break	()
Number of workers without paid meal break	()
Number of workers working 5 days per week	()
Number of workers working 6 days per week	()

() Change in percentage as compared with 2014-15

Asked by: Hon WONG Kwok-hing (Member Question No. 76)

Reply:

Details of employment of staff under outsourced service contracts in 2015-2016 are as follows:-

	2015-16 (projection up to 31.3.2016)	
Number of outsourced service contracts	574 (+5%) (estimated total)	
Total amount paid to service contractors	\$286,834,839 (-16%) (estimated total)	
Contract service period of each contractor	less than 12 months	408 (+7%)
	12 months to less than 24 months	134 (+11%)
	24 months and more	32 (-27%)
Number of staff employed under outsourced service contracts	Number of staff employed in 215 contracts (Information on number of staff employed is not specified in the other 359 contracts.)	full-time: 914 (+4%) part-time: 129 (+72%)
Posts taken up by staff employed under outsourced service contracts (e.g. customer service, property management, security, cleansing, information technology, etc.)	The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the post titles of the staff are not specified in the contracts.	

	2015-16 (projection up to 31.3.2016)								
<p>Monthly salaries of staff employed under outsourced service contracts</p> <ul style="list-style-type: none"> • \$30,001 or above • \$16,001 to \$30,000 • \$8,001 to \$16,000 • \$6,501 to \$8,000 • \$6,240 to \$6,500 • under \$6,240 	<p>The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the salaries of the staff are not specified in the contracts, except for the outsourced service contracts that rely on deployment of non-skilled workers.</p> <p>Out of the 574 outsourced service contracts, 8 contracts which rely on the deployment of non-skilled workers have specified salaries of the non-skilled workers as follows –</p> <table> <tr> <td>• \$8,001 to \$16,000</td><td>7 (+600%)</td></tr> <tr> <td>• \$6,501 to \$8,000</td><td>0 (-100%)</td></tr> <tr> <td>• \$6,240 to \$6,500</td><td>0 (0%)</td></tr> <tr> <td>• \$6,240 or below</td><td>1 * (0%)</td></tr> </table> <p>*The concerned workers under this contract are working on a part-time basis. Their salary level is no less than the Statutory Minimum Wage.</p>	• \$8,001 to \$16,000	7 (+600%)	• \$6,501 to \$8,000	0 (-100%)	• \$6,240 to \$6,500	0 (0%)	• \$6,240 or below	1 * (0%)
• \$8,001 to \$16,000	7 (+600%)								
• \$6,501 to \$8,000	0 (-100%)								
• \$6,240 to \$6,500	0 (0%)								
• \$6,240 or below	1 * (0%)								
<p>Length of employment of staff under outsourced service contracts in years</p> <ul style="list-style-type: none"> • over 15 years • 10 to 15 years • 5 to 10 years • 3 to 5 years • 1 to 3 years • less than 1 year 	<p>We do not keep information on the years of service of staff under outsourced service contracts since they are employees of contractors and contractors may arrange any of their employees to work in EDB or arrange replacement staff during the contract period for different reasons.</p>								
<p>Percentage of staff under outsourced service contracts in the total number of staff in the Bureau (See Note 1)</p>	<p>12% (-1%)</p> <p>(Based on 174 contracts with the number of full-time staff employed specified)</p>								
<p>Percentage of payment to service contractors in the total staff costs of the Bureau (See Note 1)</p>	<p>7% (-3%)</p>								
<p>Number of workers who received severance payment/long service payment/contract gratuity</p>	<p>Information not available. (See Note 2)</p>								
<p>Amount of severance payment/long service payment/contract gratuity paid</p>	<p>Information not available. (See Note 2)</p>								

	2015-16 (projection up to 31.3.2016)
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	Information not available. (See Note 2)
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	Information not available. (See Note 2)
Number of workers with paid meal break Number of workers without paid meal break	Information not available. (See Note 2)
Number of workers working 5 days per week Number of workers working 6 days per week	Information not available. (See Note 2)

Figures in () denote changes in percentage between the projected figures up to 31.3.2016 and the actual figures in 2014-15

Note 1: The "total number of staff in the Bureau" and the "total staff costs of the Bureau" include staff on civil service and non-civil service terms as well as politically appointed officials.

Note 2: Severance payment and long service payment are governed by the Employment Ordinance. The terms of employment, including entitlement to contract gratuity, paid meal breaks, number of working days in a week, are governed by the employment contracts signed between the employers (i.e. the service contractors) and their employees under mutual agreement.

- End -

CONTROLLING OFFICER'S REPLY**EDB300****(Question Serial No. 4096)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

	2015-16 (the latest position)
Number of contracts with employment agencies (EAs)	()
Amount of each EA contract	()
Duration of each contract	()
Number of agency workers	()
Nature of posts taken up by agency workers	
Monthly salaries of agency workers	
• \$30,001 or above	()
• \$16,001 to \$30,000	()
• \$8,001 to \$16,000	()
• \$6,501 to \$8,000	()
• \$6,240 to \$6,500	()
• Below \$6,240	()
Years of service of agency workers	
• Over 15 years	()
• 10 to 15 years	()
• 5 to 10 years	()
• 3 to 5 years	()
• 1 to 3 years	()
• Less than 1 year	()
Percentage of agency workers to the total number of staff in the Bureau	()
Percentage of expenditure on procuring the service of EAs to the total staff costs of the Bureau	()
Number of workers who received severance payment/long service payment/contract gratuity	()
Amount of severance payment/long service payment/contract gratuity paid	()
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	()
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	()
Number of workers with paid meal breaks	()
Number of workers without paid meal breaks	()

Number of workers working 5 days per week	()
Number of workers working 6 days per week	()

() Change in percentage as compared with 2014-15

Asked by: Hon. WONG Kwok-hing (Member Question No. 77)

Reply:

The information requested is appended below -

Information on the Engagement of Agency Workers in the Education Bureau (EDB)^{Note 1}	2015-16 (As at 30 September 2015)
Number of contracts with employment agencies (EAs)	43 (-2.27%)
Amount of each EA contract <ul style="list-style-type: none"> \$0.5 million or less More than \$0.5 million to \$1.43 million 	40 (-2.44%) 3 (0.00%)
Duration of each contract <ul style="list-style-type: none"> 12 months or less More than 12 months to 24 months 	43 (-2.27%) 0 (0.00%)
Number of agency workers	70 (-25.53%)
Nature of posts taken up by agency workers <ul style="list-style-type: none"> General office support and customer service Publicity, promotion and event management Research-related work and technical support 	67 (-28.72%) 0 (0.00%) 3 (N/A) ^{Note 2}
Monthly salaries of agency workers <ul style="list-style-type: none"> \$30,001 or above \$16,001 to \$30,000 \$8,001 to \$16,000 \$6,501 to \$8,000 \$6,240 to \$6,500 Below \$6,240 	1 (N/A) ^{Note 2} 11 (+120.00%) 58 (-34.83%) 0 (0.00%) 0 (0.00%) 0 (0.00%)
Years of service of agency workers <ul style="list-style-type: none"> Over 15 years 10 to 15 years 5 to 10 years 3 to 5 years 1 to 3 years Less than 1 year 	See Note 3
Percentage of agency workers to the total number of staff in the Bureau ^{Note 4}	0.92% (-34.75%)
Percentage of expenditure on procuring the service of EAs to the total staff costs of the Bureau ^{Note 4}	0.20% (-20.00%)
Number of workers who received severance payment/long service payment/contract gratuity	See Note 5
Amount of severance payment/long service payment/contract gratuity paid	See Note 5
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	See Note 5
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	See Note 5
Number of workers with paid meal breaks Number of workers without paid meal breaks	See Note 5

Number of workers working 5 days per week	70 (-25.53%)
Number of workers working 6 days per week	0 (0.00%)

() Change in percentage as compared with 2014-15

Note

- 1 The above table excludes information technology staff employed by the Bureau under the term contract centrally administered by the Office of the Government Chief Information Officer.
- 2 N/A in percentage change indicates that there is an actual figure for the current year but nil (i.e. 0) for the preceding year.
- 3 We do not keep information on the years of service of agency workers since they are employees of EAs and EAs may arrange any of their employees to work in EDB or arrange replacement agency workers during the contract period for different reasons.
- 4 The “total number of staff in the Bureau” and the “total staff costs of the Bureau” include staff on civil service and non-civil service terms as well as politically appointed officials.
- 5 We do not have the information. Severance payment and long service payment are governed by the Employment Ordinance. The terms of employment, including entitlement to contract gratuity and paid meal breaks, are governed by the employment contracts signed between the employers (i.e. the EAs) and the agency workers under mutual agreement.

- End -

CONTROLLING OFFICER'S REPLY**EDB301****(Question Serial No. 4097)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the employment of non-civil service contract (NCSC) staff, please provide the following information:

	2015-16 (as at the latest position)
Number of NCSC staff	()
Distribution of posts taken up by NCSC staff	
Salary expenditure for NCSC staff	()
Monthly salaries of NCSC staff	
• \$30,001 or above	()
• \$16,001 to \$30,000	()
• \$8,001 to \$16,000	()
• \$6,501 to \$8,000	()
• \$6,240 to \$6,500	()
• Less than \$6,240	()
Length of employment of NCSC staff in years	
• over 15 years	()
• 10 to 15 years	()
• 5 to 10 years	()
• 3 to 5 years	()
• 1 to 3 years	()
• under 1 year	()
Number of NCSC staff converted to civil servants	()
Percentage of NCSC staff in the total number of staff in the Bureau	()
Percentage of payment for NCSC staff in the total staff costs of the Bureau	()
Number of NCSC staff who received severance payment/long service payment/contract gratuity	()
Amount of severance payment/long service payment/contract gratuity paid	()
Number of NCSC staff with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	()
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	()
Number of NCSC staff with paid meal time	()

Number of NCSC staff without paid meal time	()
Number of NCSC staff working 5 days a week	()
Number of NCSC staff working 6 days a week	()

() *Change in percentage as compared with 2014-15*

Asked by: Hon WONG Kwok-hing (Member Question No. 78)

Reply:

The majority of NCSC staff in this Bureau are employed by government schools under the school-based management initiative and by the Education Bureau Headquarters offices to provide support to various education initiatives on short-term or time-limited project basis. The details are at the **Annex** attached.

Employment of NCSC Staff in Education Bureau

		2015-16 ^{Note 1}	
Number of NCSC staff		Government Schools	Headquarters
		927 (-5.31%)	229 (-2.14%)
	Total	1 156 (-4.70%)	
Nature of work performed by NCSC staff		Government Schools	Headquarters
	Administrative support	9 (+12.5%)	50 (+19.05%)
	Clerical support	178 (-9.64%)	20 (-28.57%)
	Education / Training	323 (+6.60%)	77 (-4.94%)
	IT support	59 (0.00%)	2 (+100%)
	Project Co-ordinator	0 (0.00%)	33 (-23.26%)
	Research	2 (0.00%)	7 (-30.00%)
	Non-skilled	344 (-14.21%)	1 (0.00%)
	Others	12 (+33.33%)	39 (+39.29%)
Salary expenditure for NCSC staff		Government Schools (‘000)	Headquarters (‘000)
		131,531 (+4.39%)	103,030 (-4.45%)
	Total	234,561 ^{Note 2} (+0.32%)	
Monthly salaries of NCSC staff		Government Schools	Headquarters
	\$30,001 or above	0 (0.00%)	131 (0.00%)
	\$16,001 to \$30,000	13 (0.00%)	73 (+4.29%)
	\$8,001 to \$16,000	914 (-5.38%)	25 (-24.24%)
	\$6,501 to \$8,000	0 (0.00%)	0 (0.00%)
	\$6,240 to \$6,500	0 (0.00%)	0 (0.00%)
	Less than \$6,240	0 (0.00%)	0 (0.00%)

		2015-16 ^{Note 1}	
Length of employment of NCSC staff in years		Government Schools	Headquarters
	15 years or above	4 (N/A) ^{Note 3}	0 (0.00%)
	10 years to less than 15 years	52 (-1.89%)	2 (-50.00%)
	5 years to less than 10 years	111 (-23.45%)	27 (-42.55%)
	3 years to less than 5 years	130 (-8.45%)	34 (-20.93%)
	1 year to less than 3 years	289 (-1.70%)	70 (+6.06%)
	Under 1 year	341 (-1.16%)	96 (+29.73%)
Number of staff converted to civil servants		There is no mechanism for NCSC staff to be directly converted to civil servants. NCSC staff who met the basic entry requirements could apply for civil service vacancies through open recruitment and compete with other candidates on a fair and equal basis. Generally speaking, NCSC staff who have met the basic entry requirements and possess working experience relevant to the job would enjoy a competitive edge in the selection process over other candidates with less relevant experience.	
Percentage of NCSC staff in the total number of staff in the Bureau ^{Note 4}		15.10% (-3.02%)	
Percentage of payment for NCSC staff in the total staff costs of the Bureau ^{Note 4}		6.30% ^{Note 2} (-1.51%)	
Number of NCSC staff who received severance payment (SP)/long service payment (LSP)/contract gratuity (CG)		245 (+18.36%)	
Amount (\$'000) of SP/LSP/CG paid		8,958 (-4.39%)	
Number of NCSC staff with SP/LSP offset by the accrued benefits attributable to employer's contributions to MPF. (CG is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable CG.)		44 (+120%)	

	2015-16 ^{Note 1}	
Amount (\$'000) of SP/LSP offset by the accrued benefits attributable to employer's contributions to MPF. (CG is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable CG.)	1,914 (+145.38%)	
	Government Schools	Headquarters
Number of staff with paid meal time	583 (+0.87%)	228 (-2.15%)
Number of staff without paid meal time	344 (-14.21%)	1 (0.00%)
	Government Schools	Headquarters
Number of staff working 5 days a week	267 (+11.25%)	223 (-4.70%)
Number of staff with other work patterns (e.g. 5 ½ days a week, alternate Saturday off)	660 (-10.69%)	6 (N/A) ^{Note 3}
Number of staff working 6 days a week	0 (0.00%)	0 (0.00%)

() Change in percentage as compared with 2014-15

Note 1: Except for the two items on “salary expenditure for NCSC staff” and “percentage of payment for NCSC staff in the total staff costs of the Bureau” which are financial year figures, all other items are indicative of the position as at 31 December 2015.

Note 2: Information provided covers the projected expenditure up to 31 March 2016.

Note 3: N/A in percentage change indicates that there is an actual figure for the current year but nil (i.e. 0) for the preceding year.

Note 4: The “total number of staff in the Bureau” and the “total staff costs of the Bureau” include staff on civil service and non-civil service terms as well as politically appointed officials.

- End -

CONTROLLING OFFICER'S REPLY**EDB302****(Question Serial No. 4149)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Since this academic year, the Administration has launched a subsidy scheme of \$960 million for students pursuing self-financing undergraduate programmes in selected disciplines, including healthcare. In this connection, please provide the respective numbers of subsidised self-financing undergraduate places of each institution involved each year.

Asked by: Prof Hon Joseph LEE Kok-long (Member Question No. 50)

Reply:

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

Selected programmes for SSSDP should be full-time locally-accredited self-financing undergraduate programmes, and should help nurture the necessary talents in support of specific industries with keen manpower demand in Hong Kong. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments.

The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

The subsidised places are allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure eligible students (i.e. current Secondary 6 graduates who have taken the Hong Kong Diploma for Secondary Education Examination) are selected through a merit-based system. Should there be any unfilled places after all admission rounds of JUPAS, the relevant institutions are allowed to admit local students via direct admission for no more than 10% of the total subsidised places under each selected programme.

Details of the relevant institutions, selected programmes and the respective number of subsidised places, the annual subsidy amount per student for each programme for the cohorts admitted/to be admitted in the

2015/16 and 2016/17 academic years, and the number of actual intakes in the 2015/16 academic year are set out at **Annex**.

**Relevant Institutions, Selected Programmes, Number of Subsidised Places and Actual Intakes,
and Annual Subsidy Amount for the Cohort Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	20	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	74	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	59	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000
Total			940	913	

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort to be Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	40,000
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000
	Total		1 030	

- End -

CONTROLLING OFFICER'S REPLY

EDB303

(Question Serial No. 4186)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The provision for this year under Policy and Support is 20.1% less than the revised estimate of 2015-16. What is the specific reason for the decrease in provision?

Asked by: Prof Hon Joseph LEE Kok-long (Member Question No. 101)

Reply:

The provision for 2016-17 under Programme (7) Policy and Support is \$636.6 million or 20.1% lower than the revised estimate of 2015-16. This is mainly due to the completion of the \$1 billion injection into the Qualifications Framework Fund in 2015-16, partly offset by higher cash flow requirement in 2016-17 for other non-recurrent items including the Study Subsidy Scheme for Designated Professions/Sectors, the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland, and the Scholarship Scheme for Studying Outside Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY**EDB304****(Question Serial No. 3843)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

What is the number of students, by types of disabilities and grade levels, studying in mainstream primary schools in the past 6 years? (Please fill in the following table)

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						

Intellectual Disabilities	P1	P2	P3	P4	P5	P6
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						

Attention Deficit/Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2010-11						

2011-12						
2012-13						
2013-14						
2014-15						
2015-16						

Physical Disability	P1	P2	P3	P4	P5	P6
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						

Visual Impairment	P1	P2	P3	P4	P5	P6
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						

Hearing Impairment	P1	P2	P3	P4	P5	P6
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						

Speech & Language Impairment	P1	P2	P3	P4	P5	P6
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						

Asked by: Hon CHEUNG Kwok-che (Member Question No. 857)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade levels by major SEN types from the 2010/11 to 2015/16 school years is set out at the Appendix.

**Number of students with SEN studying in public sector mainstream primary schools
by grade levels by major SEN types from the 2010/11 to 2015/16 school years**

Specific Learning Difficulties	P1 #	P2	P3	P4	P5	P6
2010/11	40	665	1 786	2 080	2 168	1 809
2011/12	20	428	1 612	2 039	2 131	2 197
2012/13	20	533	1 645	1 943	2 084	2 163
2013/14	18	437	1 770	1 862	1 984	2 115
2014/15	13	318	1 806	2 047	1 892	2 013
2015/16	8	285	1 920	2 101	2 133	1 918

Intellectual Disability	P1 #	P2	P3	P4	P5	P6
2010/11	60	135	155	151	128	143
2011/12	68	94	166	166	154	127
2012/13	67	88	113	181	161	154
2013/14	97	88	98	130	181	157
2014/15	76	120	126	103	134	181
2015/16	87	89	140	122	95	130

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2010/11	368	382	353	366	288	227
2011/12	431	422	417	386	378	290
2012/13	496	542	487	469	425	417
2013/14	547	662	624	533	502	444
2014/15	571	684	746	694	574	532
2015/16	633	803	816	814	750	604

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2010/11	62	188	333	444	477	492
2011/12	53	143	293	449	503	513
2012/13	57	186	414	535	634	628
2013/14	45	200	508	648	700	751
2014/15	77	207	515	807	853	811
2015/16	133	260	605	827	1 023	1 005

Physical Disability	P1	P2	P3	P4	P5	P6
2010/11	17	25	31	45	44	46
2011/12	21	21	18	19	29	32
2012/13	13	23	22	15	22	31
2013/14	12	18	23	25	16	21
2014/15	12	16	21	23	26	16
2015/16	18	15	15	17	25	26

Visual Impairment	P1	P2	P3	P4	P5	P6
2010/11	3	5	7	12	8	15
2011/12	0	6	6	6	12	8
2012/13	2	3	5	7	4	11
2013/14	4	5	3	5	7	4
2014/15	6	5	5	3	5	7
2015/16	7	8	6	5	3	5

Hearing Impairment	P1	P2	P3	P4	P5	P6
2010/11	39	43	50	59	71	65
2011/12	33	45	49	52	60	72
2012/13	35	34	42	48	49	57
2013/14	38	36	43	44	51	52
2014/15	44	46	38	46	44	56
2015/16	36	49	59	46	44	45

Speech & Language Impairment	P1#	P2	P3	P4	P5	P6
2010/11	21	623	383	220	137	94
2011/12	47	910	450	281	174	110
2012/13	30	890	445	268	189	117
2013/14	36	815	447	271	178	130
2014/15	17	916	440	261	146	112
2015/16	31	772	585	361	209	141

The figures denote the position as at September of the respective school years. The number of students identified to have SEN will increase during the year through early identification and intervention measures.

- End -

CONTROLLING OFFICER'S REPLY**EDB305****(Question Serial No. 3844)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the number of students, by types of disabilities and grade levels, studying in mainstream secondary schools in the past 6 years? (Please fill in the following tables)

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6	S7
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							

Attention Deficit / Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
2010-11							
2011-12							
2012-13							
2013-14							

2014-15							
2015-16							

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							

Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							

Asked by: Hon CHEUNG Kwok-che (Member Question No. 858)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream secondary schools by grade levels and by major SEN types from the 2010/11 to 2015/16 school years is set out at the Appendix. With increased awareness among teachers and parents, more students with SEN are identified. Hence, the number has increased over the years.

**Number of students with SEN studying in public sector mainstream secondary schools
by grade levels by major SEN types from the 2010/11 to 2015/16 school years**

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6	S7
2010/11	1 863	1 516	1 385	1 004	630	21	15
2011/12	1 891	1 803	1 494	1 248	834	557	19
2012/13	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	2 297	2 141	1 810	1 601	1 105	934	N/A
2014/15	2 259	2 214	2 102	1 639	1 322	982	N/A
2015/16	2 198	2 137	2 210	1 882	1 386	1 203	N/A

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2010/11	166	169	208	131	133	0	1
2011/12	164	184	181	178	108	125	0
2012/13	149	168	195	153	164	103	N/A
2013/14	183	137	175	161	125	145	N/A
2014/15	180	182	152	145	130	116	N/A
2015/16	219	168	181	117	121	122	N/A

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
2010/11	186	185	170	126	91	15	9
2011/12	225	210	206	177	129	94	11
2012/13	294	258	245	208	179	123	N/A
2013/14	396	345	298	246	199	179	N/A
2014/15	435	442	371	314	233	190	N/A
2015/16	495	471	497	384	309	227	N/A

Attention Deficit / Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
2010/11	373	364	286	152	69	2	2
2011/12	488	468	379	265	124	62	4
2012/13	577	567	486	362	228	113	N/A
2013/14	710	709	589	482	320	204	N/A
2014/15	847	797	736	552	418	291	N/A
2015/16	938	983	846	716	486	381	N/A

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2010/11	37	53	55	45	29	5	3
2011/12	35	47	39	50	38	31	7
2012/13	33	42	45	41	47	38	N/A
2013/14	32	37	43	46	33	44	N/A
2014/15	18	33	47	46	38	34	N/A
2015/16	18	21	36	47	38	34	N/A

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2010/11	8	20	17	17	16	4	4
2011/12	15	11	26	19	16	17	4
2012/13	8	18	19	21	19	13	N/A
2013/14	12	12	19	18	20	19	N/A
2014/15	3	14	13	24	19	20	N/A
2015/16	8	3	16	13	23	19	N/A

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2010/11	72	76	81	91	87	21	21
2011/12	63	71	78	82	87	88	23
2012/13	66	58	72	63	80	79	N/A
2013/14	60	68	55	76	58	83	N/A
2014/15	57	69	71	63	69	54	N/A
2015/16	63	58	72	74	59	68	N/A

Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
2010/11	71	60	36	33	24	1	3
2011/12	60	29	42	35	20	22	2
2012/13	73	39	22	22	21	13	N/A
2013/14	65	41	40	19	18	24	N/A
2014/15	70	48	47	23	29	23	N/A
2015/16	107	36	51	49	31	26	N/A

Note: 1. Figures as at September of the respective school years.

2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the number of S6 students with SEN has increased since the 2011/12 school year.
3. N/A: Not applicable

- End -

CONTROLLING OFFICER'S REPLY**EDB306****(Question Serial No. 4306)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Financial Secretary has stated that the Government will continue to invest heavily in nurturing talents, enhance the quality of education and encourage the workforce to pursue continuing education. Please advise of the following:

1. Currently, after deducting the number of places for non-local students and non-JUPAS applicants, there remain about 12 000 places for first-year-first-degree programmes for JUPAS applicants. Will the Government provide sufficient places for funded undergraduate programmes for all secondary school graduates who meet the basic entry requirements for admission to universities? If yes, what will be the implementation details? If no, what are the reasons?
2. Will the Government increase the number of places for funded sub-degree programmes? If yes, what will be the implementation details? If no, what are the reasons?
3. Since its inception in 2002, the Continuing Education Fund has maintained the maximum level of subsidy at \$10,000 per applicant. Given the inflation and rise in consumer prices over the years, this has reduced the number of occasions and opportunities for adults with learning aspirations to pursue continuing education and training. Will the Government adjust the level of subsidy of the Continuing Education Fund? If yes, what will be the adjustment? If no, what are the reasons?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 61)

Reply:

1. All along, the Government has been striving to provide secondary school leavers with flexible and diversified articulation pathways with multiple entry and exit points through promoting the quality and sustainable development of the publicly-funded and self-financing post-secondary education sectors. Through the development of both sectors, about 46% of our young people in the relevant cohort now have access to degree-level education. Including sub-degree education, about 70% of them have access to post-secondary education. In recent years, the Government has implemented a series of measures to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population from about 62 700 in 2015 to 43 400 in 2022, we envisage that there will be sufficient publicly-funded and self-financing first-year first-degree (FYFD) places for all secondary school leavers meeting the general entrance requirements for university admission by the 2016/17 academic year.

Besides, it should be noted that student admission is within the autonomy of the institutions. Each University Grants Committee (UGC)-funded institution has its own merit-based admission policy in assessing the applications of local students through the Joint University Programmes Admissions System

(JUPAS) and non-JUPAS routes. The institutions strive to identify the most-deserving among all local candidates, regardless of the type of academic qualification held. All local students applying through the JUPAS and non-JUPAS routes deserve equal opportunities to be considered on the basis of fair competition for articulation to UGC-funded programmes.

As far as non-local students are concerned, starting from 2016/17, all new non-local students in sub-degree (SD), undergraduate and taught postgraduate programmes should be admitted through over-enrolment outside the approved UGC-funded student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes, by study level. This should help ensure that institutions will fully utilise 100% of the approved places, including the 15 000 UGC-funded FYFD places, for the admission of local students.

2. At present, the Vocational Training Council (VTC) is the major source of publicly-funded SD programmes. VTC regularly reviews the planned places of its publicly-funded SD programmes in view of the change in student population and manpower demand of respective industries.

As regards the UGC-funded sector, as a matter of policy, SD programmes in the UGC-funded sector should generally be run on a self-financing basis. SD programmes will continue to be subsidised if (a) they require high start-up and maintenance costs or access to expensive laboratories or equipment; (b) they meet specific manpower needs; or (c) they are regarded as “endangered species” (i.e. those that lack market appeal to the provider and the average student, such as pure arts or science).

3. The Government will conduct a review of the Continuing Education Fund in 2016-17 to meet the needs of society. The review will cover the amount and coverage of subsidy, and the submission of application and reimbursement claim under the Fund.

- End -

CONTROLLING OFFICER'S REPLY**EDB307****(Question Serial No. 4331)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has been providing a recurrent cash grant (hereinafter referred to as “the Grant”) to each public sector school and Direct Subsidy Scheme school operating classes at senior secondary levels since 2014/15 school year. It was mentioned in the reply (Reply Serial No. EDB018) regarding the examination of the situation of deployment of the Grant by schools in 2015-16 given by the Permanent Secretary for Education that work plans with clear objectives and strategies in implementing life planning education as well as effectiveness evaluation mechanism were in places, and EDB inspectors had rendered advice on improvement to the aforesaid work plans and deployment of resources to enhance schools’ forward planning. In this connection, will the Administration advise the Committee of:

1. The number of schools that have used the Grant to employ additional teaching staff, organise life planning activities, and enhance school-based career guidance services respectively in 2014-15 and 2015-16;
2. The content of the life planning activities organised by schools respectively in 2014-15 and 2015-16;
3. Among schools having used the Grant to employ additional staff in 2014-15 and 2015-16, how many of them have employed teachers, social workers and other professionals respectively with the Grant;
4. What are the detailed work plans in implementing life planning education according to the set objectives and strategies by schools as well as the effectiveness evaluation mechanism respectively in 2014-15 and 2015-16;
5. Whether EDB inspectors have written any reports or minutes of meeting in 2014-15 and 2015-16, based on the advice given to schools implementing life planning education; if yes, the details, and if no, the reasons for that.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 112)

Reply:

(1) & (3) The aim of the Career and Life Planning Grant (CLPG) is to enhance the capacity of the schools and their responsible team so as to take forward comprehensive Life Planning Education (LPE). As set out in the relevant circular, the CLPG should primarily be used for its major purpose of empowering and enhancing the capacity of the teaching team, though schools may use the remainder of the grant to enrich relevant school-based services for students by providing career-related learning beyond the classroom. EDB has collected information about the use of the CLPG in schools through a school survey completed in September 2015 and advisory visits paid to 295 schools up to the end of November 2015. It is noted that the majority of the schools have made use of the CLPG appropriately in such areas as employing additional

teachers to take up the teaching duties of career teachers so as to enhance their capacity in LPE, procuring LPE-related teaching materials or assessment services for students, and financing students to participate in career exploration activities. About 80% of the schools spent most of the CLPG on employment of additional staff.

(2) & (4) In line with the spirit of school-based management, the Incorporated Management Committee (IMC) / School Management Committee (SMC) of the school is accountable for proper use of cash grant for its intended objectives. Schools are required to formulate a work plan with clear objectives and strategies for life planning education and related career guidance service, and to build up a monitoring / evaluation mechanism for continuous development. EDB has strongly recommended IMC / SMC to consider inclusion of life planning education as one of the major concerns in the School Development Plan and to monitor as well as evaluate its implementation through the school annual plan and school report. To enhance transparency, the work plan and details on the use of the CLPG should be endorsed by IMC / SMC and uploaded onto the school's homepage by December each year. As life planning activities are school-based which have to be aligned with the specific needs of the students and the diverse school circumstances, a wide range of activities and programmes have been arranged in schools, including but not limited to those raising students' self-understanding and supporting their goal setting, development of positive work attitude and values, understanding different careers and the world of work.

(5) EDB officers would engage in professional discourse with the school guidance teams and render on-site advice on improvements to the work plans and deployment of resources to enhance schools' forward planning during the school visits. Advice specific to each school is recorded in our internal records.

- End -

CONTROLLING OFFICER'S REPLY**EDB308****(Question Serial No. 4332)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

With the approval of the Legislative Council Finance Committee in July 2014 for a commitment of \$144 million, the Vocational Training Council (VTC) has implemented the Pilot Training and Support Scheme (Pilot Scheme) in 2014/15 academic year, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners. In this regard, will the Administration please inform this Committee of the following:

1. In 2014-15 and 2015-16, the number of students participating in the Pilot Scheme by industries joining the Pilot Scheme in the respective years;
2. In 2014-15 and 2015-16, the list of business establishments participating in the Pilot Scheme in the respective years;
3. In 2014-15 and 2015-16, the expenditure for the Pilot Scheme in the respective years.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 113)

Reply:

1. The Pilot Training and Support Scheme (Pilot Scheme) aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, the Vocational Training Council (VTC) has implemented the Pilot Scheme starting from the 2014/15 academic year (AY), which targets to benefit 2 000 students with an approved commitment of \$144 million.

As at end February 2016, about 900 students were participating under the Pilot Scheme. The breakdown of participants by industry and academic year is given below –

Industry	Number of students joining the Pilot Scheme in the 2014/15 AY	Number of students joining the Pilot Scheme in the 2015/16 AY
Electrical and Mechanical (E&M)	236	423
E&M and Construction	6	128
Automobile industry	Note	68
Clock and watch industry		10
Printing industry		6
Testing and certification industry		20
Total	242	655

Note: The first cohort of students under the Pilot Scheme was only admitted in the 2015/16 academic year.

2. Under the Pilot Scheme, trade associations will liaise and consolidate the requirements of individual companies in respective industries in order to facilitate implementation of the Pilot Scheme. These associations include The Hong Kong Printers Association, The Federation of Hong Kong Watch Traders and Industries, The Hong Kong Federation of Electrical & Mechanical Contractors Ltd., Service Managers Association (for Automobile) and the Association of Construction Materials Laboratories. As at February 2016, more than 100 companies were participating in the Pilot Scheme.
3. In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the recommendations of the Task Force on Promotion of Vocational Education and would actively consider how to implement them. Among others, the Task Force recommended extending the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme in general is well received by the participating employers and students. Therefore, the Government plans to extend the Pilot Scheme for two more cohorts of students to be admitted in the 2016/17 and 2017/18 academic years, benefitting 2 000 more students with an additional estimated non-recurrent expenditure of \$144 million. With this extension, the total commitment of the Pilot Scheme will be \$288 million. The implementation details such as the guaranteed level of salary and allowance offered by the Government and industries covered will remain the same.

The commitment of the Pilot Scheme only covers the allowance provided by the Government to students and VTC will provide administrative support using existing manpower resources. In the 2014-15 and 2015-16 financial years, the expenditure of the Pilot Scheme is about \$17 million in total.

- End -

CONTROLLING OFFICER'S REPLY**EDB309****(Question Serial No. 4333)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As stated in "Paragraph 38 in Page 382, Volume 1" of the 2016-17 Estimates, the Vocational Training Council (VTC) will "extend the Pilot Training and Support Scheme for two more cohorts of intakes admitted to VTC's training programmes in 2016/17 and 2017/18 academic years to benefit additional 2 000 students and attract young people to join industry sectors with a keen demand for labour." The Task Force on Promotion of Vocational Education, responsible for the Pilot Training and Support Scheme (Pilot Scheme), released the Report of the Task Force on Promotion of Vocational Education in 2015. In page 14 "Strategy 2: Strengthening Promotion (f) Provision of Financial Support by the Government (23)", it is stated that "the government to consider extending the Study Subsidy Scheme for Designated Professionals/Sectors (SSSDP) if it is proven effective". In this regard, will the Administration inform this Committee of the following:

1. Is there any report stating the extension of the Pilot Scheme? If there is, what are the details? If no, what are the reasons for extending the Pilot Scheme?
2. Are the expenditure for the Pilot Scheme for 2016-17 and 2017-18 the unspent fund for the last two cohorts? If no, what are the respective estimated expenditure for the Pilot Scheme for 2016-17 and 2017-18?
3. Will the estimated expenditure for the Pilot Scheme for 2016-17 and 2017-18 the same as the last two cohorts, which is \$144 million? If no, what are the reasons for the increase/decrease?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 114)

Reply:

The Pilot Training and Support Scheme (Pilot Scheme) aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, the Vocational Training Council (VTC) has implemented the Pilot Scheme starting from the 2014/15 academic year, which targets to benefit 2 000 students with an approved commitment of \$144 million.

Under the Pilot Scheme, apprenticeship training for targeted industries will be provided to students alongside a guaranteed level of salary and incentive allowance. During the apprenticeship training which normally lasts for four years, the specific industries will offer an incentive allowance of \$30,800 in total to each student (on top of their monthly salary). The Government will offer each student an average monthly allowance of \$2,000 during the study-cum-work period from the second to fourth years. In addition, employers will commit to pay a minimum monthly salary of \$8,000 to students during the study-cum-work period from the second to fourth years, and a minimum of \$10,500 upon their graduation.

In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the recommendations of the Task Force on Promotion of Vocational Education and would actively consider how to implement them. Among others, the Task Force recommended extending the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme in general is well received by the participating employers and students. Therefore, the Government plans to extend the Pilot Scheme for two more cohorts of students to be admitted in the 2016/17 and 2017/18 academic years, benefitting 2 000 more students with an additional estimated non-recurrent expenditure of \$144 million. With this extension, the total commitment of the Pilot Scheme will be \$288 million. The implementation details such as the guaranteed level of salary and allowance offered by the Government and industries covered will remain the same.

The commitment of the Pilot Scheme only covers the allowance provided by the Government to students and VTC will provide administrative support using existing manpower resources. In the 2014-15 and 2015-16 financial years, the expenditure of the Pilot Scheme is about \$17 million in total. The estimated non-recurrent expenditure of the Pilot Scheme for 2016-17 and subsequent years is as follows –

2016-17 (\$ million)	2017-18 (\$ million)	2018-19 (\$ million)	2019-20 (\$ million)	2020-21 (\$ million)	2021-22 (\$ million)
35.5	54.5	67.2	61.1	40	12.5

- End -

CONTROLLING OFFICER'S REPLY**EDB310****(Question Serial No. 4373)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the annual survey on post-school arrangements of school leavers from special schools conducted by the Administration, please provide the number and percentage of the respective school leavers in the past 2 years by school type:

Post-school arrangements/ School type	Hearing impairment	Physical disability	School for social development	Visual impairment cum Intellectual disability	Mild intellectual disability	Moderate intellectual disability	Severe intellectual disability	Total
Employment								
Further studies								
Vocational training/ Vocational rehabilitation/ Day-time training service or care service								
Others (e.g. attending pre-employment training programmes, receiving services of district support centres for persons with disabilities, receiving treatment in hospital, emigration, etc)								

Asked by: Hon CHEUNG Kwok-che (Member Question No. 307)

Reply:

The number and percentage of the post-school arrangements of school leavers from special schools in the past 2 years are set out in the Appendix.

The number and percentage of the post-school arrangements of school leavers from special schools for the 2013/14 school year

Post-school arrangements \ School Type	Hearing impairment	Physical disability	School for social development	Visual impairment cum Intellectual disability	Mild intellectual disability	Moderate intellectual disability	Severe intellectual disability	Total
Employment	2 (0.3%)	4 (0.6%)	15 (2.1%)	0 (0%)	17 (2.3%)	0 (0%)	0 (0%)	38 (5.3%)
Further studies	4 (0.6%)	19 (2.6%)	77 (10.6%)	0 (0%)	1 (0.1%)	0 (0%)	0 (0%)	101 (13.9%)
Vocational training/ Vocational rehabilitation/ Day-time training service or care service	3 (0.4%)	34 (4.7%)	0 (0%)	0 (0%)	297 (41.0%)	148 (20.4%)	50 (6.9%)	532 (73.4%)
Others (e.g. attending pre-employment training programmes, receiving services of district support centres for persons with disabilities, receiving treatment in hospital, emigration, etc)	2 (0.3%)	9 (1.2%)	14 (1.9%)	0 (0%)	9 (1.2%)	15 (2.1%)	5 (0.7%)	54 (7.4%)

The number and percentage of the post-school arrangements of school leavers from special schools for the 2014/15 school year

Post-school arrangements \ School Type	Hearing impairment	Physical disability	School for social development	Visual impairment cum Intellectual disability	Mild intellectual disability	Moderate intellectual disability	Severe intellectual disability	Total
Employment	9 (1.3%)	5 (0.7%)	29 (4.1%)	0 (0%)	21 (3.0%)	3 (0.4%)	0 (0%)	67 (9.5%)
Further studies	3 (0.4%)	13 (1.9%)	50 (7.1%)	0 (0%)	5 (0.7%)	0 (0%)	0 (0%)	71 (10.1%)
Vocational training/ Vocational rehabilitation/ Day-time training service or care service	5 (0.7%)	40 (5.7%)	0 (0%)	6 (0.9%)	246 (35.0%)	167 (23.8%)	59 (8.4%)	523 (74.5%)
Others (e.g. attending pre-employment training programmes, receiving services of district support centres for persons with disabilities, receiving treatment in hospital, emigration, etc)	2 (0.3%)	7 (1.0%)	16 (2.3%)	0 (0%)	4 (0.6%)	9 (1.3%)	3 (0.4%)	41 (5.9%)

- End -

CONTROLLING OFFICER'S REPLY**EDB311****(Question Serial No. 4374)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

To help students with special educational needs (SEN) to integrate into mainstream schools, the Administration has implemented integrated education in mainstream primary and secondary schools. Regarding the post-school arrangements of school leavers with SEN from mainstream secondary schools, please provide the number and percentage of the respective school leavers in the past 3 years by school type:

Post-school arrangements of secondary school leavers	School Year (number of school leavers and percentage)
Employment	
Further studies	
Vocational training	
Attending pre-employment training programmes	
Apprenticeship training	
Emigration	
Others	
Total	

Asked by: Hon CHEUNG Kwok-che (Member Question No. 308)

Reply:

Data relating to students with special educational needs (SEN) are collected from schools through a separate computer system which was developed for use by secondary schools from the 2008/09 school year. Information about students with SEN who left secondary schools is captured through the system since the 2011/12 school year. According to the information reported by schools through the system, the post-school arrangements of school leavers with SEN after completing secondary education for the 2012/13 to 2014/15 school years are tabulated below.

Post-school arrangements of secondary school leavers	School year		
	2012/13	2013/14	2014/15
Employment	146	186	197
Further studies	323	473	553
Vocational training	259	363	401
Others (e.g. attend pre-employment training programme, apprenticeship, emigration, unknown to school) ^{Note}	375	433	425

Note: As there are no separate categories for “Pre-employment training programme”, “Apprenticeship schemes” and “Emigration” under the data collection of the separate computer system, such cases would be covered under the category of “Others”.

Since we have not captured the overall number of school leavers under the afore-mentioned computer system which was designed specifically for maintaining information about students with SEN, we are unable to provide the percentage share of the school leavers with SEN among the overall population of the school leavers.

With the implementation of the new senior secondary curriculum and the diversified articulation to different pathways for lifelong learning, all students, including those with SEN, will consider a variety of factors such as one’s own academic/ vocational/ career/ life aspirations, interests, aptitude and educational needs, but irrespective of school type, to make an informed choice of their exit pathway. Hence, providing a breakdown of post-school arrangements of secondary school leavers by school type is not meaningful and can be misleading.

- End -

CONTROLLING OFFICER'S REPLY

EDB312

(Question Serial No. 5578)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In the 2016-17 Budget, the Administration stated a new item, which is to “commission non-governmental organisations, on a pilot basis, to provide career exploration opportunities and relevant experiences for students with specific learning difficulties and non-Chinese speaking students respectively”. In this connection, will the Administration inform this Committee:

1. How are the resources of this pilot project allocated? How much of the funding will be used to provide services to non-Chinese speaking students?
2. What are the specific objectives of the project? How many non-governmental organisations/centres are expected to participate in it? In which districts will the plan be implemented? How many schools and students will participate in it? How long will it last for? How to monitor and assess the services?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 753)

Reply:

1. The expenditure for the 2 three-year pilot projects for students with specific learning difficulties (SpLD) and non-Chinese speaking (NCS) students commissioned as from the 2015/16 school year is estimated to be about \$16.6 million, with approximately \$7.8 million allocated for services to NCS students.
2. The three-year pilot projects aim to trial-run programmes that would enable these students to understand their personal strengths, provide them with the knowledge about different jobs and prepare them to enter the career world through authentic career-related experience. The programmes are specially designed to assist the students with SpLD to understand their strengths and overcome their difficulties through mentorship and job-shadowing, and NCS students to prepare for the cultural adaption and integration at work. Practical guidelines on preparing these students for transition to work are being developed for parents, teachers and mentors. Two non-governmental organisations have been commissioned to run the territory-wide programmes. It is estimated that a total number of 2 250 students and 135 schools will participate in the projects. EDB will monitor the progress of the pilot projects through meetings, on-site visits and reports to be submitted by the service providers.

- End -

CONTROLLING OFFICER'S REPLY**EDB313****(Question Serial No. 5579)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned under Programme (2), (3), and (4) that the Bureau will continue to provide recurrent funding support to schools to facilitate the implementation of the "Chinese Language Curriculum Second Language Learning Framework" for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language.

Currently, how many primary and secondary schools are receiving this funding? Please list the names of these primary and secondary schools, their respective districts, their numbers and percentages of non-Chinese speaking students, their numbers of ethnic minority teachers (Non-English), their numbers of ethnic minority teaching assistants, and the times of their contacts with ethnic minority parents.

- (1) There were _____ secondary schools in total receiving this funding in the 2015/16 school year.
- (2) There were _____ primary schools in total receiving this funding in the 2015/16 school year.
- (3) The details of primary schools receiving this funding in the 2015/16 school year, by 18 District Council districts:

	By 18 District Council districts	School name	No. of non-Chinese speaking students	Percentage of non-Chinese speaking students (%)	No. of ethnic minority teachers (Non-English)	No. of ethnic minority teaching assistants	Times of contacts with ethnic minority parents
	(respective district)						

- (4) The details of secondary schools receiving this funding in the 2015/16 school year, by 18 District Council districts:

	By 18 District Council districts	School name	No. of non-Chinese speaking students	Percentage of non-Chinese speaking students (%)	No. of ethnic minority teachers (Non-English)	No. of ethnic minority teaching assistants	Times of contacts with ethnic minority parents
	(respective district)						

Asked by: Hon CHEUNG Kwok-che (Member Question No. 754)

Reply:

The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” in primary and secondary schools and the creation of an inclusive learning environment in schools. In this connection, in the 2015/16 school year, a total of 197 schools (i.e. 112 primary schools and 85 secondary schools) are provided with an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. Similar to the provision of additional resources to support students with different needs such as students with special educational needs, academically low achievers, etc., it is the established practice that we do not disclose the name and situation of individual schools particularly when the additional funding support is applicable to all public sector schools meeting the threshold so as to avoid unnecessary misconception and possible labelling on individual schools. The number of schools provided with the additional funding and the number of NCS students in these schools by district in the 2015/16 school year are tabulated at Annex. The percentage of NCS students among all students in these schools ranges from 1.0% to 98.9%.

The school plans submitted show that most of these schools are deploying the additional funding to employ additional Chinese Language teachers to implement various intensive learning and teaching modes such as pull-out learning, split-class/group learning, after-school consolidation, etc. as appropriate. On strengthening communication with NCS parents and creation of an inclusive learning environment in schools, while some schools deploy the resources for employing ethnic minority teachers/teaching assistants, some procure translation services and/or organise briefings dedicated for NCS parents on schools’ policies and support for NCS students, etc.. In the 2015/16 school year, according to the school plans submitted, a total of about 70 ethnic minority teachers/teaching assistants are employed by these schools. As regards the number of contacts with NCS parents, given different practices of schools in keeping such records, related statistics are not available.

**Number of schools provided with additional funding and
number of non-Chinese speaking (NCS) students in these schools by district
in the 2015/16 school year**

Primary Schools

District	No. of schools provided with additional funding	No. of NCS students
Central & Western	4	538
Eastern	7	132
Islands	13	879
Kowloon City	8	370
Kwai Tsing	11	900
Kwun Tong	3	803
North	0	0
Sai Kung	5	175
Sha Tin	4	76
Sham Shui Po	6	787
Southern	1	11
Tai Po	5	71
Tsuen Wan	2	30
Tuen Mun	10	560
Wan Chai	8	920
Wong Tai Sin	2	235
Yau Tsim Mong	6	1 033
Yuen Long	17	810
All Districts	112	8 330

Secondary Schools

District	No. of schools provided with additional funding	No. of NCS students
Central & Western	7	106
Eastern	5	541
Islands	6	954
Kowloon City	4	246
Kwai Tsing	3	141
Kwun Tong	5	1 091
North	0	0
Sai Kung	3	393
Sha Tin	3	294
Sham Shui Po	8	1 461
Southern	1	59
Tai Po	2	42
Tsuen Wan	2	48
Tuen Mun	9	975
Wan Chai	11	592
Wong Tai Sin	1	10
Yau Tsim Mong	2	776
Yuen Long	13	391
All Districts	85	8 120

Notes:

1. Figures refer to the position as at September 2015.
2. Figures do not include special schools.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY**EDB314****(Question Serial No. 5580)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned under Programme (2), (3), and (4) that the Bureau will continue to provide recurrent funding support to schools to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials aimed to promote effective learning of Chinese as a second language. In this regard, will the Administration inform this Committee:

Among those primary and secondary schools currently receiving this funding, how many of them provide the related training on teaching non-Chinese speaking students? And what is the number of trained teachers?

	Training items	No. of primary school	No. of secondary school	No. of primary school teachers	No. of secondary school teachers
1	Training on cultural sensitivity				
2	School support programmes				
3	Pedagogies of teaching Chinese to non-Chinese speaking students				
4	Training on Chinese as a second language				
5	Study in a Master degree programme (Teaching Chinese to non-Chinese speaking students)				
6	Others (please specify)				

Asked by: Hon CHEUNG Kwok-che (Member Question No. 755)Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools and the creation of an inclusive learning environment in schools. To enhance Chinese language teachers’ professional capability in teaching Chinese as a second language, a total of 55 seminars and workshops have been organised since June 2014 to enable every primary and secondary school admitting NCS students to have the professional development opportunities for their teachers to understand the “Learning Framework” as well as to use the assessment tools and curriculum planning tools effectively. In the 2015/16 school year, a total of 197 schools (including 112 primary schools and 85 secondary schools) are provided with the enhanced funding to

facilitate their implementation of the “Learning Framework” and the creation of an inclusive learning environment in schools. The annual school plans submitted by the schools concerned show that they have arranged for their teachers to participate in training programmes relevant to the “Learning Framework” and will continue to arrange for their teachers to join the diversified and progressively advanced professional development programmes with a view to enhancing their professional capability in teaching Chinese to their NCS students.

In tandem, EDB has launched the “Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language)” funded under the Language Fund, starting from the 2014/15 school year on a pilot basis, with a view to encouraging serving Chinese Language teachers to pursue relevant courses including those at Master-degree level to enhance their pedagogical knowledge and skills in teaching Chinese to NCS students. So far, applications from 23 and 32 serving Chinese Language teachers teaching at primary and secondary levels have respectively been approved under the Scheme. Besides, the 5-week programme “Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Students” for Chinese Language teachers teaching NCS students in primary and secondary schools will continue. The programme for the 2015/16 school year is still open for application, and hence the number of teachers enrolled is not available. In addition, to enhance pedagogical effectiveness in supporting NCS students’ learning of the Chinese language, how to teach Chinese from a second language learners’ perspective and elements of cultural sensitivity are embedded in various professional development programmes for teachers as appropriate. We have not kept a separate record of which training programmes have incorporated such elements and are therefore unable to provide the number of teachers who have attended the programmes or its breakdown.

EDB has also stepped up the school-based professional support services through diversified modes including on-site support provided by EDB professional support teams and support rendered through the University-School Support Programmes, Professional Development Schools Scheme and School Support Partners (Seconded Teacher) Scheme financed by the Education Development Fund. In the 2015/16 school year, 97 schools admitting NCS students are receiving the professional support services.

- End -

CONTROLLING OFFICER'S REPLY**EDB315****(Question Serial No. 5581)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

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

Please provide information on the kindergartens admitting non-Chinese speaking (NCS) students:

- (1) There are _____ kindergartens in total receiving this funding in the 2015/16 school year.
- (2) The details of the kindergartens admitting non-Chinese speaking students in each of the 18 District Council districts in the territory at the moment.

By 18 District Council districts	School name	No. of NCS students	Percentage of NCS students (%)	No. of ethnic minority teachers (Non-English)
(respective district)				

Asked by: Hon CHEUNG Kwok-che (Member Question No. 756)

Reply:

- (1) Under the new free quality kindergarten (KG) education policy to be implemented starting from the 2017/18 school year, a grant comparable to the recommended salary of one teacher will be provided for KGs admitting eight or more non-Chinese speaking (NCS) students. The provision is not yet effective in the 2015/16 school year.
- (2) Similar to the provision of additional resources to support students with different needs such as students with special educational needs, academically low achievers, etc., it is the established practice that we do not disclose the name and situation of individual schools so as to avoid unnecessary misconception and possible labelling on individual schools. The number of KGs admitting NCS students and the number of NCS students in these KGs by district in the 2015/16 school year is tabulated at the Appendix. The percentage of NCS students among all students in these KGs ranges from 0.1% to 100%. Since KG teachers are not required to report their ethnicities to the Education Bureau in the annual questionnaire survey, information on the number of ethnic minority teachers in KGs is not available.

**Number of kindergartens (KGs) admitting non-Chinese speaking (NCS) students and
the number of NCS students in these KGs by district
in the 2015/16 school year**

District	No. of KGs admitting NCS students	No. of NCS students in these KGs
Central & Western	33	1 152
Wan Chai	25	1 444
Eastern	51	884
Southern	30	1 340
Yau Tsim Mong	22	884
Sham Shui Po	27	324
Kowloon City	51	1 097
Wong Tai Sin	22	101
Kwun Tong	36	230
Sai Kung	39	709
Sha Tin	35	542
Tai Po	21	190
North	11	21
Yuen Long	39	646
Tuen Mun	36	310
Tsuen Wan	13	109
Kwai Tsing	41	672
Islands	28	1 327

Notes:

1. Figures refer to the position as at September 2015.
2. Figures include students studying in KG-cum-child care centres.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. The above data cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
4. The above data cover both local and non-local kindergartens.

- End -

CONTROLLING OFFICER'S REPLY**EDB316****(Question Serial No. 5602)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 116 of the Budget that since this academic year, a subsidy scheme of \$960 million has been launched for students pursuing self-financing undergraduate programmes in selected disciplines, including healthcare, architecture and engineering, testing and certification, creative industries, logistics as well as tourism and hospitality. In this connection, please inform this Committee of how the \$960 million will be allocated to the said disciplines.

Programme types	Course provider/organisation (please specify)	Subsidy start year	Length of programme	Tuition fee	Number of subsidised places	Expenditure (\$)
1. Healthcare						
2. Architecture and engineering						
3. Testing and certification						
4. Creative industries						
5. Logistics						
6. Tourism and hospitality						
					Total :	960 million

Asked by: Hon CHEUNG Kwok-che (Member Question No. 767)

Reply:

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

Selected programmes for SSSDP should be full-time locally-accredited self-financing undergraduate programmes, and should help nurture the necessary talents in support of specific industries with keen manpower demand in Hong Kong. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments.

The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based

programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

The estimated expenditure on subsidy in respect of different programmes selected for the 2015/16 and 2016/17 cohort is set out at **Annex**. Programmes selected for the 2017/18 cohort will be announced later this year.

**Estimated Expenditure on Subsidy in respect of Different Programmes Selected for the 2015/16 and 2016/17 cohort
under the Study Subsidy Scheme for Designated Professions / Sectors**

Disciplines	Institutions	Programmes	Cohort subsidised	Length of programme (years) (a)	Average annual tuition fee after deducting subsidy (\$)	Annual subsidy amount (\$ (b)	Number of subsidised places (c)	Estimated Expenditure on Subsidy (\$ (a) x (b) x (c)
Health Care	Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	2016/17	5	31,640	70,000	60	21,000,000
	The Open University of Hong Kong	Bachelor of Nursing with Honours in General Health Care	2015/16	5	41,800	70,000	150	52,500,000
			2016/17	5	41,800	70,000	150	52,500,000
		Bachelor of Nursing with Honours in Mental Health Care	2015/16	5	41,800	70,000	70	24,500,000
			2016/17	5	41,800	70,000	70	24,500,000
	Tung Wah College	Bachelor of Health Science (Honours) (Nursing Major)	2015/16	5	38,280	70,000	200	70,000,000
			2016/17	5	39,475	70,000	200	70,000,000
Architecture and Engineering	Chu Hai College of Higher Education	Bachelor of Architecture (Honours)	2015/16	6	29,333	40,000	40	9,600,000
		Bachelor of Science (Honours) in Architecture	2016/17	4	31,500	40,000	40	6,400,000
	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Horticulture and Landscape Management	2016/17	4	51,245	40,000	30	4,800,000
		Bachelor of Arts (Honours) in Landscape Architecture	2015/16	4	47,533	40,000	10	1,600,000
			2016/17	4	51,245	40,000	10	1,600,000
		Bachelor of Engineering (Honours) in Civil Engineering	2015/16	4	17,533	70,000	60	16,800,000
			2016/17	4	28,835	70,000	60	16,800,000
		Bachelor of Engineering (Honours) in Environmental Engineering and Management	2015/16	4	17,533	70,000	60	16,800,000
			2016/17	4	21,245	70,000	60	16,800,000
Testing and Certification	The Open University of Hong Kong	Bachelor of Science with Honours in Testing and Certification	2015/16	4	20,000	70,000	50	14,000,000
			2016/17	4	20,000	70,000	50	14,000,000
Creative Industry	The Open University of Hong Kong	Bachelor of Fine Arts with Honours in Animation and Visual Effects	2015/16	4	20,000	70,000	80	22,400,000
			2016/17	4	20,000	70,000	80	22,400,000
	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Fashion Design	2015/16	4	17,533	70,000	60	16,800,000
			2016/17	4	21,245	70,000	60	16,800,000
		Bachelor of Arts (Honours) in Product Design	2015/16	4	17,533	70,000	60	16,800,000
			2016/17	4	21,245	70,000	60	16,800,000

Disciplines	Institutions	Programmes	Cohort subsidised	Length of programme (years) (a)	Average annual tuition fee after deducting subsidy (\$)	Annual subsidy amount (\$) (b)	Number of subsidised places (c)	Estimated Expenditure on Subsidy (\$) (a) x (b) x (c)
Logistics	Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management	2015/16	4	37,250	40,000	70	11,200,000
			2016/17	4	39,800	40,000	70	11,200,000
Tourism and Hospitality	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Culinary Arts and Management	2015/16	4	47,533	40,000	30	4,800,000
			2016/17	4	51,245	40,000	30	4,800,000
							Total:	578.2 million

- End -

CONTROLLING OFFICER'S REPLY**EDB317****(Question Serial No. 5603)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 117 of the Budget that to further encourage continuing education, the Government shall implement a pilot scheme to provide tuition fee subsidy for 3 cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council starting from the next academic year. Programmes in the disciplines of construction, engineering and technology will be covered. The total commitment will be \$200 million, benefiting 5 600 people. In this connection, please inform this Committee of how the \$200 million will be allocated.

Programme type	Tuition fee	Total number of subsidised places for 3 cohorts	Expenditure (\$)
1. Construction			
2. Engineering			
3. Technology			
4. Others			
		Estimated 5 600 people	Total: 200 million

Asked by: Hon CHEUNG Kwok-che (Member Question No. 768)

Reply:

In order to further encourage continuing education, the Government plans to implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology, of which related industries are highly specialised and facing keen manpower demand.

Under the pilot scheme, eligible applicants for the subsidy should meet all the following criteria –

- (a) a resident of Hong Kong who is lawfully employable in Hong Kong; and
- (b) has newly and successfully enrolled for the first time into a self-financing part-time programme offered by VTC. The programmes enrolled should be –
 - (i) accredited at the Qualifications Framework Level 3 to 5 by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, excluding associate degree and bachelor's degree programmes; and

- (ii) under the area of study/training in “Architecture and Town Planning” or “Engineering and Technology” under the classification of the Hong Kong Qualifications Register.

The tuition fee level per annum varies with different programmes and the number of modules a student takes up in each term. Successful applicants will be refunded 60% of the tuition fees of eligible programmes, subject to a maximum of \$45,000 per person. Applicants may apply for fee refund for not more than two eligible programmes under the pilot scheme. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

Subject to the approval by the Finance Committee of the Legislative Council within the 2015-16 legislative year, the pilot scheme will be launched starting from the 2016/17 academic year. It will incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme. It is estimated that the pilot scheme will benefit around 5 600 students in total for three cohorts with no pre-set quota for individual programmes. A breakdown of the estimated expenditure and number of new beneficiaries by cohort is as follows –

	2016/17 cohort	2017/18 cohort	2018/19 cohort	Total
Estimated expenditure (\$ million)	62	68	70	200
Estimated number of new beneficiaries	1 700	1 900	2 000	5 600

- End -

CONTROLLING OFFICER'S REPLY

EDB318

(Question Serial No. 6074)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What are the numbers of non-Chinese speaking students and the numbers of ethnic minorities studying at different grade levels in primary schools in the 2015/16 school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 851)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and the number of NCS ethnic minority students studying at different grade levels in public sector and Direct Subsidy Scheme primary schools in the 2015/16 school year are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking students studying at different grade levels
in primary schools in the 2015/16 school year**

Grade	P1	P2	P3	P4	P5	P6
Number of NCS students	1 583	1 609	1 574	1 461	1 414	1 317

Notes:

1. Figures refer to the position as at September of 2015.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The above data cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying in primary schools in the 2015/16 school year**

	P1	P2	P3	P4	P5	P6
Indonesian	27	20	21	15	18	14
Filipino	206	222	222	226	214	200
Indian	162	145	156	168	176	137
Pakistani	485	545	513	518	502	458
Nepalese	332	295	269	222	210	244
Japanese	22	21	17	16	13	6
Thai	23	28	26	22	36	23
Korean	10	11	6	6	4	7
Other Asian	35	41	59	28	36	31
White	95	102	114	78	56	51
Others	80	65	65	55	58	50
Total	1 477	1 495	1 468	1 354	1 323	1 221

Notes:

1. Figures refer to the position as at September of 2015.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

EDB319

(Question Serial No. 6075)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

What are the numbers of non-Chinese speaking students and the numbers of ethnic minorities studying at different grade levels in secondary schools in the 2015/16 school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 852)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and the number of NCS ethnic minority students studying at different grade levels in public sector and Direct Subsidy Scheme secondary schools in the 2015/16 school year are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking students studying at different grade levels
in secondary schools in the 2015/16 school year**

Grade	S1	S2	S3	S4	S5	S6
Number of NCS students	1 730	1 547	1 457	1 505	1 324	1 219

Notes:

1. Figures refer to the position as at September of 2015.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The above data cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying in secondary schools in the 2015/16 school year**

	S1	S2	S3	S4	S5	S6
Indonesian	14	12	12	8	9	2
Filipino	273	275	259	254	221	228
Indian	218	221	184	223	196	181
Pakistani	599	528	484	489	401	347
Nepalese	249	242	199	235	209	191
Japanese	6	10	10	12	10	9
Thai	33	19	15	29	8	11
Korean	8	11	9	5	5	12
Other Asian	65	30	34	25	20	31
White	52	33	42	48	22	21
Others	91	60	75	82	48	34
Total	1 608	1 441	1 323	1 410	1 149	1 067

Notes:

1. Figures refer to the position as at September of 2015.
2. Figures cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

EDB320

(Question Serial No. 6076)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

What are the numbers of non-Chinese speaking students and the numbers of ethnic minorities studying at different class levels in kindergartens in the 2015/16 school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 853)

Reply:

At present, all kindergartens in Hong Kong are privately run and the kindergarten (KG) sector, which is made up of local and non-local KGs, flexibly copes with parents' diverse demands and various needs of children. According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and the number of ethnic minority students studying in kindergartens in the 2015/16 school year are tabulated at Appendix 1 and Appendix 2 respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking students studying at different grade levels
in kindergartens in the 2015/16 school year**

	K1	K2	K3
Number of NCS students	4 470	4 437	3 075

Notes:

1. Figures refer to the position as at September of 2015
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover students studying in kindergarten-cum-child care centres.
4. The above data cover both local and non-local kindergartens.

**Number of ethnic minority students studying at different grade levels
in kindergartens in the 2015/16 school year**

	K1	K2	K3
Indonesian	25	47	25
Filipino	182	223	221
Indian	444	432	266
Pakistani	488	513	502
Nepalese	306	335	325
Japanese	312	238	206
Thai	21	39	20
Korean	116	99	46
Other Asian	151	142	93
White	1 271	1 273	676
Others	547	527	370
Total	3 863	3 868	2 750

Notes:

1. Figures refer to the position as at September of 2015.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data cover ethnic minority students regardless of their spoken language.
4. The above data cover both local and non-local kindergartens.

- End -

CONTROLLING OFFICER'S REPLY**EDB321****(Question Serial No. 6077)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the number of cross-boundary students attending local primary schools by class level in the 2015/16 school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 854)

Reply:

The number of cross-boundary students (CBS) attending primary schools in Hong Kong by class level in the 2015/16 school year is as follows:

Class Level	P1	P2	P3	P4	P5	P6	Total
Number of CBS	3 873	3 535	2 880	2 141	1 262	876	14 567

Note: Figures are based on the annual survey conducted via schools in September 2015 on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts.

- End -

CONTROLLING OFFICER'S REPLY**EDB322****(Question Serial No. 6078)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the number of cross-boundary students attending secondary schools in Hong Kong by class level in the 2015/16 school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 855)

Reply:

The number of cross-boundary students (CBS) attending secondary schools in Hong Kong by class level in the 2015/16 school year is as follows:

Class Level	S1	S2	S3	S4	S5	S6	Total
Number of CBS	709	670	543	513	359	338	3 132

Note: Figures are based on the annual survey conducted via schools in September 2015 on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts.

- End -

CONTROLLING OFFICER'S REPLY**EDB323****(Question Serial No. 6079)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What are the numbers of whole-day and half-day kindergartens as well as the number of students in these kindergartens in the 2015/16 school year? Please provide the information by District Council district.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 856)

Reply:

The number of kindergartens (KGs) operating whole-day (WD) and half-day (HD) classes, and the number of students enrolled in these kindergarten classes by District Council district in the 2015/16 school year is tabulated below:

District	WD classes		HD classes	
	No. of KGs	No. of students	No. of KGs	No. of students
Central & Western	21	1 290	31	4 767
Wan Chai	12	1 176	21	5 515
Eastern	56	3 101	68	9 256
Southern	22	1 295	34	3 525
Sham Shui Po	36	2 711	33	6 731
Yau Tsim Mong	26	1 879	24	4 590
Kowloon City	51	3 785	79	19 818
Wong Tai Sin	41	3 231	32	4 413
Kwun Tong	58	4 482	46	7 887
Tsuen Wan	24	1 803	32	5 130
Tuen Mun	58	4 212	47	9 178
Yuen Long	53	3 891	57	13 861
North	32	1 885	37	11 085
Tai Po	28	2 200	26	4 665
Sha Tin	54	3 893	57	10 567
Sai Kung	44	2 967	50	6 210
Islands	23	1 410	30	2 216
Kwai Tsing	50	3 453	46	7 320

Note: Figures refer to the position as at mid-September of the school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB324****(Question Serial No. 6081)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

What are the total numbers of students in each class level of pre-primary education, primary schools and secondary schools in this school year?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 860)Reply:

The number of students in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by grade in the 2015/16 school year is given below:

Level	Grade	Student
Kindergarten (including kindergarten-cum-child care centre)	K1	65 323
	K2	63 315
	K3	56 760
	K1-K3	185 398
Primary	P1	60 320
	P2	60 486
	P3	58 931
	P4	55 203
	P5	52 445
	P6	50 173
	P1-P6	337 558
Secondary	S1	54 975
	S2	56 339
	S3	58 799
	S4	61 939
	S5	58 512
	S6	59 835
	S7	2 210
	S1-S7	352 609

- Notes :
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
 - (2) Figures refer to the position as at September of the respective year.
 - (3) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from the 2012/13 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB325****(Question Serial No. 6105)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the respective numbers of government and aided primary schools provided with student guidance officers, student guidance teachers and Student Guidance Service Grant in each of the past 5 school years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 884)

Reply:

Under the Comprehensive Student Guidance Service policy, teachers work in collaboration with student guidance officers (SGO), student guidance teachers (SGT) or student guidance personnel funded by the Student Guidance Service Grant (SGSG) to provide remedial, preventive and development guidance services for all students in a holistic and integrated manner. The number of public sector primary schools under the provision of SGO, SGT or SGSG for the past 5 school years (i.e. the 2010/11 to the 2014/15 school years) are as follows:

Number of Public Sector Primary Schools Provided with	2010/11 School Year	2011/12 School Year	2012/13 School Year	2013/14 School Year	2014/15 School Year
Student Guidance Officers	27	21	19	15	13
Student Guidance Teachers	134	132	132	129	127
Student Guidance Service Grant	301	303	302	309	312

- End -

CONTROLLING OFFICER'S REPLY

EDB326

(Question Serial No. 6106)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the respective numbers of government and subsidised primary schools for each of the past 5 school years by the number of class?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 885)

Reply:

The respective numbers of government and aided primary schools by the number of operating classes for the past 5 school years are detailed at the Appendix.

Number of Government and Aided Primary Schools by Number of Operating Classes, 2011/12 to 2015/16 School Years

No. of Operating Classes	No. of Schools									
	2011/12		2012/13		2013/14		2014/15		2015/16	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
3	0	1	0	0	0	0	0	0	0	2
4	0	0	0	1	0	0	0	0	0	0
5	0	3	0	3	0	1	0	0	0	0
6	0	23	0	19	0	14	0	12	1	13
7	0	8	0	11	0	9	1	3	0	1
8	1	6	1	10	1	6	0	6	0	2
9	0	12	0	4	0	11	0	6	0	5
10	0	7	0	11	0	4	0	7	0	4
11	0	11	0	11	0	11	0	6	0	9
12	2	29	2	37	2	36	2	31	2	30
13	1	20	1	9	0	15	0	14	0	9
14	1	8	1	7	1	4	0	12	0	5
15	2	6	1	7	1	6	2	8	1	12
16	1	6	2	5	1	5	0	7	1	7
17	2	3	1	6	0	8	0	6	0	6
18	1	28	2	28	2	29	1	23	0	28
19	0	9	1	7	2	5	0	7	0	4
20	0	4	0	4	1	5	4	7	2	6
21	2	4	0	5	0	5	0	6	2	8
22	0	5	1	8	1	4	1	5	1	8
23	0	9	0	9	1	14	0	10	0	7
24	6	89	7	81	7	84	7	92	6	96
25	1	13	0	21	0	20	1	23	3	23

No. of Operating Classes	No. of School									
	2011/12		2012/13		2013/14		2014/15		2015/16	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
26	1	8	0	6	0	10	1	9	0	10
27	1	6	0	6	0	9	0	9	0	10
28	0	3	1	6	0	3	0	8	0	7
29	2	11	3	9	3	8	2	2	3	7
30	8	68	8	70	8	75	9	80	11	81
31	0	8	0	6	1	4	1	6	1	6
32	0	0	0	0	0	2	0	2	0	2
33	0	1	0	1	0	0	0	0	0	0
34	0	1	0	1	0	0	0	0	0	1
35	0	1	0	2	0	1	0	0	0	0
36	0	9	0	8	0	9	0	10	0	11
37 or above	1	1	1	1	1	2	1	2	0	1
Total	33	421	33	420	33	419	33	419	34	421

- Notes: (1) Figures include ordinary government and aided primary schools, but not special schools.
 (2) Figures refer to the position as at September of the respective school years.
 (3) Figures refer to the number of schools by physical location. A school location may have more than one session.

- End -

CONTROLLING OFFICER'S REPLY**EDB327****(Question Serial No. 6107)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the respective numbers of different types of cases under the Comprehensive Student Guidance Service in primary schools for the past 5 school years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 886)

Reply:

Based on the annual data collected through an online system from student guidance personnel of public sector primary schools, the respective number of cases under the Comprehensive Student Guidance Service for the past 5 years (i.e. from the 2010/11 to the 2014/15 school years) according to their categories are summarized as follows:

Case Category	School Year				
	2010/11	2011/12	2012/13	2013/14	2014/15
Conduct Problems	1 796	1 577	1 499	1 349	1 306
Emotional/Psychological Problems	2 148	2 240	2 464	2 523	2 743
Family/Environmental Problems	1 963	1 987	1 988	1 945	1 976
Health/Physical Problems	154	125	127	124	103
Learning problems	1 701	1 578	1 508	1 394	1 210
Social/Developmental Problems	489	468	467	465	460
Total	8 251	7 975	8 053	7 800	7 798

- End -

CONTROLLING OFFICER'S REPLY

EDB328

(Question Serial No. 6108)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Please provide the respective number of public sector primary schools that hired professional supervision services for frontline personnel of student guidance services to provide comprehensive guidance services, that hired student guidance services which included professional supervision services, that provided frontline personnel of student guidance services with professional supervision services on their own, and that did not hire or provide any professional supervision services for frontline personnel of student guidance services in the past 5 school years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 887)

Reply:

Primary schools opting for the Student Guidance Service (SGS) Grant may, based on their own needs, procure student guidance service from non-governmental organisations or recruit full-time or part-time student guidance personnel to provide remedial, preventive and developmental guidance services for all students in a holistic and integrated manner. If a school considers that professional supervision is required for the Student Guidance Personnel, it may procure additional professional supervision service from service providers with established professional quality assurance at the time of hiring student guidance services. Under school-based management, schools can flexibly deploy the SGS Grant and need not report to the Education Bureau the detailed use of the Grant. Hence, we do not have the data required.

- End -

CONTROLLING OFFICER'S REPLY**EDB329****(Question Serial No. 6109)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Starting from the 2012/13 school year, the Education Bureau has, in addition to the Student Guidance Service Grant (SGS Grant), provided each public sector primary school with an additional grant according to the number of classes. The amount of the additional grant is equivalent to \$15,000 per class per year. In this connection, would the Administration advise this Committee of the following:

1. The total amount of SGS Grant per year since the 2012/13 school year;
2. The total amount of the additional grant per year since the 2012/13 school year;
3. The total amount of unspent grants per year of the public sector primary schools receiving SGS Grant since the 2012/13 school year.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 888)

Reply:

1. and 2. The total amount of SGS Grant and Top-up Grant for the 2012/13 to 2015/16 school years is tabulated as follows:

	2012/13 School Year	2013/14 School Year	2014/15 School Year	2015/16 School Year
SGS Grant	\$127.3m	\$139.3m	\$146.3m	\$157.3m
Top-up Grant	\$56.9m	\$61.1m	\$65.4m	\$68.3m
Total:	\$184.2m	\$200.4m	\$211.7m	\$225.6m

3. The total amount of unspent SGS Grant (including Top-up Grant) of public sector primary schools for the 2012/13 and 2013/14 school years is \$19.0m and \$15.4m respectively. Relevant information of the 2014/15 school year is not available as the audited accounts for the school year is not yet due.

- End -

CONTROLLING OFFICER'S REPLY**EDB330****(Question Serial No. 6514)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the number of students with special educational needs studying in public sector mainstream primary schools in the 2015/16 school year? Please provide separate information by grade and type of disabilities.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 994)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade levels by major SEN types in the 2015/16 school year is set out below.

Grade level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	8 [#]	87 [#]	633	133	18	7	36	31 [#]
P2	285	89	803	260	15	8	49	772
P3	1 920	140	816	605	15	6	59	585
P4	2 101	122	814	827	17	5	46	361
P5	2 133	95	750	1 023	25	3	44	209
P6	1 918	130	604	1 005	26	5	45	141

Note:

(1) The figures denote the position as at September of the school year.

The number of students identified to have SEN will increase during the year through early identification and intervention measures.

- End -

CONTROLLING OFFICER'S REPLY**EDB331****(Question Serial No. 6515)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the number of students with special educational needs studying in public sector mainstream secondary schools in the 2015/16 school year? Please provide separate information by grade and type of disabilities.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 995)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream secondary schools by grade levels and by major SEN types in the 2015/16 school year is set out in the table below.

	S1	S2	S3	S4	S5	S6
Specific Learning Difficulties	2 198	2 137	2 210	1 882	1 386	1 203
Intellectual Disability	219	168	181	117	121	122
Autism Spectrum Disorders	495	471	497	384	309	227
Attention Deficit / Hyperactivity Disorder	938	983	846	716	486	381
Physical Disability	18	21	36	47	38	34
Visual Impairment	8	3	16	13	23	19
Hearing Impairment	63	58	72	74	59	68
Speech & Language Impairment	107	36	51	49	31	26

- End -

CONTROLLING OFFICER'S REPLY**EDB332****(Question Serial No. 6516)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the respective number of students with special educational needs studying in non-public sector mainstream primary schools in the school years from 2010 to 2013? Please provide separate information by grade and type of disabilities.

Asked by: Hon CHEUNG Kwok-che (Member Question No.996)

Reply:

The number of students with special educational needs (SEN) studying in non-public sector mainstream primary schools, known to the Education Bureau (EDB), from the 2010/11 to 2012/13 school years is as follows:

School Year	2010/11	2011/12	2012/13
Number of Students with SEN	357	417	423

EDB does not maintain data from Direct Subsidy Scheme Schools. The above data only cover students with SEN studying in primary classes of English School Foundation schools (except its special school), other private international schools, and private independent schools as reported by the schools concerned in response to the annual Student Enrolment Survey (the Survey). It denotes the position as at September of the respective years. The data, however, are not exhaustive as some schools did not respond to the Survey in this respect. Besides, these private schools have their own system of classifying students with SEN which may not be comparable with those adopted in public sector schools. Thus, providing breakdown by SEN types can be misleading. We do not collect the data by grade levels and hence, we are not able to provide breakdown by grade levels.

- End -

CONTROLLING OFFICER'S REPLY**EDB333****(Question Serial No. 6517)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the respective number of students with special educational needs studying in non-public sector mainstream primary schools in the school years from 2013 to 2016? Please provide separate information by grade and type of disabilities.

Asked by: Hon CHEUNG Kwok-che (Member Question No.997)

Reply:

The number of students with special educational needs (SEN) studying in non-public sector mainstream primary schools, known to the Education Bureau (EDB), from the 2013/14 to 2015/16 school years is as follows:

School Year	2013/14	2014/15	2015/16
Number of Students with SEN	439	549	768

EDB does not maintain data from Direct Subsidy Scheme Schools. The above data only cover students with SEN studying in primary classes of English School Foundation (ESF) schools (except its special school), other private international schools, and private independent schools as reported by the schools concerned in response to the Annual Enrolment Survey (the Survey). It denotes the position as at September of the respective years. The data, however, are not exhaustive as some schools did not respond to the Survey in this respect. Besides, these private schools have their own system of classifying students with SEN which may not be comparable with those adopted in public sector schools. Thus, providing breakdown by SEN types can be misleading. We do not collect the data by grade levels and hence, we are not able to provide breakdown by grade levels.

Besides, ESF classifies the needs level of students with SEN according to the level of teaching and learning adjustments required, and offers three broad options, viz. mainstream classes, learning support centres and special school, to cater for the needs of these students. ESF had advised that they have standardized their practice by requiring all ESF schools to include in their returns to the Survey for the 2015/16 school year not only students with SEN at learning support centres in mainstream schools and the special school, but also some in mainstream classes who require minimum teaching and learning adjustments, which lead to the increase in the number of students with SEN for the 2015/16 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB334****(Question Serial No. 6518)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the respective number of students with special educational needs studying in non-public sector mainstream secondary schools in the school years from 2010 to 2013? Please provide separate information by grade and type of disabilities.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 998)

Reply:

The number of students with special educational needs (SEN) studying in non-public sector mainstream secondary schools, known to the Education Bureau (EDB), from the 2010/11 to 2012/13 school years is as follows:

School Year	2010/11	2011/12	2012/13
Number of Students with SEN	388	461	481

EDB does not maintain data from Direct Subsidy Scheme Schools. The above data only cover students with SEN studying in secondary classes of English School Foundation schools (except its special school), other private international schools, and private independent schools as reported by the schools concerned in response to the annual Student Enrolment Survey (the Survey). It denotes the position as at September of the respective years. The data, however, are not exhaustive as some schools did not respond to the Survey in this respect. Besides, these private schools have their own system of classifying students with SEN which may not be comparable with those adopted in public sector schools. Thus, providing breakdown by SEN types can be misleading. We do not collect the data by grade levels and hence, we are not able to provide breakdown by grade levels.

- End -

CONTROLLING OFFICER'S REPLY**EDB335****(Question Serial No. 6519)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the respective number of students with special educational needs studying in non-public sector mainstream secondary schools in the school years from 2013 to 2016? Please provide separate information by grade and type of disabilities.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 999)

Reply:

The number of students with special educational needs (SEN) studying in non-public sector mainstream secondary schools, known to the Education Bureau (EDB), from the 2013/14 to 2015/16 school years is as follows:

School Year	2013/14	2014/15	2015/16
Number of Students with SEN	425	558	845

EDB does not maintain data from Direct Subsidy Scheme Schools. The above data only cover students with SEN studying in secondary classes of English School Foundation (ESF) schools (except its special school), other private international schools, and private independent schools as reported by the schools concerned in response to the Annual Enrolment Survey (the Survey). It denotes the position as at September of the respective years. The data, however, are not exhaustive as some schools did not respond to the Survey in this respect. Besides, these private schools have their own system of classifying students with SEN which may not be comparable with those adopted in public sector schools. Thus, providing breakdown by SEN types can be misleading. We do not collect the data by grade levels and hence, we are not able to provide breakdown by grade levels.

Besides, ESF classifies the needs level of students with SEN according to the level of teaching and learning adjustments required, and offers three broad options, viz. mainstream classes, learning support centres and special school, to cater for the needs of these students. ESF had advised that they have standardized their practice by requiring all ESF schools to include in their returns to the Survey for the 2015/16 school year not only students with SEN at learning support centres in mainstream schools and the special school, but also some in mainstream classes who require minimum teaching and learning adjustments, which lead to the increase in the number of students with SEN for the 2015/16 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB336

(Question Serial No. 6520)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What is the respective number of students with special educational needs studying in kindergartens in the school years from 2010 to 2013? Please provide separate information by grade and type of disabilities.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1000)

Reply:

Since services for children with special educational needs at pre-primary levels are provided by the Social Welfare Department, the Education Bureau does not maintain the said data.

- End -

CONTROLLING OFFICER'S REPLY

EDB337

(Question Serial No. 6525)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What is the respective number of students with special educational needs studying in kindergartens in the school years from 2013 to 2016? Please provide separate information by grade and type of disabilities.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1001)

Reply:

Since services for children with special educational needs at pre-primary levels are provided by the Social Welfare Department, the Education Bureau does not maintain the said data.

- End -

CONTROLLING OFFICER'S REPLY

EDB338

(Question Serial No. 6526)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What is the respective number of students with special educational needs studying in kindergarten-cum-child care centres in the school years from 2010 to 2013? Please provide separate information by grade and type of disabilities.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1002)

Reply:

Since services for children with special educational needs at pre-primary levels are provided by the Social Welfare Department, the Education Bureau does not maintain the said data.

- End -

CONTROLLING OFFICER'S REPLY

EDB339

(Question Serial No. 6527)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What is the respective number of students with special educational needs studying in kindergarten-cum-child care centres in the school years from 2013 to 2017? Please provide separate information by grade and type of disabilities.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1003)

Reply:

Since services for children with special educational needs at pre-primary levels are provided by the Social Welfare Department, the Education Bureau does not maintain the said data.

- End -

CONTROLLING OFFICER'S REPLY**EDB340****(Question Serial No. 6528)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What are the numbers of special schools by type and their students in the 2010-2012 and 2015/16 school years and the projected numbers for the 2016/17 school year?

Numbers of Special Schools by Type and Their Students for the School Year				
School Type	Year		2016/17	
	(Projection)			
	Number of Schools	Number of Students	Number of Schools	Number of Students
Visually Impaired				
Hearing Impaired				
Physically Disabled				
Mildly Intellectually Disabled				
Moderately Intellectually Disabled				
Severely Intellectually Disabled				
School for Social Development				
Hospital School				
Total				

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1004)

Reply:

Number of special schools by type and their students in the 2010/11, 2011/12 and 2015/16 school years and the projected numbers for the 2016/17 school year are set out at the Appendix.

**Number of Special Schools by Type and their Students
in the 2010/11, 2011/12 and 2015/16 School Years and the Projected Numbers for the 2016/17 School Year**

School Type	2010/11 School Year		2011/12 School Year		2015/16 School Year		2016/17 School Year	
	Number of Schools	Number of Students ^(Note 1)	Number of Schools	Number of Students ^(Note 1)	Number of Schools	Number of Students ^(Note 1)	Projected Number of Schools	Projected Number of Students
Visually Impaired	2	143	2	126	2	125	2	130
Hearing Impaired	2	136	2	145	2	87	2	90
Physically Disabled	7	877	7	932	7	915	7	890
Mildly Intellectually Disabled	17 ^(Note 2)	3 072	17 ^(Note 2)	3 116	17 ^(Note 2)	3 049	17 ^(Note 3)	3 120
Moderately Intellectually Disabled	21 ^(Note 2)	1 697	21 ^(Note 2)	1 756	21 ^(Note 2)	1 879	19 ^(Note 3, 4)	1 960
Severely Intellectually Disabled	10	749	10	746	10	679	10	710
School for Social Development	7	710	7	775	7	600	7	590
Hospital School ^(Note 5)	1	358	1	348	1	369	1	310
Total	-	7 742	-	7 944	-	7 703	-	7 800

Notes

- (1) Number of students is as at September of respective year.
- (2) The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.
- (3) The schools for children with MiID and schools for children with MoID include the respective sections of the 5 schools for children with MiID and children with MoID.
- (4) The MoID section of 2 schools for children with MiID and children with MoID will be completely phased out in the 2016/17 school year.
- (5) The Hospital School operates classes at 18 hospitals.

- End -

CONTROLLING OFFICER'S REPLY**EDB341****(Question Serial No. 6529)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the respective numbers of local kindergartens (KGs) with half-day (HD) classes only, with whole-day (WD) classes only and with both HD and WD classes as well as their percentages during the school years from 2013-16.

Type of KGs	Number of KGs and percentage
KGs with HD classes only	
KGs with both HD and WD classes	
KGs with WD classes only	

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1005)

Reply:

The number of local kindergartens (KGs) operating half-day (HD) classes only, local KGs operating both HD and whole-day (WD) classes and local KGs operating WD classes only and their percentages among the local KGs from the 2013/14 to 2015/16 school years are tabulated as follows:

Type of Local KGs	2013/14		2014/15		2015/16	
	No. of KGs	Percentage (%)	No. of KGs	Percentage (%)	No. of KGs	Percentage (%)
KGs operating HD classes only	193	22.2%	207	23.7%	223	25.6%
KGs operating both HD and WD classes	440	50.6%	429	49.1%	410	47.0%
KGs operating WD classes only	236	27.2%	238	27.2%	239	27.4%

- End -

CONTROLLING OFFICER'S REPLY**EDB342****(Question Serial No. 6530)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the respective numbers of local kindergartens (KGs) with half-day (HD) classes only, with whole-day (WD) classes only and with both HD and WD classes as well as their percentages during the school years from 2010-13.

Type of KGs	Number of KGs and percentage
KGs with HD classes only	
KGs with both HD and WD classes	
KGs with WD classes only	

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1006)

Reply:

The number of local kindergartens (KGs) operating half-day (HD) classes only, local KGs operating both HD and whole-day (WD) classes and local KGs operating WD classes only and their percentages among the local KGs from the 2010/11 to 2012/13 school years are tabulated as follows:

Type of Local KGs	2010/11		2011/12		2012/13	
	No. of KGs	Percentage (%) (Note)	No. of KGs	Percentage (%) (Note)	No. of KGs	Percentage (%) (Note)
KGs operating HD classes only	200	23.1%	188	22.0%	191	22.2%
KGs operating both HD and WD classes	432	49.9%	439	51.3%	442	51.3%
KGs operating WD classes only	233	26.9%	229	26.8%	228	26.5%

Note: Figures are rounded and may not add up to the respective totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY**EDB343****(Question Serial No. 6531)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the respective weighted average school fees charged by kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS), local private independent (PI) KGs and local non-profit-making (NPM) KGs not under the PEVS during the school years from 2013-16?

Type	KGs under the PEVS	Local PI KGs	Local NPM KGs not under the PEVS
Half-day classes			
Whole-day classes			

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1007)

Reply:

The weighted average school fees for half-day (HD) classes and whole-day (WD) classes charged by kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS), local private independent (PI) KGs and local non-profit-making (NPM) KGs not under the PEVS respectively from the 2013/14 to 2015/16 school years are tabulated below:

Type	2013/14			2014/15			2015/16		
	KGs under the PEVS	Local PI KGs	Local NPM KGs not under the PEVS	KGs under the PEVS	Local PI KGs	Local NPM KGs not under the PEVS	KGs under the PEVS	Local PI KGs	Local NPM KGs not under the PEVS
HD classes	\$21,400	\$47,000	\$33,000	\$23,600	\$50,100	\$33,400	\$26,200	\$52,700	\$34,100
WD classes	\$34,600	\$60,000	\$86,900	\$37,600	\$63,400	\$88,400	\$41,200	\$66,900	\$87,600

- End -

CONTROLLING OFFICER'S REPLY**EDB344****(Question Serial No. 6532)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the respective weighted average school fees charged by kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS), local private independent (PI) KGs and local non-profit-making (NPM) KGs not under the PEVS during the school years from 2010-13?

Type	KGs under the PEVS	Local PI KGs	Local NPM KGs not under the PEVS
Half-day classes			
Whole-day classes			

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1008)

Reply:

The weighted average school fees for half-day (HD) classes and whole-day (WD) classes charged by kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS), local private independent (PI) KGs and local non-profit-making (NPM) KGs not under the PEVS respectively from the 2010/11 to 2012/13 school years are tabulated below:

Type	2010/11			2011/12			2012/13		
	KGs under the PEVS	Local PI KGs	Local NPM KGs not under the PEVS	KGs under the PEVS	Local PI KGs	Local NPM KGs not under the PEVS	KGs under the PEVS	Local PI KGs	Local NPM KGs not under the PEVS
HD classes	\$18,700	\$38,700	\$35,900	\$19,500	\$40,300	\$37,900	\$20,300	\$42,100	\$34,600
WD classes	\$30,200	\$52,400	\$77,300	\$31,500	\$54,700	\$82,000	\$32,800	\$56,600	\$86,900

- End -

CONTROLLING OFFICER'S REPLY**EDB345****(Question Serial No. 6533)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the respective average salaries for teachers in kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) and local private independent (PI) KGs during the school years from 2013-16?

Type	KGs under the PEVS	Local PI KGs
KGs with half-day classes only		
KGs with both half-day and whole-day classes		
KGs with whole-day classes only		

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1009)

Reply:

The respective average salaries for teachers in kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) and local private independent (PI) KGs in the 2013/14, 2014/15 and 2015/16 school years are tabulated below:

Type	Average salary of teachers					
	2013/14		2014/15		2015/16	
	KGs under PEVS	Local PI KGs	KGs under PEVS	Local PI KGs	KGs under PEVS	Local PI KGs
KGs with half-day classes only	\$19,805	\$21,493	\$20,448	\$22,665	\$21,950	\$23,955
KGs with both half-day and whole-day classes	\$18,107	\$18,970	\$18,786	\$19,670	\$19,992	\$21,379
KGs with whole-day classes only	\$20,773	\$18,499	\$21,360	\$19,444	\$23,139	\$21,409

Note: Information provided in the reply is based on an annual questionnaire survey on the monthly salary of full-time regular KG teachers conducted by the Education Bureau in September of the respective school years. The figures for the 2015/16 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB346****(Question Serial No. 6534)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the respective average salaries for teachers in kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) and local private independent (PI) KGs during the school years from 2010-13?

Type	KGs under the PEVS	Local PI KGs
KGs with half-day classes only		
KGs with both half-day and whole-day classes		
KGs with whole-day classes only		

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1010)

Reply:

The respective average salaries for teachers in kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) and local private independent (PI) KGs in the 2010/11, 2011/12 and 2012/13 school years are tabulated below:

Type	Average salary of teachers					
	2010/11		2011/12		2012/13	
	KGs under PEVS	Local PI KGs	KGs under PEVS	Local PI KGs	KGs under PEVS	Local PI KGs
KGs with half-day classes only	\$17,186	\$18,507	\$18,241	\$19,466	\$18,739	\$20,837
KGs with both half-day and whole-day classes	\$15,767	\$16,072	\$16,544	\$16,909	\$17,126	\$18,137
KGs with whole-day classes only	\$17,361	\$15,233	\$18,280	\$16,778	\$19,939	\$17,816

Note: Information provided in the reply is based on an annual questionnaire survey on the monthly salary of full-time regular KG teachers conducted by the Education Bureau in September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY**EDB347****(Question Serial No. 6857)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the consultancy studies commissioned by the Education Bureau and its departments for the purpose of formulating and assessing policies, please provide information about the studies in the following format.

a. Please provide details of the studies on public policy and strategic public policy commissioned with funds allocated from 2011-16.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
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b. Regarding the consultancy studies commissioned by the Education Bureau and its departments for the purpose of formulating and assessing policies, are there any such projects for which funds have been reserved in 2016-17? If yes, what are the details?

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
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Asked by: Hon CHEUNG Kwok-che (Member Question No. 1084)

Reply:

(a) The studies for which funds have been allocated from 2011-12 to 2015-16 are as follows –

(i) Studies commissioned by the Education Bureau (under Head 156) –

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	By quotation	Stakeholder monitoring survey on education reform and major education initiatives 2010 To systematically collect perceptions of eight groups of stakeholders over time on education reform and major education initiatives.	428,000	August 2009	Completed (July 2011)	The findings are useful reference in curriculum and other reviews.	The report is placed in the Central Resources Centre at Kowloon Tong Education Services Centre for public's reference.
The Hong Kong Institute of Education	By quotation	Review Survey(s) on the Third Strategy on Information Technology in Education To conduct the surveys in two phases in 2010 and 2012 respectively for data comparisons for a better understanding on the progress of schools' implementation of Information Technology (IT) in education; and to review the progress of the Third Strategy based on some common indicators on IT in education.	1,090,200	September 2009	Completed (January 2013)	The findings were used as reference in formulating support measures for IT in education.	The study report has been uploaded to the website of the Education Bureau.
East China Normal University	By quotation	Impact Study on Quality Review To review the effectiveness of the Quality Review Framework that has been implemented since the 2007/08 school year and its impact on the pre-school education in Hong Kong.	850,000	June 2010	Completed (May 2013)	The findings have been used as reference in enhancing the second cycle of the Quality Review.	The executive summary was uploaded to the website of the Education Bureau in May 2013.
Curriculum, Evaluation and Management Centre, University of Durham	By quotation	Study on 'Through-train' Mode To stock take the empirical experience in realising the through-train objectives in different existing modes of school operation, i.e. the through-train mode as well as the feeder/ nominated modes; evaluate the merits of the different modes; and identify good practices for	1,410,000	September 2010	Completed (June 2012)	The major findings were used as reference for proposing the way forward for through-train and feeder/ nominated schools.	The executive summary was uploaded to the website of the Education Bureau in early 2013.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		future dissemination.					
Learning Files Ltd.	By quotation	Impact Study on the Implementation of the 2nd Cycle of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong (Impact Study on the 2nd Cycle of SDA) To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.	749,700	November 2010	Completed (June 2014)	The findings have been used as reference for continuous improvement to the SDA framework.	The final report (English version) and the executive summary (Chinese version) were uploaded to the website of the Education Bureau in August 2014.
Federation for Self-financing Tertiary Education	By quotation	Pilot Exercise on Credit under the Qualifications Framework (QF) To use QF credit in the design and development of education and training courses by providers, with a view to sharing experiences and developing operational guidelines on credit assignment and related quality assurance processes.	1,350,000	December 2010	Completed (August 2012)	The operational guidelines on the use of QF credit were promulgated in October 2012.	The operational guidelines on the use of QF credit were promulgated.
MOV Field Service Specialist	Open tender by Census and Statistics Department (C&SD)	To stock take the current demand for international school places among households in Hong Kong.	620,000	February 2011	Completed (February 2012)	The findings are useful reference in the projection of future demand of international school places.	The Thematic Household Survey Report No. 49 was published by C&SD and released to the public on 23 February 2012. Users can download this publication free of charge from the website of C&SD.
Federation for Self-financing Tertiary Education	By quotation	Project on Standardisation of Award Titles To standardise the award titles on education and training courses under the Hong Kong Qualifications Framework.	887,250	May 2011	Completed (September 2012)	The Award Titles Scheme was launched in October 2012.	The Award Titles Scheme was launched.
Policy 21 Limited	By quotation	Study on the Provision of International School Places in Primary and Secondary Levels in Hong Kong	799,000	June 2011	Completed (December 2012)	The findings are useful reference in formulating the strategies in meeting the demand for international	The report on the study was uploaded to the website of the Education Bureau in October 2013. Major findings were

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		To stock take the provision of international school places and project future demand and supply for Government's review on the support measures for the international school sector.				school places.	reported to the Legislative Council Panel on Education in April 2013.
Consumer Search Hong Kong Ltd	By quotation	Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2010 To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.	1,080,000	July 2011	Completed (December 2013)	The findings have been shared with post-secondary institutions for reference.	An executive summary of the survey report was uploaded to the Concourse website (www.cspe.edu.hk) in December 2013.
Centre for Information Technology in Education of the University of Hong Kong	By quotation	Research Study on the Pilot Scheme on e-Learning in Schools (Part 1) To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in Schools. To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-learning as the major learning model for our students in future.	1,299,375	September 2011	Completed (February 2015)	The findings have been used as reference to map the way forward for the implementation of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015.	The executive summary of the overall report (including both Part 1 and Part 2 of the research Study) was uploaded to the website of the Education Bureau in June 2015.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Mike Coles Limited	By quotation	Feasibility Study on European Qualifications Framework (EQF) Referencing To conduct a feasibility Study on Benchmarking or Referencing the Hong Kong Qualifications Framework (HKQF) to the EQF and other national and regional frameworks in the Asia Pacific Region.	330,000	January 2012	Completed (April 2012)	The technical alignment project of HKQF and EQF commenced in November 2014.	Not applicable as findings of the study are for internal reference only.
Policy 21 Limited	By quotation	Analytical Study on "Free" Kindergarten Education To review and consolidate stakeholders' views and analyse issues relating to the provision of free kindergarten education.	496,000	March 2013	Completed (March 2015)	The findings have been provided as reference for the Committee on Free Kindergarten Education to study how to practicably implement free and quality kindergarten education.	The findings have been provided to the Committee on Free Kindergarten Education for reference.
Department of Mathematics and Information Technology of the Hong Kong Institute of Education	By quotation	Research Study on the Pilot Scheme on e-Learning in Schools (Part 2) To conduct in-depth case studies with qualitative analysis. To collect good school practices, sound e-learning solutions, e-pedagogies, etc of the pilot school projects.	1,428,000	May 2013	Completed (February 2015)	The findings have been used as reference to map the way forward for the implementation of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015.	The executive summary of the overall report (including both Part 1 and Part 2 of the research Study) was uploaded to the website of the Education Bureau in June 2015.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Hong Kong Institute of Vocational Education (Sha Tin)	By quotation	<p>Survey of Laboratory Technicians in Secondary Schools (2013-14)</p> <p>To collect information concerning the provision, roles, responsibilities, working conditions and training needs of laboratory technicians, and to solicit views from school principals, science teachers and laboratory technicians on the job duties and deployment of laboratory technicians in New Senior Secondary.</p>	391,950	July 2013	Completed (September 2014)	The findings will be used as reference for reviewing the manning scale of laboratory technicians.	The summary of the findings has been uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	By quotation	Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector To identify major development and models of good practices on governance and quality assurance for the operation of self-financing post-secondary programmes from the local, regional and international perspectives.	520,000	August 2013	Completed (August 2014)	The findings were considered by the Committee on Self-financing Post-secondary Education.	The study report was released and uploaded to the Concourse website (www.cspe.edu.hk) in August 2014.
Hong Kong Shue Yan University	By quotation	Project on the Development of Policy and Principles for Credit Accumulation and Transfer (CAT) under the Qualifications Framework (QF) To develop the policy and principles for implementing CAT under the QF.	600,000	November 2013	Completed (June 2014)	The policy and principles developed were promulgated in July 2014.	The policy and principles developed were promulgated at a press conference and are available online.
Mike Coles Limited	By quotation	Feasibility Study on validation of Non-formal and Informal Learning (NFIL) under Hong Kong Qualifications Framework (HKQF) To formulate a set of territory-wide principles and guidelines on the validation of NFIL for adoption by QF stakeholders in Hong Kong.	420,000	January 2014	Completed (June 2014)	The findings have been used as reference in considering how to validate NFIL under HKQF.	Not applicable as findings of the study are for internal reference only.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
The Chinese University of Hong Kong	By quotation	<p>Consultancy Service on Evaluation Research Framework for the Support Measures to Chinese Language Learning of Non-Chinese Speaking (NCS) Students</p> <p>To formulate an evaluation research framework to evaluate the effectiveness of support measures on the learning of Chinese of NCS students.</p>	184,000	February 2014	Completed (September 2014)	The evaluation framework suggested in the report has been considered in data collection to evaluate the support measures for NCS students in respect of the learning of Chinese.	The research report is used for internal reference to fine tune the evaluation framework.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Consumer Search Hong Kong Ltd.	By quotation	<p>Focus group interviews for promotion of vocational education and identification of workplace skills for post-secondary education</p> <p>(i) To measure the perception of vocational education of different stakeholders and identify effective means to promote vocational education; and</p> <p>(ii) To identify essential skills required in the workplace that can be incorporated in the curriculum design of post-secondary education programmes.</p>	398,000	June 2014	Completed (November 2014)	Findings on workplace skills for post-secondary education were shared with post-secondary institutions. Findings on promotion of vocational education were incorporated in the Report of the Task Force on Promotion of Vocational Education.	Summary of the findings on workplace skills for post-secondary education has been uploaded to the Concourse website (www.cspe.edu.hk). The Report of the Task Force on Promotion of Vocational Education has been uploaded to the Concourse website and the Education Bureau website.
BARRIE HO Architecture Interiors Limited	By quotation	<p>Consultancy Study on Accommodation Requirements for Kindergartens</p> <p>To examine and analyze various issues relating to kindergarten accommodation, and to make recommendations on the future accommodation requirements for kindergartens as well as related issues.</p>	300,000	July 2014	Completed (June 2015)	The findings and proposals have been provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	The executive summary was provided to Legislative Council Panel on Education (Subcommittee to Study the Implementation of Free Kindergarten Education) in June 2015.
CBRE Limited	By quotation	<p>Consultancy Study on Rental and Related Issues on Kindergarten Premises</p> <p>To examine and analyze various issues relating to kindergarten rentals, and to make proposals on how to tackle the kindergarten rental and related issues.</p>	998,000	July 2014	Completed (June 2015)	The findings and proposals have been provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	The executive summary was provided to Legislative Council Panel on Education (Subcommittee to Study the Implementation of Free Kindergarten Education) in June 2015.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Towers Watson Hong Kong Limited	By quotation	Consultancy Study on the Human Resources Requirements and Salary Structure in Kindergartens To examine and analyze various issues relating to the human resources requirements and remuneration in kindergartens, and to make recommendations on the future requirements for teaching and non-teaching staff in KG and their remuneration.	839,000	August 2014	Completed (June 2015)	The findings and proposals have been provided for consideration of the Committee on Free Kindergarten Education in making recommendations on how to practicably implement free and quality kindergarten education.	The executive summary was provided to Legislative Council Panel on Education (Subcommittee to Study the Implementation of Free Kindergarten Education) in June 2015.
Policy 21 Limited	By quotation	Provision of Services for Study on the Provision of International School Places in Hong Kong	1,080,000	October 2014	In progress	The findings will be used as reference in formulating the strategies in meeting the demand for international school places.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Hong Kong Shue Yan University	By quotation	<p>Project on Technical Alignment of the Hong Kong Qualifications Framework (HKQF) and the European Qualifications Framework (EQF)</p> <p>To advise on the strategy, methodology, criteria and work plan for the project, to conduct a level-to-level comparison between HKQF and EQF and to prepare a report.</p>	1,210,000	November 2014	Completed (December 2015)	The report was submitted to the European Commission in December 2015 and the joint report was published in March 2016.	The joint report was submitted to the European Commission in December 2015 and published in March 2016.
Federation for Self-financing Tertiary Education	By quotation	<p>Pilot Exercises for Development of a Credit Accumulation and Transfer (CAT) System under the Qualifications Framework</p> <p>To distil the good practices under three pilot exercises in order to develop a set of practical guidelines for CAT implementation.</p>	650,000	November 2014	Completed (January 2016)	The practical guidelines were promulgated and uploaded to the Hong Kong Qualifications Framework website in March 2016.	The practical guidelines were promulgated in March 2016.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University	By quotation	Evaluation of the Native-speaking English Teacher Scheme in Primary Schools(PNET Scheme) The objectives are to: (i) inform the public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools; (ii) identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and (iii) inform policy making regarding the development and implementation of the PNET Scheme.	1,398,952.21	December 2014	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme.	On completion, the final report will be uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	By quotation	<p>Territory-wide System Survey on the Capabilities and Attributes Expected of Novice Teachers and School Leaders, and the Continuing Professional Development of Teachers and School Leaders</p> <p>To find out the expectations of novice teachers and school leaders on the capabilities and attributes required for performing their duties, and the professional development needs of teachers and school leaders with reference to the Teacher Competencies Framework.</p>	660,400	December 2014	Completed (March 2016)	The findings will be used as reference for further discussion by the Committee on Professional Development of Teachers and Principals (COTAP) to study and make proposals on the professional development of teachers and school leaders.	The summary of findings will be uploaded to the website of the Education Bureau.
Consumer Search Hong Kong Ltd.	By quotation	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2013</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	1,198,000	February 2015	In progress	The findings will be shared with post-secondary institutions for reference.	An executive summary of the survey report will be uploaded to the Concourse website (www.cspe.edu.hk).
Asia One Communications Group	By quotation	<p>Consultancy Service for the Brand Building Project for Hong Kong Qualifications Framework (HKQF)</p> <p>To enhance public recognition and awareness of HKQF among its stakeholders.</p>	1,190,000	June 2015	In progress	Based on findings of the project, a detailed brand strategy will be formulated.	Not applicable as the project has not been completed.

Name of consultant	Mode of award (open auction/tender/quotation/others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Hong Kong Council for Accreditation of Academic and Vocational Qualifications	By quotation	Feasibility Study on Alignment/Recognition of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF) To explore possible ways of aligning or recognising professional qualifications under the HKQF in the light of overseas experiences.	509,010	August 2015	In progress	The findings of the study will be for internal reference.	Not applicable as the study has not been completed.
Aristo Market Research & Consulting Co., Ltd	By quotation	Perception Surveys for Vocational and Professional Education and Training (VPET) To compare the change in public perception of VPET with the Government's implementation of a series of promotion strategies.	490,000	September 2015	In progress	The findings will be used to evaluate the effectiveness of the promotion strategies of VPET.	Not applicable as the project has not been completed.
Centre for Learning Enhancement and Research (CLEAR) of the Chinese University of Hong Kong	By quotation	Research study on the impact of e-learning in schools	1,430,000	December 2015	In progress	The findings will provide reference to fine-tune the support measures of Information Technology in Education (ITE4), as appropriate.	On completion, the gist or summary of the study report will be uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University	By quotation	<p>Evaluation of the Enhanced Native-speaking English Teacher (ENET) Scheme in Secondary Schools</p> <p>The objectives are to:</p> <p>(i) To inform the public of the effectiveness of the ENET Scheme as a territory-wide initiative in support of English language education in public-sector secondary schools;</p> <p>(ii) To identify areas for improvement and recommend strategies for enhancing the impact and effectiveness of the ENET Scheme including the provision of a support structure; and</p> <p>(iii) To inform policy making regarding the development and implementation of the ENET scheme.</p>	1,392,113.42	January 2016	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme.	On completion, the final report will be uploaded to the website of the Education Bureau.
Institute of Professional Education and Knowledge of Vocational Training Council	By quotation	<p>Pilot Project on extending the Recognition of Prior Learning (RPL) to cover Non-formal and Informal Learning for the Elderly Care Service industry under the Hong Kong Qualifications Framework (QF)</p> <p>To facilitate the possible acquisition of QF-recognised RPL qualifications of the experienced care-givers, which they may use for job entry, learning progression and/or career advancement purposes.</p>	599,949	January 2016	In progress	The findings of the study will be for internal reference.	Not applicable as the project has not been completed.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
The Institute of the Motor Industry Hong Kong	By quotation	Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Automotive Industry under the Hong Kong Qualifications Framework To develop the VQP for the Automotive industry so as to support lifelong learning and to enhance the capability and competitiveness of the automotive workforce.	798,000	January 2016	In progress	The findings of the study will be for internal reference.	Not applicable as the project has not been completed.

(ii) Studies commissioned by the University Grants Committee (UGC) (under Head 190) –

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Mr John Paul Randall	By quotation	To assist in formulating the detailed procedure/ parameters of 2012-15 Academic Development Proposals (ADP), and in the actual scrutiny of institutions' ADPs.	367,000 (GBP 32,420.5)	May 2010	Completed (September 2011)	The UGC formulated the evaluation procedure/ parameters of the 2012-15 ADP exercise and completed the evaluation of the institutions' ADPs on the basis of Mr Randall's advice.	Results of the 2012-15 ADP exercise have been made known to institutions.
Higher Aims Limited	By quotation	To help review the performances of the eight UGC-funded institutions on knowledge transfer and to map out a possible framework for its future development.	304,850 (GBP 25,000)	October 2011	Completed (December 2011)	The Consultant's recommendations will form the basis of the funding allocation and reporting requirements on knowledge transfer activities of the eight institutions in the 2012-15 triennium.	Details of the funding mechanism will be conveyed to the institutions and uploaded to the UGC website.
The Quality Assurance Agency for Higher Education in the UK	By quotation	To conduct a review of the Quality Assurance Council (QAC) quality audits of the UGC-funded institutions, with a view to developing the methodology for the	850,607 (GBP 69,859)	November 2011	Completed (July 2013)	An Audit Manual for the QAC's second audit cycle has been endorsed and published.	The Audit Manual for the QAC's second audit cycle has been made known to the institutions and published on the QAC's website.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		second round of quality audits.					
Mr Bahram Bekhradnia	By quotation	In response to the Government's in-principle acceptance of the recommendations in the "Aspirations for the Higher Education System in Hong Kong" issued in 2010 concerning the provision of flexible pathways to facilitate students' progression within the post-secondary system, the UGC has embarked on a further study on the establishment of a vertical credit accumulation and transfer system.	450,000	January 2012	Completed (April 2012)	The UGC has duly considered the report before formulating suggestions on how Credit Accumulation and Transfer System (CATS) should be developed in Hong Kong's higher education sector.	Subject to the government's views on how to proceed with CATS, results of the report would be made known to institutions.
Mr John Paul Randall	By quotation	To assist in formulating the detailed procedure/ parameters of 2016-19 Academic Development Proposals (ADP) exercise, and in the scrutiny of institutions' ADPs	419,294	July 2014	Completed (May 2015)	The UGC has formulated the evaluation procedure/ parameters of the 2016-19 ADP exercise, and completed the evaluation of the institutions' ADPs on the basis of Mr Randall's advice.	Results of the 2016-19 ADP exercise have been made known to institutions. The final distribution of indicative student number targets for the 2016-19 triennium has been made known to the public by way of a Legislative Council Brief.
Mr Dugald Mackie	By quotation	To assist in the analysis and assessment of the application for university title by The Hong Kong Institute of Education (HKIEd).	482,900	October 2014	Completed (September 2015)	The Consultant conducted an analysis on the information submitted by HKIEd. The relevant UGC Review Group has given due consideration to the inputs in the preparation of the report. The review report was submitted to the Government in September 2015. The Education Bureau announced the Government's decision in January 2016.	The report has been published. An electronic version is also available on UGC's website.
Sir Howard Newby	By quotation	To conduct a study on the governance in higher education institutions to draw up pointers and advice on good practices on institutional	635,030 (GBP 53,495)	December 2014	Completed (September 2015)	The study report "Governance in UGC-funded Higher Education Institutions in Hong Kong" was submitted to the	Once the Government has finished studying the report, it will be published for public consumption.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		governance with reference to experiences of other higher education institutions.				Government in September 2015. The Government is studying the content and recommendations of the report in detail.	
Higher Education Policy Institute	By quotation	To conduct a study on tuition fee policies and practices in the higher education sector.	309,036 (USD39,620)	February 2016	In progress	The practices in respect of tuition fee policy in other jurisdictions with due regard to the situation of Hong Kong would assist the Government's consideration of the future of tuition fee policy as well as other related policy issues.	Not applicable as the study has not been completed.
Queensland University of Technology	By quotation	To formulate a quality audit manual on sub-degree operations of UGC-funded institutions.	410,168 (USD 52,629.50)	February 2016	In progress	The audit manual will set out the methodology to be used in the audit of the sub-degree operations of the UGC-funded institutions.	Not applicable as the study has not been completed.

Separately, the Student Financial Assistance Agency has not earmarked provision between 2011-12 and 2015-16 to conduct any consultancy study on public policy.

(b) The consultancy studies for which provisions will be reserved in 2016-17 are as follows –

(i) Studies commissioned/ to be commissioned by the Education Bureau (under Head 156) –

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Policy 21 Limited	By quotation	Provision of Services for Study on the Provision of International School Places in Hong Kong.	1,080,000	October 2014	In progress	The findings will be used as reference in formulating the strategies in meeting the demand for international school places.	On completion, the study report will be uploaded to the website of the Education Bureau.
1. Dr Mary Shepard WONG, Azusa Pacific	By quotation	Evaluation of the Native-speaking English Teacher Scheme in Primary	1,398,952.21	December 2014	In progress	Key report findings will be shared with members of the	On completion, the final report will be uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University		Schools(PNET Scheme) The objectives are to: (i) inform the public of the effectiveness of the PNET Scheme as a territory-wide initiative supporting English language education in public-sector primary schools; (ii) identify areas for improvement and recommend strategies to enhance the impact and effectiveness of the PNET Scheme; and (iii) inform policy making regarding the development and implementation of the PNET Scheme.				public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme	
Consumer Search Hong Kong Ltd.	By quotation	Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2013 To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.	1,198,000	February 2015	In progress	The findings will be shared with post-secondary institutions for reference.	An executive summary of the survey report will be uploaded to the Concourse website (www.cspe.edu.hk).
Asia One Communications Group	By quotation	Consultancy Service for the Brand Building Project for Hong Kong Qualifications Framework (HKQF) To enhance public recognition and awareness of HKQF among its stakeholders.	1,190,000	June 2015	In progress	Based on findings of the project, a detailed brand strategy will be formulated.	Not applicable as the study has not been completed.
Hong Kong Council for Accreditation of Academic and	By quotation	Feasibility Study on Alignment/Recognition of Professional Qualifications under	509,010	August 2015	In progress	The findings of the study will be for internal reference.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Vocational Qualifications		the Hong Kong Qualifications Framework (HKQF) To explore possible ways of aligning or recognising professional qualifications under the HKQF in the light of overseas experiences.					
Aristo Market Research & Consulting Co., Ltd	By quotation	Perception Surveys for Vocational and Professional Education and Training (VPET) To compare the change in public perception of VPET with the Government's implementation of a series of promotion strategies.	490,000	September 2015	In progress	The findings will be used to evaluate the effectiveness of the promotion strategies of VPET.	Not applicable as the project has not been completed.
Centre for Learning Enhancement and Research (CLEAR) of the Chinese University of Hong Kong	By quotation	Research study on the impact of e-learning in schools	1,430,000	December 2015	In progress	The findings will provide reference to fine-tune the support measures of Information Technology in Education (ITE4), as appropriate.	On completion, the gist or summary of the study report will be uploaded to the website of the Education Bureau.
1. Dr Mary Shepard WONG, Azusa Pacific University 2. Dr Peter STOREY, Open University of Hong Kong 3. Dr Icy LEE, Chinese University of Hong Kong 4. Dr Andy GAO, University of Hong Kong 5. Dr Alex YU, Azusa Pacific University	By quotation	Evaluation of the Enhanced Native-speaking English Teacher (ENET) Scheme in Secondary Schools The objectives are to: (i) To inform the public of the effectiveness of the ENET Scheme as a territory-wide initiative in support of English language education in public-sector secondary schools; (ii) To identify areas for improvement and recommend strategies for enhancing the impact and effectiveness of the ENET	1,392,113.42	January 2016	In progress	Key report findings will be shared with members of the public, including school stakeholders and used as reference in setting the direction for the future development of the Scheme.	On completion, the final report will be uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
		Scheme including the provision of a support structure; and (iii) To inform policy making regarding the development and implementation of the ENET scheme.					
Institute of Professional Education and Knowledge of Vocational Training Council	By quotation	Pilot Project on extending the Recognition of Prior Learning (RPL) to cover Non-formal and Informal Learning for the Elderly Care Service industry under the Hong Kong Qualifications Framework (QF) To facilitate the possible acquisition of QF-recognised RPL qualifications of the experienced care-givers, which they may use for job entry, learning progression and/or career advancement purposes.	599,949	January 2016	In Progress	The findings of the study will be for internal reference.	Not applicable as the study has not been completed.
The Institute of the Motor Industry Hong Kong	By quotation	Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Automotive Industry under the Hong Kong Qualifications Framework To develop the VQP for the Automotive industry so as to support lifelong learning and to enhance the capability and competitiveness of the automotive workforce.	798,000	January 2016	In Progress	The findings of the study will be for internal reference.	Not applicable as the study has not been completed.

(ii) Studies commissioned / to be commissioned by UGC (under Head 190) –

Name of consultant	Mode of award (open auction/ tender/ quotation/ others (please specify))	Title, content and objective of project	Consultancy fee (\$)	Start date	Progress of study (under planning/in progress/ completed (completion month and year))	The Administration's follow-ups to the study report and the progress (if any)	For completed studies, have they been made public? If yes, through what channels? If no, why?
Higher Education Policy Institute	By quotation	To conduct a study on tuition fee policies and practices in the higher education sector	309,036 (USD39,620)	February 2016	In progress	The practices in respect of tuition fee policy in other jurisdictions with due regard to the situation of Hong Kong would assist the Government's consideration of the future of tuition fee policy as well as other related policy issues.	Not applicable as the study has not been completed.
Queensland University of Technology	By quotation	To formulate a quality audit manual on sub-degree operations of the UGC-funded institutions	410,168 (USD 52,629.50)	February 2016	In progress	The audit manual will set out the methodology to be used in the audit of the sub-degree operations of the UGC-funded institutions.	Not applicable as the study has not been completed.

Separately, the Student Financial Assistance Agency is not planning to conduct any consultancy studies on public policy in 2016-17.

- End -

CONTROLLING OFFICER'S REPLY

EDB348

(Question Serial No. 4413)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- 1) Regarding duty visits outside Hong Kong made by the Bureau's politically appointed officials since the current-term Government has taken office, please list the places, purposes and main itineraries, names of accompanying politically-appointed officials, numbers of accompanying civil servants and total expenditure incurred.
- 2) Please list the dates of leave of the Bureau's politically appointed officials and whether they were away from Hong Kong on each occasion since the current-term Government has taken office.

Asked by: Hon Alan LEONG Kah-kit (Member Question No. 76)

Reply:

- 1) Information about duty visits outside Hong Kong made by Secretary for Education (SED) and Political Assistant to Secretary for Education (PA/SED) as well as Under Secretary for Education (US(Ed)) since their assumption of office in 2012 are at Annexes A to B respectively.
- 2) Since assuming their positions in 2012, SED, US(Ed) and PA/SED were entitled to paid vacation leave of 22 working days per year of service or such proportion of it on a pro rata basis. They all took their vacation leave within their entitlement.

**Duty visits outside Hong Kong made by
Secretary for Education from 2012-13 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit (Note 1)	Total expenditure incurred by SED and official entourage from SED's Office (\$)(Note 2)
2012-13 (4)	<ul style="list-style-type: none"> To pay a courtesy visit to the Ministry of Education in Beijing To attend a ceremonial function in the Mainland To attend an education forum in the United Kingdom To promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Canada and the USA 	1 - 2	565,090
2013-14 (10)	<ul style="list-style-type: none"> To learn about kindergarten education and information technology in education in Korea, Singapore and Australia To officiate and/or address in international forum/seminars in Singapore and United Kingdom and exchange views on education policies, co-operation and development, etc. with Minister of Education of other countries, local educational officials and institutions as well as students To pay goodwill visits to education authorities and officials in Shenzhen, Guangzhou and Nansha to exchange views on the latest development on the educational front and visit local schools To lead a delegation of education professionals and sector representatives to Shanghai and Beijing for professional exchange To visit Indonesia for boosting educational co-operation and exchange with member states of the Association of Southeast Asian Nations and promoting Hong Kong's role as a regional education hub To lead a delegation from the education sector to attend an international convention in Shanghai To attend an international summit in New Zealand and to have bilateral meetings with Minister of Education of other countries 	1 - 2	688,414

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit (Note 1)	Total expenditure incurred by SED and official entourage from SED's Office (\$)(Note 2)
2014-15 (10)	<ul style="list-style-type: none"> To visit Belgium and Finland to observe the education systems and good practices of European countries and visit Malaysia to enhance the education link with the ASEAN country and promote Hong Kong's role as an education hub To lead the "Passing on the Torch" Mainland Exchange Programme to Beijing and Shanghai to participate in visits and exchange activities To lead a delegation of the education sector to Ningbo for exchanges, and give opening remarks/witness the signing of higher education cooperation documents and sister school agreements To meet with Shenzhen Municipal Education Bureau officials to exchange views and deepen cooperation on education issues To officiate a ceremony and address in an education forum in Hangzhou and witness the signing of sister school agreements To lead an education delegation to study the vocational education systems and good practices in promoting young persons' career development in Germany and Switzerland To lead a delegation of secondary school students to participate in "Passing on the Torch" Mainland Exchange Programme in Nanjing To meet with Guangdong Party Secretary and Shenzhen Party Secretary To attend an international summit in Canada 	1 - 2	729,038
2015-16 (13)	<ul style="list-style-type: none"> To meet with officials of the Ministry of Education in Beijing, Beijing Municipal Education Commission, Shenzhen Municipal Education Bureau, Department of Education of Guangdong Province and Zhongshan Municipal Government to exchange views on educational issues and co-operation To deliver a speech at the 10th anniversary celebratory event of the United International College, and to hold discussion with officials of the Zhuhai Municipal Education Bureau To lead Hong Kong university students to a career and life planning education programme and visit enterprises in Huizhou and Shunde 	1 - 3	482,820

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit (Note 1)	Total expenditure incurred by SED and official entourage from SED's Office (\$)(Note 2)
	<ul style="list-style-type: none"> To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities to exchange views with university leaders and Hong Kong students To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp, and to pay a courtesy visit to the Ministry of Education in Beijing To visit the United States and Belgium to exchange views with overseas funding and research agencies in the higher education sector on education and research policies and funding strategies To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression in Beijing To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde To attend an international education conference, and to hold discussion with officials of the Ministry of Education of Singapore To join a delegation of presidents or vice-presidents of the eight University Grants Committee-funded institutions for a visit to Guangdong Province, and to attend a Guangdong and Hong Kong university presidents' forum in Guangzhou To officiate at an opening ceremony of a national competition of extra-curricular academic and technological projects by university students in Guangzhou 		

* The above duty visits lasted for one to eight days per trip.

Notes :

- (1) The entourage included the Political Assistant to Secretary for Education in one visit in 2013-14, two visits in 2014-15 and five visits in 2015-16. He also separately made a duty visit with other officers of the Bureau to the Netherlands in 2012-13 and another visit to Shenzhen in 2015-16, incurring a total expenditure of \$20,112.
- (2) The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

**Duty visits outside Hong Kong made by
Under Secretary for Education from 2012-13 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by US(Ed) and official entourage from SED's Office (\$) (Note)
2012-13 (3)	<ul style="list-style-type: none"> To attend an international meeting in Korea To attend meetings and ceremonies on the Sichuan School Reconstruction Projects and inspect school reconstruction 	-	29,469
2013-14 (1)	<ul style="list-style-type: none"> To pay a courtesy visit to Shenzhen Education Bureau 	-	2,328
2014-15 (4)	<ul style="list-style-type: none"> To attend international conference/seminar in the USA and Japan To lead a delegation of the education sector to Beijing for professional exchanges To attend a working meeting of the Guangdong-Hong Kong Cooperation Joint Conference in Guangzhou 	-	106,527
2015-16 (5)	<ul style="list-style-type: none"> To lead a delegation to participate in interflow activities for the "Passing on the Torch" Platform Programme Series in Nanjing To attend an international conference and visit local schools in Australia To visit Zhongshan National Defense Education Base and exchange views on the organisation of a student camp for Hong Kong students To serve as the guest of honour at the contract signing ceremony for the Guangzhou-Hong Kong Sister Schools 10th Anniversary Sharing cum Guangdong-Hong Kong Sister School Scheme 2015 To sign a Memorandum of Understanding on education cooperation between Hong Kong and Indonesia, and launch a new scholarship scheme for Indonesian students 	-	84,748

* The above duty visits lasted for one to five days per trip.

Note : The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

- End -

CONTROLLING OFFICER'S REPLY

EDB349

(Question Serial No. 5709)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please inform this Committee of the following:

- (1) Please provide a breakdown of the numbers of assistant teachers and teaching assistants in government secondary and primary schools, aided secondary and primary schools and special schools in the past 5 years. (Please explain in case no such data can be provided.)
- (2) What are the proportion of teachers within establishment, teachers outside establishment, assistant teachers and teaching assistants in government secondary and primary schools, aided secondary and primary schools and special schools this year? (Please explain in case no such data can be provided.)
- (3) What is the estimated expenditure of the Administration this year regarding the assistant teachers and teaching assistants of government secondary and primary schools, aided secondary and primary schools and special schools? (Please explain in case no such data can be provided.)
- (4) What are the average and median salaries of the above assistant teachers and teaching assistants in the past 5 years? (Please explain in case no such data can be provided.)
- (5) Many assistant teachers and teaching assistants indicate that they have to teach several classes and act as class teachers, which is no different from the duties of the teachers within establishment, but receiving only half of a teacher's salary if not lower. How will the Administration address the problem that assistant teachers and teaching assistants have to bear extra workload at deprived wages for a prolonged period of time?
- (6) While there is a serious shortage of teacher posts in Hong Kong, the education institutions continue to admit a large number of students to their Postgraduate Diploma in Education programmes. Consequently, many graduates are forced to work as teaching assistants at low salaries. Will the Government consider increasing the financial provisions for education to create additional teacher posts and implement small class teaching? Otherwise, how is it going to address the problem?

Asked by: Hon LEUNG Kwok-hung (Member Question No. 515)

Reply:

- (1) The Education Bureau (EDB) has been providing schools with different kinds of grants under various initiatives which allow the flexibility for schools to employ additional teaching staff. As we do not capture the school-based information on the deployment of such grants and the employment of various types of additional teaching staff, we are unable to provide the information on the number of assistant teachers and teaching assistants in schools.

(2), (3) & (4)

The percentage of teachers within and outside the establishment in government secondary and primary schools, aided secondary and primary school and special schools for the 2015/16 school year is tabulated below.

Type of Schools	Percentage of Teachers (Estimate)	
	Within Establishment	Outside Establishment
Government Secondary Schools	82.6%	17.4%
Government Primary Schools	79.8%	20.2%
Aided Secondary Schools	88.0%	12.0%
Aided Primary Schools	90.9%	9.1%
Special Schools	95.5%	4.5%

As we do not capture information on assistant teachers and teaching assistants in schools, we are unable to provide the breakdown of their percentage, the estimated expenditure of EDB regarding these staff and the average and median salaries of assistant teachers and teaching assistants in schools.

- (5) EDB has all along encouraged schools to provide a stable working environment for staff and enhance their commitment to delivering quality education. Schools are always reminded to adopt the practices of good employers in the employment of staff, both teaching and non-teaching. At present, the resources which schools can use for employment of staff are mostly recurrent in nature. Therefore, schools should be able to offer reasonable remuneration for their staff, establish a well-defined mechanism of pay adjustment and adjust their pay appropriately, having regard to the nature of their duties as a teacher, an assistant teacher or a teaching assistant, the level of respective responsibility and the economic environment in the society. Schools should also maintain good communication with their staff on employment matters to uphold their morale.
- (6) When planning the allocation of teacher education places, EDB will take into account the trend of student population in the coming years with a view to balancing and stabilizing the supply and demand of teachers in primary and secondary schools. In recent years, the total number of graduates of full-time Bachelor of Education and Post-graduate Diploma in Education programmes was around 1 000 per year. Based on past experience, there are about 2 000 primary and secondary school teachers leaving the profession each year due to retirement and other personal reasons. The teaching vacancies arising from such natural turnover should provide the vacancies to absorb new teachers.

The financial and manpower resources for schools have been increased in recent years through various initiatives, such as the implementation of small class teaching in public sector primary schools, the improvement of the teacher-to-class ratio for the senior secondary levels and the provision of various grants to meet specific policy objectives. We will continue to keep in view the situation and will provide the resources based on the needs of policy initiatives and priority in resource utilization.

- End -

CONTROLLING OFFICER'S REPLY

EDB350

(Question Serial No. 4557)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

What are the estimated expenditure and staff provision for the implementation of the Primary 3 Territory-wide System Assessment (TSA) this year?

Asked by: Hon WONG Yuk-man (Member Question No. 68)

Reply:

The Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on TSA in late October 2015. Two working groups were set up under the Committee to conduct in-depth studies of the reporting and administration and the papers and question design of TSA respectively. The Committee submitted the report in February 2016 to EDB reaffirming the intent and value of the establishment of TSA and recognising the functional use of TSA data to provide feedback to learning and teaching and to facilitate the formulation of measures to support learning. The report has set out the short-term, medium/long term recommendations. The EDB has accepted the report of the Committee. The report has been uploaded onto the website (<http://www.edb.gov.hk/attachment/en/curriculum-development/tsa/report.pdf>).

On Primary 3 TSA, the Committee recognises that the assessment paper and question design could be adjusted and different formats of school reports could be adopted. The Committee suggests that the related arrangements should be tested out in the form of a tryout in 2016. In addition, professional support strategies would be provided to schools to enhance their knowledge and skills in homework policy, assessment literacy such as using assessment data to improve curriculum planning, learning and teaching, using diversified assessment methods to align with learning targets in school curricula and providing students with quality feedback with a view to improve learning effectiveness.

The Hong Kong Examinations and Assessment Authority issued letters on 29 February 2016 to invite 50 primary schools to participate in the 2016 Tryout Study (Primary 3) and they are of different types (i.e. about 10 per cent of the primary schools in the territory with each participating as a unit). Schools are invited on the basis of various factors including districts, types of schools (government, aided, Direct Subsidy Scheme) and school size to ensure representativeness, reliability and validity of the tryout study. The invited schools of the tryout study can consider if they would participate with reference to their school-based situations. Other schools are also encouraged to take part on a voluntary basis. At the present stage, schools are being invited to sign up for the tryout study. The number of schools taking part in the tryout study and relevant expenditure is yet to be finalised.

- End -

CONTROLLING OFFICER'S REPLY

EDB351

(Question Serial No. 4558)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

About 30 student suicide cases were reported in the recent 6 months. What are the causes for the great number of student suicides as considered by the Bureau? How will the Bureau strengthen school psychological support services to students?

Asked by: Hon WONG Yuk-man (Member Question No. 69)

Reply:

Suicide is a complex behaviour with no single cause, but results from a complicated interaction of biological, psychological, cognitive and environmental factors.

Education Bureau (EDB) recommends schools to adopt a Three-tier Support Model, to provide different levels of identification and support by teachers, guidance personnel and specialized helping professionals respectively, to help students who have emotional difficulties and possibly are at risk of suicidal behaviour. If teachers suspect their students to have emotional difficulties and in need for professional assessment or consultation services, they may approach professionals in their schools such as school social workers who will communicate with the students and their parents, as well as educational psychologists if necessary. If further specialized support is required, there is a referral mechanism so that further evaluation and treatment by medical professionals such as clinical psychologists and psychiatrists can be arranged.

To alert professionals and school personnel on students' emotional difficulties and risk for suicidal behaviours, EDB provides an "eBook on Student Suicide for Schools: Early Detection, Intervention and Postvention" for reference and use by school personnel. EDB's School Administration Guide also includes a guideline entitled "How can schools help students with mental health problems?". EDB has been providing teachers with structured training courses as well as co-organising with Hospital Authority (HA) seminars on different mental health topics, such as "Psychosis", "Depression" and "Anxiety Disorders" to enhance school personnel's identification, assessment and support of students with emotional difficulties. In tandem, the Government has been making efforts to enhance school-based psychology service for schools. The School-based Educational Psychology Service (SBEPS) will cover all public sector primary and secondary schools by the 2016/17 school year. The Government will further enhance the SBEPS by progressively improving the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with special educational needs, including those with social, emotional and behavioral needs, from the 2016/17 school year. We will continuously review and enhance the existing support and measures for schools to help needy students when necessary.

- End -

CONTROLLING OFFICER'S REPLY**EDB352****(Question Serial No. 4559)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Quite a number of teachers who have been employed for many years are unable to become regular teachers and the problem lies with the grants given to schools by the Education Bureau. Starting from this year, the Government allows secondary schools to turn the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts. What criteria and indicators will be adopted by the Government to evaluate the effectiveness of this measure? Under what circumstances will the Bureau further increase the amount of subsidy for primary and secondary schools in order to keep up the morale of teachers and maintain the overall teaching quality?

Asked by: Hon WONG Yuk-man (Member Question No. 70)

Reply:

As announced by the Chief Executive in the 2016 Policy Address, public sector secondary schools may turn the existing Senior Secondary Curriculum Support Grant (SSCSG) and Career and Life Planning Grant (CLPG) into regular teaching posts starting from the 2016/17 school year to enhance the implementation of the senior secondary curriculum and to strengthen life planning education and related guidance services. The measure aims to provide schools with more stable teacher manpower to enhance the respective policies. Since the situations vary from school to school, the decision of whether and when to turn the two grants into regular teaching posts is entirely school-based. We will maintain communication with the school sector and review the implementation of the measure in the next two school years.

The current arrangement of providing teaching staff resources for aided schools by means of provision of regular teaching staff supplemented by cash grants can maintain the stability of the teaching force on the one hand, and provide schools with flexibility to deploy their resources to employ additional teachers or procure outside services to meet school-based development needs and provide appropriate support for students on the other.

All along, the Government is committed to enhancing the quality of education in Hong Kong and has injected substantial resources to support schools in taking forward various initiatives, such as increasing the ratio of graduate teacher posts from 50% to 65% in public sector primary schools starting from the 2015/16 school year and introducing a series of targeted relief measures to address the temporary decline of secondary student population. As any increase of subsidies to schools in terms of staff provision and grants would have far-reaching financial implications, we will consider the necessity of increasing such subsidies based on the actual need and priority in resource utilization.

- End -

CONTROLLING OFFICER'S REPLY**EDB353****(Question Serial No. 4560)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Apart from offering opportunities for students to join Mainland exchange programmes and arranging professional exchange programmes for teachers, what are the other support measures offered by the Administration for the national education? What is the estimated expenditure on supporting national education by the Administration this year?

Asked by: Hon WONG Yuk-man (Member Question No. 71)

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources as well as provision of Mainland exchange opportunities to complement students' learning in relevant Key Learning Areas/subjects as well as, where appropriate, provision of professional support to schools etc. Apart from offering opportunities for students to join Mainland exchange programmes (MEPs) and arranging professional exchange programmes for teachers, the professional support measures include providing expert advice and collaborating with schools in related curriculum planning and implementation of values education. While staffing and expenditure for most of these items is absorbed by the recurrent expenditure of the Education Bureau (EDB), expenditure in respect of subsidising MEPs for primary and secondary school teachers and students can be separately identified. The estimated expenditure on MEPs in 2016-17 is as follows:

Financial Year	Expenditure (\$million) [@]	
	Programmes for students	Programmes for teachers
2016-17 ⁺⁺	96.4	1.2

[@] Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB354

(Question Serial No. 4561)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What is the manpower involved in the Bureau's mechanism for handling vacant school premises (VSP)?

How will the Bureau improve the measures for identifying and allocating VSP?

How the Education Bureau improve the situation in which school sponsoring bodies refused to surrender the VSP?

Asked by: Hon WONG Yuk-man (Member Question No. 72)

Reply:

Matters related to vacant school premises (VSP) are mainly handled by the Policy and Research Support Section of the Infrastructure and Research Support Division, Education Bureau (EDB) with support from other relevant sections such as the Regional Education Offices. Related work is overseen by a Deputy Secretary, a Principal Assistant Secretary and seven non-directorate staff, amongst other responsibilities. There is no separate breakdown on the manpower support for handling vacant school premises.

In light of the recommendations of the Audit Report and the related report of the Public Accounts Committee (PAC) tabled at the Legislative Council on 17 February 2016, EDB is undertaking a series of measures to improve the handling and disposal of VSP. Firstly, we are reviewing the mechanism for identifying and allocating VSP for school or other educational uses, including defining and clarifying what constitutes VSP that should be handled with a view to drawing up a genuine database on VSP for better management of the use and disposal of VSP instead of simply a record of ex-school premises. In addition, we are also conducting a stock-taking exercise by comparing the existing VSP records with the school registration records and conducting site visits where necessary to ascertain if there are any possible missed cases of VSP and to enhance the comprehensiveness of the VSP database. This will be followed by revamping the existing database with the objective of facilitating the management of those VSP that requires follow-up action or monitoring. An internal manual will be drawn up to set out the requirements and guidelines on the identification, screening, allocation and management of VSP for all related EDB sections to follow. We strive to complete the above tasks by June 2016.

We will continue to circulate the list of VSP within EDB, on a half-yearly basis, for new/updated proposals on educational uses and/or short-term uses (where appropriate). EDB will also continue to circulate, on a half-yearly basis, a list of VSP earmarked for medium or long-term educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau, Home Affairs Department, Lands Department (LandsD), Planning Department and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

In respect of those VSP on private land, we have worked out with LandsD the improved mechanism as set out in the workflow in Appendices 33 and 34 of the PAC Report No. 65. We will enhance communication and cooperation with LandsD in dealing with such VSP. When a VSP is identified in future, we will take a more proactive approach to consult LandsD on the information relating to the land on which the VSP is located, including details about the type of land (e.g. whether the land is under a Private Treaty Grant), whether the land lease contains a land use restriction clause, a cessation of user clause, etc., which are important considerations for drawing up feasible follow-up actions to be taken.

For VSP which EDB considers are required for re-allocation for school or other educational uses but the school sponsoring body refuses to surrender the site, we will liaise with LandsD on how to recover possession of the land as far as practicable in accordance with the provisions of the relevant contracts (including land leases, tenancy agreements or service agreements). In all such cases, the Government must act in accordance with the contracts concerned. Besides, recovering possession of land by exercising the right conferred by the contract may not be the only way to make gainful use of the land. We will, in consultation with LandsD, review each case on its own merits.

- End -

CONTROLLING OFFICER'S REPLY

EDB355

(Question Serial No. 4616)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Will the government inform this Council of:

- (a) The number and percentage of non-Chinese speaking students who have participated in Primary One Admission (POA) System for the school year 2015/16 among the number of non-Chinese speaking students in K3 in the school year 2014/15;
- (b) The number and percentage of non-Chinese speaking students who have got admission in Discretionary Places Admission”(DP) stage for school year 2015/16 among the number of non-Chinese speaking students participated in Primary One Admission (POA) System;
- (c) The number and percentage of non-Chinese speaking students who have got admission in “Central Allocation” (CA) stage in school year 2015/16 among the no. of non-Chinese speaking students participated in Primary One Admission (POA) System;
- (d) The number and percentage of non-Chinese speaking students who have participated in Secondary School Places Allocation (SSPA) System for school year 2015/2016 among the number of non-Chinese speaking students in P.6 in the school year 2014/15;
- (e) The number and percentage of non-Chinese speaking students who have got admission in Discretionary Places Admission”(DP) stage for school year 2015/2016 among the number of non-Chinese speaking students participated in Secondary School Places Allocation (SSPA) System;
- (f) The number and percentage of non-Chinese speaking students who have got admission in “Central Allocation” (CA) stage for school year 2015/2016 among the no. of non-Chinese speaking students participated in Secondary School Places Allocation (SSPA) System;
- (g) The number and percentage of non-Chinese speaking students who got admission in direct subsidy school in the school year of 2015/2016, and the percentage of total students who got admission in direct subsidy school in the same school year.

Asked by: Hon Michael TIEN Puk-sun (Member Question No. 61)

Reply:

- (a) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students. The number of NCS

students participating in the Primary One Admission (POA) 2015 for admission to Primary 1 in the 2015/16 school year is 1 199.

The number of NCS children studying in kindergartens (including kindergarten-cum-child care centres) at Kindergarten 3 level is 3 196 in the 2014/15 school year. According to the eligibility requirements, a child is not required to study at Kindergarten 3 for participation in the POA. Besides, the number of NCS children studying at Kindergarten 3 has included local and non-local kindergartens. As such, the corresponding percentage share of NCS children participating in the POA cannot be worked out.

- (b) The number and percentage of NCS students who were offered a Primary 1 place at the “Discretionary Places” stage are 752 and 62.7% respectively for the 2015/16 school year (i.e. POA 2015).
- (c) The number and percentage of NCS students who were allocated a Primary 1 place at the “Central Allocation” stage are 447 and 37.3% respectively for the 2015/16 school year (i.e. POA 2015).
- (d) The number of Primary 6 NCS students participating in the Secondary School Places Allocation (SSPA) 2015 for admission to Secondary 1 in the 2015/16 school year is 1 435. The corresponding percentage share among all Primary 6 NCS students in public sector schools, schools under the Direct Subsidy Scheme (DSS) offering the local curriculum and private schools (excluding special schools, the English Schools Foundation schools, other international schools and Private Independent Schools) is 96.6% in the 2014/15 school year.
- (e) The number and percentage of Primary 6 NCS students who were allocated a Secondary 1 place at the “Discretionary Places” stage are 893 and 62.2% respectively for the 2015/16 school year (i.e. SSPA 2015).
- (f) The number and percentage of Primary 6 NCS students who were allocated a Secondary 1 place at the “Central Allocation” stage are 542 and 37.8% respectively for the 2015/16 school year (i.e. SSPA 2015).
- (g) The number of NCS students who were admitted to DSS schools offering the local curriculum is 5 714 in the 2015/16 school year and the corresponding percentage share among all NCS students in public sector (excluding special schools) and DSS schools offering the local curriculum is 32.5%. The corresponding percentage of students admitted to DSS schools offering the local curriculum is 10.1% in the 2015/16 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB356****(Question Serial No. 4617)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of the details in the number and amount of subsidies released to non-Chinese speaking students for alternative Chinese language examinations (the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level), as tabulated in the tables below:

	2011/12	2012/13	2013/14	2014/15	2015/16
Number of students receiving subsidy for alternative Chinese language examinations					
Number of students receiving subsidy for GCSE					
Number of students receiving subsidy for GCSE for the first time					
Number of students receiving subsidy for IGCSE					
Number of students receiving subsidy for IGCSE for the first time					
Number of students receiving subsidy for GCE AS-Level					
Number of students receiving subsidy for GCE AS-Level for the first time					
Number of students receiving subsidy for GCE A-Level					
Number of students receiving subsidy for GCE A-Level for the first time					

	2011/12	2012/13	2013/14	2014/15	2015/16
Expenditure on subsidy for NCS students on GCSE Chinese					
Expenditure on subsidy for NCS students on IGCSE Chinese					
Expenditure on subsidy for NCS students on GCE AS-Level Chinese					
Expenditure on subsidy for NCS students on GCE A-Level Chinese					

Asked by: Hon Michael TIEN Puk-sun (Member Question No. 62)

Reply:

Eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination have been subsidised since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education. Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level. Besides, starting from the 2011/12 school year, apart from the examination fee subsidy, eligible needy non-Chinese speaking (NCS) students sitting for the GCSE (Chinese) examinations can apply for full or half fee remission of the subsidised examination fee under the Examination Fee Remission Scheme (EFRS). The EFRS has further been extended to eligible needy NCS students taking the IGCSE, GCE AS-Level and GCE A-Level (Chinese) examinations from the 2012/13 school year onwards.

The number of NCS students subsidised to sit for the afore-mentioned examinations from the 2011/12 to 2015/16 school years is tabulated below:

Alternative Chinese Examinations	Number of NCS students subsidised (Number of NCS students subsidised for the first time in the respective examinations)				
	2011/12 school year	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year
GCSE Chinese	536 (476)	1 003 (949)	900 (819)	995 (919)	1 000 (938)
IGCSE Chinese	-	27 (27)	48 (40)	53 (53)	91 (91)
GCE AS-Level Chinese	-	82 (82)	175 (175)	273 (271)	289 (284)
GCE A-Level Chinese	-	7 (7)	99 (98)	150 (142)	156 (150)
Total	536	1 119	1 222	1 471	1 536

Expenditure on the subsidies for NCS students sitting for the afore-mentioned examinations from the 2011/12 to 2015/16 school years is tabulated below:

Alternative Chinese Examinations	Actual expenditure in the 2011/12 school year \$ million	Actual expenditure in the 2012/13 school year \$ million	Actual expenditure in the 2013/14 school year \$ million	Actual expenditure in the 2014/15 school year \$ million	Estimated expenditure in the 2015/16 school year \$ million
GCSE Chinese	0.28	0.54	0.53	0.64	0.71
IGCSE Chinese	-	0.02	0.08	0.09	0.16
GCE AS-Level Chinese	-	0.18	0.39	0.64	0.71
GCE A-Level Chinese	-	0.02	0.33	0.50	0.51
Total	0.28	0.76	1.33	1.87	2.09

- End -

CONTROLLING OFFICER'S REPLY**EDB357****(Question Serial No. 4618)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- (a) The number of primary and secondary schools that received 1-9 non-Chinese speaking students, the number of kindergarten that received 1-7 non-Chinese speaking students, and the number of special schools that received 1-5 non-Chinese speaking students, as tabulated below:

Number of schools:				
Kindergartens with 1-7 NCS students				
Primary schools with 1-9 NCS students				
Secondary schools with 1-9 NCS students				
Special schools with 1-5 NCS students				

- (b) The list of support and funding available to the schools above, given that the small number of NCS students in their school does not make them eligible for support funding designated for NCS students.

Asked by: Hon Michael TIEN Puk-sun (Member Question No. 63)

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of schools with non-Chinese speaking (NCS) students ranging from “1-7” in kindergartens, “1-9” in public sector and Direct Subsidy Scheme primary and secondary schools and “1-5” in special schools in the 2015/16 school year are tabulated at Annex A.
- (b) The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and the creation of an inclusive learning environment in schools. As regards schools admitting a handful of NCS students (i.e. 1 to 9 for ordinary schools and 1 to 5 for special schools), their NCS students can benefit from the immersed Chinese language environment of the school as well as the “Learning Framework”. From the 2014/15 school year, they may apply for an additional funding of \$50,000 per year on a need basis to offer after-school support programmes in learning Chinese to consolidate what their NCS students have learnt in classes. In tandem, we will continue to encourage these schools to optimise the use of their immersed Chinese language environment and deploy other resources flexibly with holistic planning

according to their school-based circumstances to support their NCS students' mastery of the Chinese language as appropriate. Besides, NCS students in these schools may benefit from other support measures as set out at Annex B.

For NCS students in kindergartens, under the free quality kindergarten education policy with effect from the 2017/18 school year, a grant comparable to the recommended salary of one teacher will be provided for kindergartens admitting 8 or more NCS students. With the additional resources, kindergartens could provide teachers with more manpower support and professional training to develop effective strategies to help NCS students learn through the Chinese medium so as to lay a foundation for their study in local primary schools. These kindergartens should also enhance the communication with the parents of NCS students and strengthen home-school cooperation. Besides, school-based professional support will continue to be provided and further enhanced to help the kindergartens (including those admitting less than 8 NCS students) build up the expertise in facilitating NCS students' learning of the Chinese language for a smooth transition to primary education. Teacher training programmes on the teaching and learning of the Chinese language for NCS students in kindergartens will also be enhanced.

**Number of schools with non-Chinese speaking (NCS) students
ranging from 1 to 7 in kindergartens, 1 to 9 in public sector and Direct Subsidy Scheme
primary and secondary schools, and 1 to 5 in special schools in the 2015/16 school year**

	Number of NCS students	Number of schools
Pre-primary	1-7	322
Primary	1-9	217
Secondary	1-9	193
Special	1-5	23

Notes:

1. Figures refer to the position as at September of 2015.
2. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
3. Figures for primary and secondary levels cover NCS students studying in public sector and Direct Subsidy Scheme primary and secondary schools.
4. Hospital school is not included in special schools due to the transitional nature of the education service provided.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2015/16 school year**

Support measures	Estimated expenditure in the 2015/16 school year (\$ million)
Enhanced school-based professional support has been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language.	Note
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.9
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.	2.09
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children aged 3 to 9 to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	2.58

Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB358****(Question Serial No. 4619)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education
 (6) Vocational and Professional Education
 (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Will the government inform this Council of the detailed number of students, particularly non-Chinese speaking (NCS) students, who graduated from S6 and entered post-secondary education, as tabulated below:

NCS student way out after S6 graduation:	Graduated S6 in 2012	Graduated S6 in 2013	Graduated S6 in 2014	Graduated S6 in 2015
Total number of NCS S6 graduates				
Foundation diplomas programmes				
Higher diploma programmes				
Associate degree programmes				
Bachelor degree programmes				
Other				
Unknown				

Overall student way out after S6 graduation:	Graduated S6 in 2012	Graduated S6 in 2013	Graduated S6 in 2014	Graduated S6 in 2015
Total number of S6 graduates				
Foundation diplomas programmes				
Higher diploma programmes				
Associate degree programmes				
Bachelor degree programmes				
Other				
Unknown				

Asked by: Hon Michael TIEN Puk-sun (Member Question No. 64)

Reply:

According to the information collected through annual Student Enrolment Survey, the number of Secondary 6 (S6) non-Chinese speaking (NCS) students and total number of S6 students in secondary day schools from the 2011/12 to 2014/15 school years are tabulated at Annex A.

According to the information provided by institutions, the number of NCS students and the total number of students admitted to full-time locally-accredited sub-degree (including associate degree and higher diploma) and undergraduate programmes from the 2012/13 to 2015/16 academic years are tabulated at Annex B. Breakdown of NCS students in associate degree and higher diploma programmes is not available.

The number of NCS students and total number of students admitted to dedicated and non-dedicated classes of Diploma of Foundation Studies (DFS) (formerly known as Foundation Diploma (Level 3)) programmes offered by the Vocational Training Council from the 2012/13 to 2015/16 academic years are set out at Annex C. We do not have relevant figures concerning other institutions' foundation diploma programmes, other or unknown programmes.

Enrolment of Secondary 6 (S6) non-Chinese speaking (NCS) students and total number of S6 students in secondary day schools from the 2011/12 to 2014/15 school years

School Year	2011/12	2012/13	2013/14	2014/15
No. of S6 NCS students	648	725	892	1 011
Total no. of S6 students	69 522	69 806	65 649	61 773

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
3. Figures include Government, Aided, Caput and Direct Subsidy Scheme schools only.

**Number of non-Chinese (NCS) speaking students and the total number of students
admitted to full-time locally-accredited sub-degree and undergraduate programmes
from the 2012/13 to 2015/16 academic years**

Academic Year	2012/13	2013/14	2014/15	2015/16 [#]
No. of sub-degree NCS students	164	156	288	309
Total no. of sub-degree students	41 520 [^]	32 513	32 238	32 881
No. of undergraduate NCS students	307	335	366	382
Total no. of undergraduate students	40 219 [^]	23 426	24 762	24 388

Notes:

- Figures include students admitted to both public-funded and self-financing programmes.
 - Figures on undergraduate programmes also include first-year student intakes of non-first-year-first-degree programmes.
- “[^]” To tie in with the implementation of the new academic structure, institutions admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.
- “[#]” Provisional figures.

Number of Non-Chinese Speaking (NCS) students and the total number of students admitted to dedicated and non-dedicated classes of Diploma of Foundation Studies (DFS) programmes offered by the Vocational Training Council (VTC) from the 2012/13 to 2015/16 academic years

Academic Year	2012/13 ^(Note)	2013/14	2014/15	2015/16
No. of NCS students studying DFS in VTC	8	73	153	144
Total no. of DFS students in VTC	3 273	6 341	6 050	5 370

Note: The number of students (including NCS students) admitted to DFS (or the then Foundation Diploma (Level 3)) programmes was lower in the 2012/13 academic year as compared with the subsequent years due to lower awareness of the programme at that time since it was first launched for the first cohort of Secondary 6 graduates under the new academic structure.

- End -

CONTROLLING OFFICER'S REPLY**EDB359****(Question Serial No. 4643)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As mentioned in paragraph 118 of the Budget Speech, a pilot scheme will be implemented to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council starting from the next academic year. Programmes in the disciplines of construction, engineering and technology will be covered. The total commitment will be \$200 million, benefiting 5 600 people. Will the Government provide:

1. a breakdown of the number of people by discipline; and
2. the amount of tuition fee subsidy and its percentage share in the total amount of tuition fee.

Asked by: Hon James TIEN Pei-chun (Member Question No. 76)

Reply:

In order to further encourage continuing education, the Government plans to implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology, of which related industries are highly specialised and facing keen manpower demand.

Under the pilot scheme, eligible applicants for the subsidy should meet all the following criteria –

- (a) a resident of Hong Kong who is lawfully employable in Hong Kong; and
- (b) has newly and successfully enrolled for the first time into a self-financing part-time programme offered by VTC. The programmes enrolled should be –
 - (i) accredited at the Qualifications Framework Level 3 to 5 by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, excluding associate degree and bachelor's degree programmes; and
 - (ii) under the area of study/training in “Architecture and Town Planning” or “Engineering and Technology” under the classification of the Hong Kong Qualifications Register.

Successful applicants will be refunded 60% of the tuition fees of eligible programmes, subject to a maximum of \$45,000 per person. Applicants may apply for fee refund for not more than two eligible programmes under the pilot scheme. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

Subject to the approval by the Finance Committee of the Legislative Council within the 2015-16 legislative year, the pilot scheme will be launched starting from the 2016/17 academic year. It will incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme. It is estimated that the pilot scheme will benefit around 5 600 students in total with no pre-set quota for individual programmes. A breakdown of the number of new beneficiaries by cohort as follows –

	2016/17 cohort	2017/18 cohort	2018/19 cohort	Total
Estimated number of new beneficiaries	1 700	1 900	2 000	5 600

- End -

CONTROLLING OFFICER'S REPLY

EDB360

(Question Serial No. 3433)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

It is mentioned in the Government's reply to my question last year that there were a number of reserved school sites. Will the Government inform this Committee of the following:

1. What is the development plan for schools on the list at present? Regarding the projects on Anderson Road, when are the works expected to commence?
2. How many projects on the list have already converted to other development plans? Has the Education Bureau (EDB) provided additional reserved school sites? If it has, what are the details?
3. What is the existing establishment for reviewing the development of reserved school sites? What mechanism does the EDB have in place to decide on whether the reserve school sites should be developed?

Asked by: Hon WU Chi-wai (Member Question No. 83)

Reply:

1 and 2. As at March 2016, there are a total of 22 reserved school sites (including primary, secondary and special school use) in the territory with concrete School Building Programmes and the timeframe of the development would be subject to, among others, views of the District Councils, progress of technical works and funding approval. Project planning and preparation work for these school building projects, such as technical feasibility study and school design, are being carried out in accordance with the prevailing procedure. A breakdown of the 22 reserved school sites by districts with their location, site area and planned use is set out in the table below. Among them, funding approval for two was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2012-13 LegCo Session with the school building works already underway; six were approved in the LegCo Session in 2014-15 with the school building works commenced in 2015 or to be commenced soon; while projects on another three sites would be submitted for funding approval from FC in the 2015-16 LegCo Session. For the remaining 11 sites, four fall within or site availability are affected by a private development project while the rest are either being deployed for temporary use or with detailed design being undertaken for school building.

(Table): Reserved School Sites by District

No.	District	Location	Site Area (rounded to the nearest hundred m ²)	Planned use	Number of classrooms	Remark
1	Kowloon City	Kai Tak Development	6 600	Primary School	30	(i)
2	Kowloon City	Kai Tak Development	6 600	Primary School	30	(i)
3	Kowloon City	Kai Tak Development	8 000	Two Special Schools	12 each	(i)
4	Kowloon City	Kai Tak Development	7 500	Secondary School	30	(ii)
5	Kowloon City	Kai Tak Development	7 700	Secondary School	30	(iii)
6 [#]	Kowloon City	Ho Man Tin	7 700	Primary School	24	(iv)
7	Kwun Tong	Jordan Valley	6 900	Special School	18	(i)
8	Kwun Tong	Anderson Road	7 200	Secondary School	30	(iii)
9	Kwun Tong	Anderson Road	6 400	Primary School	30	(ii)
10	Kwun Tong	Anderson Road	6 200	Primary School	30	(iii)
11	Eastern	North Point	12 300	Primary School	24	(i)
12	Eastern	North Point	(Total)	Primary School	24	(i)
13	North	Fanling	7 100	Primary School	36	(i)
14	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	(iii)
15	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	(i)
16	Sai Kung	Tseung Kwan O	6 200	Primary School	30	(iv)
17	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	(iv)
18 [#]	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	(iii)
19	Tuen Mun	Tuen Mun West	7 100	Special School	16	(ii)
20	Islands	Tung Chung	5 800	Special School	18	(iii)
21 [#]	Sha Tin	Shui Chuen O	8 700	Primary School	30	(iii)
22 [#]	Tsuen Wan	Tsuen Wan West	5 800	Primary School	30	(iv)

Remarks:

- (i) Funding approval has been obtained from the Finance Committee of the Legislative Council for the school building project.
- (ii) Funding approval would be sought from the Finance Committee of the Legislative Council in the 2015-16 Legislative Council Session for the school building project. As regards the primary school site at Development at Anderson Road, subject to funding approval by Finance Committee within the current legislative session, construction is planned to commence in late 2016.
- (iii) The site is either being deployed for temporary use or with detailed design being undertaken for the school building project thereon.
- (iv) The site falls within a private development project and is not regarded as Government land or the site availability is affected by a private development project.

All the reserved school sites listed in the table above are planned for educational purposes. As compared with previous year, four additional reserved school sites are provided (i.e. those denoted in “#” in the table above).

3. EDB will work with the Planning Department (PlanD) to identify sites for school development for meeting future educational needs. When planning for the School Building Programme for reserved school sites, EDB will consider the latest school-age population projections, the prevailing educational initiatives, other factors that may affect the demand for school places in certain districts and different options to increase the supply of places (e.g. utilising vacant classrooms in existing schools) in particular districts. We will consider if there is a long-term need to identify reserved school sites to meet the projected demand and relevant educational initiatives, and liaise with PlanD accordingly when such need arises. We will also consider the projected demand for school places in the district in the medium and the longer term, the technical feasibility of developing the site and the likelihood of acquiring alternative school sites in the district, etc., before we decide to retain or release a particular reserved school site so as to facilitate better utilisation of valuable land resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB361

(Question Serial No. 4718)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the use and disposal of vacant school premises, please advise this Committee of the following:

- 1) In 2016-17, what are the work details and expenditure of the Education Bureau (EDB) in relation to improvement of the utilisation rate of vacant school premises as mentioned in the Director of Audit's Report No. 65?
- 2) Please list by district information of the 29 vacant school premises as mentioned in the Director of Audit's Report No. 65, including location and site area of the respective premises, and the number of years for which the premises has been left idle.
- 3) Please list by district information of the 71 vacant school premises the physical possession of which has not been delivered to the Government after cessation of school operation as mentioned in the Director of Audit's Report No. 65, including location and site area of the respective premises, and the number of years for which the premises has been left idle.

Asked by: Hon WU Chi-wai (Member Question No. 141)

Reply:

(1) It has all along been EDB's policy objective to put vacant school premises (VSP) into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will consider factors including the size, location, physical conditions etc. of the relevant premises with a view to assessing the VSP's suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. In addition, EDB will also take into account factors like the demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district, the need for decanting premises for in-situ redevelopment or extension of existing schools, and the need to provide diversity in the school system etc., with a view to meeting various educational needs in the territory and supporting relevant policy initiatives.

While EDB is allowed to retain VSP for school uses, for premises which are proposed to be used for educational uses other than school uses, EDB needs to put forward its proposed use with justification to the Planning Department (PlanD) for assessment and may need to compete with other government departments on use of such VSP. Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism.

In light of the recommendations of Report No. 65 of the Director of Audit (Audit Report) on the use and disposal of VSP and the related report of the Public Accounts Committee tabled at the Legislative Council on

17 February 2016, EDB is undertaking a series of measures to improve the handling and disposal of VSP. Firstly, we are reviewing the mechanism for identifying and allocating VSP for school or other educational uses, including defining and clarifying what constitutes VSP that should be handled with a view to drawing up a genuine database on VSP for better management of the use and disposal of VSP instead of simply a record of ex-school premises. In addition, we are also conducting a stock-taking exercise by comparing the existing VSP records with the school registration records and conducting site visits where necessary to ascertain if there are any possible missed cases of VSP and to enhance the comprehensiveness of the VSP database. This will be followed by revamping the existing database with the objective of facilitating the management of those VSP that requires follow-up action or monitoring. An internal manual will be drawn up to set out the requirements and guidelines on the identification, screening, allocation and management of VSP for all related EDB sections to follow. We strive to complete the above tasks by June 2016.

We will continue to circulate the list of VSP within EDB, on a half-yearly basis, for new/updated proposals on educational uses and/or short-term uses (where appropriate). EDB will also continue to circulate, on a half-yearly basis, a list of VSP earmarked for medium or long-term educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau, Home Affairs Department, Lands Department (LandsD), PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

The relevant manpower expenses in carrying out the above improvement measures will be absorbed by the recurrent expenditure of EDB. We do not have a separate breakdown on expenditure in this regard.

(2) As stated in the Audit Report, at 30 April 2015, there were records of 234 VSP in EDB's database. Among these 234 VSP, 105 were not being used, of which 29 were under EDB; 102 were being used, of which 77 were under EDB; and 27 have been or were going to be demolished for housing or other developments. In other words, 106 ex-school premises were under EDB with 29 not being used.

Among these 29 premises under EDB's purview, as at end December 2015, four have been referred to PlanD for consideration of suitable alternative uses in accordance with the above-mentioned central clearing house mechanism; 14 have been reused or reallocated/ planned for educational use, nine are earmarked for educational use; and the remaining two premises which are on private land require further discussion between EDB and relevant departments on the way forward. Detailed breakdown of the 29 VSP are in Table (1) below:

Table (1) – 29 VSP under EDB which were not being used as mentioned in the Audit Report (position as at end-December 2015)

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
A. Four premises that have been referred to PlanD under the Central Clearing House Mechanism				
1	Central and Western	2005/06	1 600	Not Applicable
2	Southern	2004/05	2 400	Not Applicable
3	Wan Chai	2008/09	2 700	Not Applicable
4	Yuen Long	2004/05	2 300	Not Applicable
B. 14 premises that have been reused or reallocated/planned for educational use				
1	Southern	2013/14	3 300#	School Use

2	Southern	2011/12	2 000	Other educational use
3	Wan Chai	2006/07	1 600	School Use
4	Kowloon City	2003/04	3 000	School Use
5	Kwun Tong	2007/08	3 100#	School Use
6	Kwun Tong	2008/09	3 200#	School Use
7	Sham Shui Po	2008/09	1 300	School Use
8	Sham Shui Po	2007/08	1 200	Other educational use
9	Yau Tsim Mong	2006/07	1 200	Other educational use
10	North	2004/05	700	School Use
11	Sha Tin	2009/10	5 200#	School Use
12	Sha Tin	2012/13	6 400	Other educational use
13	Tai Po	2012/13	5 800	School Use
14	Yuen Long	2012/13	3 050	School Use
C. Nine premises earmarked for educational use				
1	Central and Western	2008/09	1 600	School Use
2	Eastern	2010/11	4 300#	School Use
3	Kwun Tong	2011/12	3 700#	School Use
4	Kwun Tong	2010/11	2 900	School Use
5.	Sham Shui Po	2013/14	3 700	School Use
6	Tai Po	1999/00	2 400	School Use
7	Tsuen Wan	2010/11	3 600#	School Use
8	Tuen Mun	2010/11	5 300#	School Use
9	Islands	2006/07	5 800	School Use
D. Two premises which require further discussion				
1	Southern	2012/13	6 000	Not Applicable
2	Kowloon City	2013/14	3 200	Not Applicable

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises is only a rough estimate based on records available to EDB and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the table above.

(3) According to LandsD, regarding the 71 VSP mentioned in the Audit Report the physical possession of which had not been delivered to the Government after cessation of school operation, the land leases of 28 VSP do not contain a cessation/diminution of user clause allowing the Government to re-enter the land after the cessation of school use while the leases of two VSP allow uses other than school use. In other words, the Government does not have a contractual right to re-enter the private land concerned on the ground that the school has ceased operation. For the remaining 41 VSP, 26 are under EDB's purview. EDB and LandsD will co-ordinate with each other in taking action to re-enter the sites if EDB has confirmed that the sites are required for re-allocation for school or other educational uses or in processing applications from the grantees/licencees for alternative uses as appropriate. Information on the district, year of school closure and site area of these 41 VSP provided by LandsD is in Table (2) below:

Table (2) – 41 VSP the physical possession of which had not been delivered to the Government upon cessation of operation of the original use and the land lease of them contains a cessation/diminution of user clause (position as at end-December 2015)

No.	District	School year in which the school ceased operation (Note 1)	Approx. site area (rounded to the nearest hundred m ²) (Note 2)
1	Wong Tai Sin	2008/09	2 000 *
2	North	2005/06	7 700 *
3	North	2006/07	16 100 *
4	North	2008/09	6 900 *
5	North	2006/07	900 *
6	North	2006/07	4 100 *
7	North	2007/08	7 800 *
8	Tai Po	1996/97	3 500 *
9	Tai Po	1996/97	1 100 *
10	Tai Po	1995/96	2 700 *
11	Tuen Mun	2005/06	1 900 *
12	Tuen Mun	2006/07	4 500 *
13	Islands	2003/04	200 *
14	Islands	2003/04	500 *
15	Islands	2006/07	Southern portion: 1 700 * Northern portion: 1 800 *
16	Central and Western	2001/02	1 000

No.	District	School year in which the school ceased operation (Note 1)	Approx. site area (rounded to the nearest hundred m ²) (Note 2)
17	Eastern	2007/08	6 500
18	Southern	2011/12	2 000
19	Southern	2004/05	1 500
20	Wan Chai	2004/05	11 200
21	Wan Chai	2000/01	2 100
22	Wan Chai	2006/07	3 000
23	Wan Chai	2006/07	2 000
24	Kowloon City	2007/08	400
25	Kowloon City	2008/09	1 200
26	Kowloon City	2012/13	2 300
27	Kowloon City	2008/09	1 200
28	Kowloon City	2008/09	1 700
29	Kowloon City	2013/14	3 200
30	Sham Shui Po	2008/09	1 300
31	Sham Shui Po	2007/08	1 300
32	Sham Shui Po	2006/07	1 900
33	Sham Shui Po	2006/07	4 600
34	Yau Tsim Mong	2005/06	1 000
35	Yau Tsim Mong	2010/11	1 100
36	North	2006/07	2 800
37	Sai Kung	2008/09	41 300
38	Sha Tin	2012/13	6 400
39	Sha Tin	2008/09	5 000
40	Tai Po	2011/12	3 100
41	Islands	2007/08	6 200

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises marked with * is only a rough estimate provided by PlanD. The site area of other school premises is a rough estimate based on records available to EDB and the figures are rounded to the nearest hundred m² and for reference only.

Note 3: Table (2) did not include a school premises located in Southern District (which ceased operation in the 2012/13 school year with approximate site area being 6 000 m²) which is required to be surrendered under the service agreement though its land lease does not contain a cessation/diminution of user clause. However, due to some technical problems, EDB would need to further discuss with relevant departments on the feasible way forward.

EDB and LandsD have agreed on the mechanism and procedures for handling VSP, including VSP on sites where the leases provide the Government with the rights to re-enter after cessation/diminution of school use, and will strengthen communication and co-ordination under the mechanism in order to optimise the use of VSP as early as possible. LandsD will, as appropriate, continue to take suitable actions to recover possession of VSP on sites for which there is a cessation/diminution of user clause in the land lease and VSP held on government land licences. For VSP located on private land which EDB considers are required for re-allocation for school or other educational uses but the school sponsoring body refuses to surrender the site, EDB will liaise with LandsD on how to recover possession of the land as far as practicable in accordance with the provisions of the relevant contracts (including land leases, tenancy agreements or service agreements). In all such cases, the Government must act in accordance with the contracts concerned. Besides, recovering possession of land by exercising the right conferred by the contract may not be the only way to make gainful use of the land. Each case will need to be assessed on its own merits.

- End -

CONTROLLING OFFICER'S REPLY

EDB362

(Question Serial No. 4752)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. The Education Bureau (EDB) has, starting from the 2014/15 school year, earmarked provision per year to step up the education support for non-Chinese speaking students in learning the Chinese Language through, among others, facilitating schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework". Please set out, by item, the expenditure and the number of schools and students benefiting from the efforts.
2. Has the Administration developed quantitative standards for evaluating the effectiveness and progress of the above efforts? If yes, please provide details by item.

Asked by: Hon MA Fung-kwok (Member Question No. 55)

Reply:

- (1) The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools and the creation of an inclusive learning environment in schools. The related support measures, estimated expenditure, number of schools and students benefited in the 2015/16 school years are tabulated at Annex.
- (2) The support measures would be reviewed on an on-going basis in light of all relevant consideration, including the findings under the research framework drawn up in light of advice from research and language experts. As regards the "Learning Framework", EDB has consulted teachers and language experts when formulating it and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. We will be reviewing the "Learning Framework", especially the supporting materials, on an on-going basis and refine them in due course after consolidating different views and collecting learning and teaching experience in different school context. At the curriculum level, the "Learning Framework" would be reviewed, as appropriate, at an interval of 3 years, when a cycle of learning at each Key Stage (e.g. Primary 1 - 3, Primary 4 - 6, Secondary 1 - 3) has been completed. Besides, in the area of school-based professional support, feedback is being collected regarding our collaboration on student learning, teacher development and school development. EDB will, based on the research framework, continue to collect and analyse data to evaluate the effectiveness of the support measures for NCS students to ensure the quality of the support measures and refine individual measures where appropriate.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2015/16 school year**

Measures	Estimated expenditure in the 2015/16 school year (\$ million)	Number of schools / students benefited in the 2015/16 school year
<p>Enhanced funding support has been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools.</p> <p>Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.</p>	223.9	<ul style="list-style-type: none"> - About 8 330 NCS students in 112 primary schools; 8 120 NCS students in 85 secondary schools; and 300 NCS students in 25 special schools - About 140 NCS students in 34 primary schools; 180 NCS students in 48 secondary schools; and 20 NCS students in 9 special schools
Enhanced school-based professional support for schools, including the University-school Support Programme financed by the Education Development Fund	Note 1	About 8 150 NCS students in 97 schools
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note 1	Note 2
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	Note 2
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7	About 970 NCS students

<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.6	About 1 650 NCS students and 240 NCS parents in 33 primary schools
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.9	Note 3
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	2.09	About 1 540 NCS students

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The “Learning Framework” is applicable to all public sector primary and secondary schools and Direct Subsidy Scheme schools offering the local curriculum which admit NCS students. Similarly, all teachers teaching the Chinese language to NCS students can join the professional development programmes. In the 2015/16 school year, there are about 610 schools (including 330 primary schools and 280 secondary schools) admitting about 17 700 NCS students (8 900 at primary level and 8 800 at secondary level); and 49 special schools admitting about 360 NCS students.
3. For 2016-18 cohort, since application from schools is still in progress, the number of NCS students applying for the courses of Applied Learning Chinese (for NCS students) is not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB363

(Question Serial No. 4758)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Will the Education Bureau/University Grants Committee (UGC) provide information on 2011 to 2015:

- (a) the numbers of programmes, places, students, graduates, the average amount of tuition fees paid by each graduate for completing the programme for the respective academic year as well as the average annual salary of graduates from self-financing associate degree programmes (please provide a breakdown by institution and programme category);
- (b) the numbers of programmes, places, students, graduates, the average amount of tuition fees paid by each graduate for completing the programme for the respective academic year as well as the average annual salary of graduates from self-financing higher diploma programmes (please provide a breakdown by institution and programme category);
- (c) the numbers of programmes, places, students, graduates, the average amount of tuition fees paid by each graduate for completing the programme for the respective academic year as well as the average annual salary of graduates from self-financing undergraduate programmes (please provide a breakdown by institution and programme category).

Asked by: Hon MA Fung-kwok (Member Question No. 61)

Reply:

(a), (b) and (c)

The number of full-time locally-accredited self-financing sub-degree and undergraduate programmes, their estimated intakes, enrolment and average annual tuition fees by institution from the 2011/12 to 2015/16 academic years are set out at **Annex A**. The number of graduates of full-time locally-accredited self-financing sub-degree and undergraduate programmes are only available from the 2010/11 to 2013/14 academic years and are set out at **Annex B**. The average annual salaries of graduates of full-time locally-accredited self-financing sub-degree programmes by institution are only available from 2011 to 2014 and are set out at **Annex C**. We do not have readily available information on the average salary of graduates from self-financing undergraduate programmes. Besides, we do not have the breakdown of all the above figures by subject.

**Number of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes
by Institution from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year		2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year	
	Number of Programmes		Number of Programmes		Number of Programmes		Number of Programmes		Number of Programmes	
	Sub-degree	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate
Caritas Bianchi College of Careers	3	-	4	-	4	-	4	-	4	-
Caritas Institute of Community Education	-	-	-	-	-	-	2	-	6	-
Caritas Institute of Higher Education	6	1	6	1	6	3	6	4	6	5
Centennial College	-	-	-	2	-	2	-	2	-	2
Chu Hai College of Higher Education	-	10	-	11	-	11	-	11	-	15
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	38	-	36	-	36	-	36	-	34	-
Gratia Christian College	-	-	-	-	-	-	-	-	-	3
Hang Seng Management College	1	4	1	5	1	5	1	10	-	11
HKCT Institute of Higher Education	-	-	-	-	-	-	-	1	-	1
HKU SPACE Po Leung Kuk Stanley Ho Community College	19	-	19	-	22	-	23	-	23	-
Hong Kong Adventist College	-	-	1	-	1	-	-	-	-	-
Hong Kong Art School	2	-	2	1	2	1	2	1	2	1
Hong Kong Baptist University and its School of Continuing Education and College of International Education	25	-	25	-	28	-	30	1	34	1
Hong Kong College of Technology	11	-	22	-	23	-	22	-	17	-
Hong Kong Institute of Technology	2	2	3	6	3	5	3	5	4	5
Hong Kong Nang Yan College of Higher Education	-	-	3	-	4	-	4	2	3	4
Hong Kong Shue Yan University	-	12	-	12	-	12	-	12	-	12
Kaplan Business and Accountancy School	-	-	1	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	33	-	44	-	39	-	35	-	17	-
Pui Ching Academy	-	-	2	-	4	-	-	-	-	-
Sacred Heart Canossian College of Commerce	1	-	1	-	-	-	-	-	-	-
SCAD Foundation(Hong Kong) Limited	-	8	-	8	-	13	-	13	-	13
School of Continuing and Professional Studies, The Chinese University of Hong Kong	26	-	28	-	30	-	32	-	27	-
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	21	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	10	5	4	5	3	6	4	7	2	7
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	35	-	36	-	35	-	35	-	35	-
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	1	-	1

Institution	2011/12 Academic Year		2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year	
	Number of Programmes		Number of Programmes		Number of Programmes		Number of Programmes		Number of Programmes	
	Sub-degree	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate
The Open University of Hong Kong - Proper and Li Ka Shing Institute of Professional and Continuing Education	9	29	9	34	10	29	16	33	23	28
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	28	-	27	1	32	4	35	4	29	4
Tung Wah College	1	1	3	5	4	6	3	6	2	6
Vocational Training Council	38	-	32	6	32	9	28	12	26	16
Yew Chung Community College	1	-	3	-	3	-	4	-	1	-
YMCA College of Careers	-	-	3	-	3	-	2	-	4	-

Notes:

[1] Excludes sub-degree programmes provided under the old academic structure.

“-” Denotes no related programmes were offered.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes
by Institution from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year		2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year	
	Estimated Intakes		Estimated Intakes		Estimated Intakes		Estimated Intakes		Estimated Intakes	
	Sub-degree	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate ^[2]
Caritas Bianchi College of Careers	440	-	340	-	400	-	290	-	270	-
Caritas Institute of Community Education	-	-	-	-	-	-	60	-	296	-
Caritas Institute of Higher Education	313	240	360	480	400	360	340	660	300	360
Centennial College	-	-	-	400	-	240	-	320	-	440
Chu Hai College of Higher Education	-	665	-	1 450	-	725	-	880	-	1 030
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 830	-	3 525	-	3 500	-	3 600	-	2 500	-
Gratia Christian College	-	-	-	-	-	-	-	-	-	180
Hang Seng Management College	150	480	200	1 295	140	801	140	1 513	-	1 282
HKCT Institute of Higher Education	-	-	-	-	-	-	-	20	-	25
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 465	-	1 591	-	2 040	-	2 000	-	1 900	-
Hong Kong Adventist College	-	-	40	-	40	-	-	-	-	-
Hong Kong Art School ^[3]	55	-	55	65	55	65	80	65	80	65
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 985	-	3 090	-	2 055	-	1 957	120	1 993	120
Hong Kong College of Technology	580	-	945	-	1 030	-	1 005	-	375	-
Hong Kong Institute of Technology	280	140	460	140	662	210	300	250	300	100
Hong Kong Nang Yan College of Higher Education	-	-	300	-	300	-	90	120	90	120
Hong Kong Shue Yan University	-	1 200	-	1 314	-	1 500	-	1 323	-	1 283
Kaplan Business and Accountancy School	-	-	160	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 800	-	2 880	-	2 000	-	1 665	-	680	-
Pui Ching Academy	-	-	120	-	150	-	260	-	-	-
Sacred Heart Canossian College of Commerce	160	-	160	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	-	228	-	175	-	225	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 093	-	1 420	-	1 650	-	1 500	-	1 400	-
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	619	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	870	325	285	271	250	355	226	380	126	379
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	3 742	-	4 500	-	4 000	-	4 000	-	3 640	-
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 045	1 064	420	1 353	740	371	1 035	1 796	1 440	1 810

Institution	2011/12 Academic Year		2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year	
	Estimated Intakes		Estimated Intakes		Estimated Intakes		Estimated Intakes		Estimated Intakes	
	Sub-degree	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate ^[2]
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 068	-	3 901	-	4 220	35	4 220	50	3 500	120
Tung Wah College	200	200	250	710	300	710	200	710	150	710
Vocational Training Council	3 450	-	5 510	210	5 056	495	3 740	660	3 030	930
Yew Chung Community College	20	-	220	-	420	-	180	-	120	-
YMCA College of Careers	-	-	105	-	40	-	90	-	90	-

Notes:

[1] Excludes sub-degree programmes provided under the old academic structure.

[2] Figures include subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors.

[3] The estimated intakes for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there were no student intakes for part-time programmes.

“-” Denotes no relevant programmes were offered.

**Enrolment of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes
by Institution from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year		2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year	
	Enrolment		Enrolment		Enrolment		Enrolment		Enrolment ⁽¹⁾	
	Sub-degree	Undergraduate	Sub-degree ⁽²⁾	Undergraduate	Sub-degree ⁽²⁾	Undergraduate	Sub-degree ⁽²⁾	Undergraduate	Sub-degree ⁽²⁾	Undergraduate
Caritas Bianchi College of Careers	515	-	493	-	394	-	373	-	322	-
Caritas Institute of Community Education	-	-	-	-	-	-	36	-	98	-
Caritas Institute of Higher Education	606	8	588	70	544	73	419	307	366	283
Centennial College	-	-	-	231	-	341	-	411	-	458
Chu Hai College of Higher Education	-	1 248	5	1 770	1	1 663	-	1 671	-	1 503
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	6 742	6	6 682	2	6 591	1	5 489	1	5 566	-
Gratia Christian College	-	-	-	-	-	-	-	-	-	52
Hang Seng Management College	276	977	432	2 607	410	3 260	206	4 182	94	4 550
HKCT Institute of Higher Education	-	-	-	-	-	-	-	@	-	0
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 641	-	4 382	-	3 783	-	2 371	-	2 283	-
Hong Kong Adventist College	-	-	1	-	1	-	-	-	-	-
Hong Kong Art School	102	-	133	68	128	126	111	138	93	132
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 872	-	5 051	-	4 496	-	3 500	132	3 569	256
Hong Kong College of Technology	962	-	829	-	864	-	620	-	507	-
Hong Kong Institute of Technology	669	375	977	461	1 063	111	589	320	429	369
Hong Kong Nang Yan College of Higher Education	-	-	12	-	29	-	20	8	19	31
Hong Kong Shue Yan University	-	4 802	-	4 868	-	5 156	-	5 093	-	5 112
Kaplan Business and Accountancy School	-	-	14	-	14	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	3 100	-	5 152	-	4 530	-	1 684	-	1 106	-
Pui Ching Academy	-	-	-	-	3	-	2	-	-	-
Sacred Heart Canossian College of Commerce	110	-	223	-	92	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	263	-	297	-	492	-	577	-	545
School of Continuing and Professional Studies, The Chinese University of Hong Kong	3 341	-	3 666	-	2 814	-	2 197	-	2 168	-
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	1 266	-	793	-	-	-	-	-	-	-
The Hong Kong Institute of Education	696	390	635	618	448	891	361	1 004	294	1 251
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	7 887	28	8 371	11	7 685	-	6 786	-	6 822	-
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	41	-	88
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 039	3 871	981	4092	1 120	4 664	1 466	5 322	1 286	6 037
The University of Hong Kong - HKU SPACE & HKU	5 774	-	8 392	12	7 289	64	5 508	164	5 381	182

Institution	2011/12 Academic Year		2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year	
	Enrolment		Enrolment		Enrolment		Enrolment		Enrolment ^[1]	
	Sub-degree	Undergraduate	Sub-degree ^[2]	Undergraduate	Sub-degree ^[2]	Undergraduate	Sub-degree ^[2]	Undergraduate	Sub-degree ^[2]	Undergraduate
SPACE Community College										
Tung Wah College	274	35	522	495	472	907	264	1 145	220	1 393
Vocational Training Council	11 872	-	10 242	268	9 120	760	7 551	1 377	6 619	2 029
Yew Chung Community College	17	-	70	-	92	-	104	-	185	-
YMCA College of Careers	-	-	48	-	63	-	32	-	69	-

Notes:

[1] Denotes the provisional figures as at end December 2015. The final actual enrolment may vary

[2] Excludes sub-degree programmes provided under the old academic structure.

“-” Indicates that no relevant programmes were offered by the institutions.

@ Figures not provided by institution due to incomplete enrolment cycle.

Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes by Institution from the 2011/12 to 2015/16 Academic Years

Institution	Average Annual Tuition Fee (\$)									
	2011/12 Academic Year		2012/13 Academic Year ^[1]		2013/14 Academic Year ^[1]		2014/15 Academic Year ^[1]		2015/16 Academic Year ^[1]	
	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree	Undergraduate
Caritas Bianchi College of Careers	45,473 - 50,790	-	49,045 - 53,840	-	51,015 - 56,540	-	51,800 - 57,705	-	54,000 - 60,500	-
Caritas Institute of Community Education	-	-	-	-	-	-	48,500	-	46,000 - 48,500	-
Caritas Institute of Higher Education	45,160 - 49,495	54,715	49,045 - 52,750	57,230	51,015 - 55,390	60,095 - 61,903	51,800 - 56,235	64,023 - 89,100	54,000 - 58,500	66,250 - 94,050
Centennial College	-	-	-	87,000	-	87,000	-	87,000	-	94,000
Chu Hai College of Higher Education	-	53,000	-	55,000	-	53,429 - 61,500	-	65,000 - 65,833	-	68,500 - 69,333
City University of Hong Kong and its School of Continuing and Professional Education ^[2] and Community College of City University	36,000 - 53,100	-	47,250 - 56,250	-	47,250 - 56,250	-	47,250 - 56,250	-	47,250 - 56,250	-
Gratia Christian College	-	-	-	-	-	-	-	-	-	62,500
Hang Seng Management College	40,000	62,500	45,000	63,500	48,000	66,500	49,500	69,000	-	77,250
HKCT Institute of Higher Education	-	-	-	-	-	-	-	64,750	-	64,750
HKU SPACE Po Leung Kuk Stanley Ho Community College	42,800 - 49,800	-	51,150	-	52,500	-	52,500	-	55,000	-
Hong Kong Adventist College	-	-	39,600	-	-	-	-	-	-	-
Hong Kong Art School ^[2]	40,500	-	43,000	77,522	45,000	81,400	46,500	81,400	48,000	84,000
Hong Kong Baptist University and its School of Continuing Education and College of International Education	36,000 - 50,000	-	48,750 - 58,720	-	48,750 - 66,978	-	47,250 - 55,000	58,720	47,250 - 55,000	58,720
Hong Kong College of Technology	36,895 - 40,800	-	41,000 - 49,480	-	43,740 - 51,600	-	47,100 - 54,120	-	47,100 - 54,120	-
Hong Kong Institute of Technology ^[2]	32,400 - 42,120	42,120 - 43,080	35,800	42,120 - 45,000	37,400	45,000	42,000	57,533	42,000 - 65,000	58,800
Hong Kong Nang Yan College of Higher Education	-	-	38,000	-	38,000	-	38,000	60,000	40,000	63,000 - 69,000
Hong Kong Shue Yan University	-	55,000	-	55,000	-	55,000	-	60,000	-	60,000
Kaplan Business and Accountancy School	-	-	48,000	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	35,000 - 50,000	-	43,800 - 50,000	-	43,800 - 50,000	-	43,800 - 50,000	-	48,000 - 52,500	-
Pui Ching Academy	-	-	39,000	-	41,000	-	41,000 - 44,000	-	-	-
Sacred Heart Canossian College of Commerce	41,400	-	43,700	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art	-	253,460	-	266,939	-	279,755	-	282,215	-	287,856

Institution	Average Annual Tuition Fee (\$)									
	2011/12 Academic Year		2012/13 Academic Year ^[1]		2013/14 Academic Year ^[1]		2014/15 Academic Year ^[1]		2015/16 Academic Year ^[1]	
	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree	Undergraduate
and Design, Inc. ^[2]										
School of Continuing and Professional Studies, The Chinese University of Hong Kong ^[2]	40,333 - 49,150	-	42,000 - 49,150	-	45,225 - 49,810	-	45,140 - 57,375	-	46,575 - 69,700	-
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	47,000 - 50,000	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	31,800 - 46,800	78,000 - 85,866	41,800 - 46,800	72,000 - 77,500	48,100	72,000 - 80,000	48,100 - 65,000	72,000 - 84,000	48,100	75,000 - 84,000
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	39,600 - 52,470	-	49,200 - 54,120	-	50,400 - 55,440	-	50,400 - 55,440	-	50,400 - 55,440	-
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	247,759	-	251,649
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education ^[2]	34,500 - 54,337	46,750 - 62,910	43,000 - 55,800	49,600 - 62,000	45,000 - 66,365	52,000 - 65,000	48,000 - 72,700	54,600 - 68,250	51,000 - 72,900	60,060 - 111,800
The University of Hong Kong - HKU SPACE & HKU SPACE Community College ^[2]	42,800 - 59,000	-	52,500 - 62,000	57,200	52,500 - 72,000	59,200	52,500 - 72,000	48,000	55,000 - 75,500	50,000
Tung Wah College	80,300	66,000	52,500 - 79,200	66,000 - 99,200	52,500 - 79,200	66,000 - 108,800	52,500 - 76,250	66,000 - 108,800	60,000 - 76,250	68,100 - 115,600
Vocational Training Council ^[2]	42,000 - 44,800	-	46,500 - 47,750	66,150 - 75,900	46,500 - 47,750	66,150 - 75,900	48,600 - 49,800	66,000 - 79,200	51,200 - 52,400	68,640 - 82,500
Yew Chung Community College	40,000 - 51,000	-	53,550	-	60,500	-	63,150 - 63,650	-	64,900	-
YMCA College of Careers	-	-	43,000	-	44,250	-	46,000	-	43,200 - 46,000	-

Notes:

[1] Tuition fee information does not include the sub-degree programmes provided under the old academic structure.

[2] Institutions providing locally-accredited non-local first-year-first-degree and/or top-up degree programmes.

"-" Denotes no related programmes were offered.

**Number of Graduates of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes
by Institution from the 2010/11 to 2013/14 Academic Years**

Institution	2010/11 Academic Year		2011/12 Academic Year		2012/13 Academic Year		2013/14 Academic Year	
	Graduates		Graduates		Graduates		Graduates	
	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree ⁽¹⁾	Undergraduate	Sub-degree ⁽¹⁾	Undergraduate
Caritas Bianchi College of Careers	136	-	144	-	228	-	121	-
Caritas Institute of Higher Education	210	-	187	0	186	24	262	27
Centennial College	-	-	-	-	-	0	-	39
Chu Hai College of Higher Education	39	251	24	290	4	304	0	278
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	2 662	23	2 703	1	2 859	4	2 965	0
Hang Seng Management College	136	0	140	0	94	12	254	416
HKU SPACE Po Leung Kuk Stanley Ho Community College	580	-	753	-	1 309	-	2 370	-
Hong Kong Adventist College	-	-	-	-	0	-	0	-
Hong Kong Art School	40	-	49	-	43	0	72	48
Hong Kong Baptist University and its School of Continuing Education and College of International Education	743	-	1 136	-	1 509	-	2 427	-
Hong Kong College of Technology	250	-	240	-	217	-	388	-
Hong Kong Institute of Technology	104	94	108	70	233	0	239	96
Hong Kong Nang Yan College of Higher Education	-	-	-	-	0	-	9	-
Hong Kong Shue Yan University	-	1 138	-	1 148	-	1 131	-	1 190
Kaplan Business and Accountancy School	-	-	-	-	0	-	14	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	327	-	553	-	895	-	2 867	-
Pui Ching Academy	-	-	-	-	-	-	0	-
Sacred Heart Canossian College of Commerce	-	-	0	-	104	-	0	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	-	-	3	-	5	-	44
School of Continuing and Professional Studies, The Chinese University of Hong Kong	789	-	919	-	1 484	-	1 597	-
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	241	-	344	-	0	-	-	-
The Hong Kong Institute of Education	113	29	180	38	185	36	264	220
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	2 499	24	3 260	0	3 550	38	3 669	30
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	20	1 362	137	1 365	172	1 486	405	1 424
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 195	-	1 978	-	2 562	0	3 976	127
Tung Wah College	-	-	0	0	195	0	205	0
Vocational Training Council	4 093	-	4 280	-	3 980	0	4 467	0

Institution	2010/11 Academic Year		2011/12 Academic Year		2012/13 Academic Year		2013/14 Academic Year	
	Graduates		Graduates		Graduates		Graduates	
	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree ^[1]	Undergraduate	Sub-degree ^[1]	Undergraduate
Yew Chung Community College	6	-	2	-	3	-	44	-
YMCA College of Careers	-	-	-	-	0	-	40	-

Notes:

[1] Excludes sub-degree programmes provided under the old academic structure.

“-” Indicates that no relevant programmes were offered by the institutions.

**Average Annual Salary of Graduates from the Self-financing Sub-degree Programmes
from 2011 to 2014**

Institution	Average annual salary (\$)			
	2011	2012	2013	2014
Caritas Bianchi College of Careers	103,537	120,776	123,628	208,167
Caritas Institute of Higher Education	143,454	157,502	159,349	159,714
Chu Hai College of Higher Education	116,000	128,000	@	-
City University of Hong Kong	118,392	124,236	132,420	140,911
Hang Seng Management College	116,000	115,000	123,696	144,048
HKU SPACE Po Leung Kuk Stanley Ho Community College	115,671	117,383	122,969	128,420
Hong Kong Art School	108,888	132,666	127,950	139,636
Hong Kong Baptist University	117,915	135,090	141,347	146,067
Hong Kong College of Technology	114,928	111,761	131,322	145,119
Hong Kong Institute of Technology	@	@	@	139,632
Hong Kong Nang Yan College of Higher Education	-	-	-	114,000
Lingnan University	115,399	121,984	122,906	126,111
Sacred Heart Canossian College of Commerce	-	121,984	114,000	-
The Chinese University of Hong Kong	112,837	113,896	121,915	126,564
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	116,182	-	-	-
The Hong Kong Institute of Education	N.A.	137,105	144,457	153,673
The Hong Kong Polytechnic University	107,127	113,221	116,375	124,000
The Open University of Hong Kong	127,563	201,179	200,694	203,556
The University of Hong Kong	113,517	116,362	122,624	135,222
Tung Wah College	-	-	N.A.	224,016
Vocational Training Council	109,068	115,639	124,300	134,100
Yew Chung Community College	@	@	@	120,000
YMCA College of Careers	-	-	-	139,000
All institutions	103,537 - 143,454	111,761 - 201,179	114,000 - 200,694	114,000 - 224,016

Notes :

Figures are based on the respondents of the Graduates Survey conducted by institutions, who were in employment at that time.

“-” denotes no sub-degree graduates in the year.

“@” denotes that all graduates articulated to further studies and thus not in employment.

“N.A.” denotes information not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB364****(Question Serial No. 4761)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please give a breakdown, by age group (under 30, 30-40, 41-50 and 51-60), of the wastage rates and numbers of primary and secondary teachers in government, subsidised, private and Direct Subsidy Scheme (DSS) schools in 2015/16.
2. Please give a breakdown, by class level, of the numbers of primary and secondary students who left school in government, subsidised, private and DSS schools in the past 3 years.

Asked by: Hon MA Fung-kwok (Member Question No. 64)

Reply:

- (1) The number of primary and secondary school teachers and the wastage rate in government, aided, caput (secondary only), private and Direct Subsidy Scheme (DSS) schools by age group for the 2015/16 school year are as follows.

Primary Schools (Government, Aided, Private and DSS)

2015/16 (Estimate)	Government		Aided		Private		DSS	
Age Group	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)
< 30	120	10.8	2 920	7.5	370	10.4	360	12.6
30 – 40	380	4.1	7 290	2.6	740	6.7	610	7.1
41 – 50	710	2.8	5 210	2.7	430	4.4	190	4.0
51 – 60	270	7.1	2 480	10.1	160	8.5	70	13.9

Secondary Schools (Government, Aided, Caput, Private and DSS)

2015/16 (Estimate)	Government		Aided		Caput		Private		DSS	
Age Group	No. of Teachers*	Wastage Rate [^] (%)	No. of Teachers*	Wastage Rate [^] (%)	No. of Teachers*	Wastage Rate [^] (%)	No. of Teachers*	Wastage Rate [^] (%)	No. of Teachers*	Wastage Rate [^] (%)
< 30	170	15.7	2 680	8.5	10	14.3	80	11.4	900	8.6
30 – 40	360	8.6	7 490	3.0	40	8.9	230	13.8	1 900	5.2
41 – 50	700	2.5	7 060	1.8	30	5.7	80	13.1	750	4.8
51 – 60	420	12.5	3 850	10.1	20	12.0	50	0.0	430	8.4

* Numbers are rounded to the nearest 10.

[^] “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers concerned as at mid-September of the preceding school year. “Drop-out teacher” refers to the teachers who had served in a school as at mid-September of the preceding school year but no longer served in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

- (2) The Education Bureau does not compile statistics on the numbers of primary and secondary students who left school in government, subsidised, private and DSS schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB365

(Question Serial No. 4762)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please advise the numbers and proportions of local, mainland, Taiwan and overseas students who studied in international schools, including the English Schools Foundation, with a breakdown by primary and secondary schools and special education, as well as the numbers and proportions of students of the top 5 countries or regions in 2015/16;
2. As stated in last year's reply (EDB481), the Bureau commissioned a new round of the study in October 2014 to better understand the demand for school places in the next few years. According to the result of the study, is the current supply of international schools in Hong Kong considered sufficient?

Asked by: Hon MA Fung-kwok (Member Question No. 65)

Reply:

1. The number of local and non-local students in international primary, secondary and special schools and the breakdown of the non-local students by top five nationalities in the 2015/16 school year are tabulated at the **Appendix**.
2. Further to the consultancy study completed in end 2012, we commissioned a new round of the study in October 2014 to update the latest provision of international school places at primary and secondary levels in the territory and to project the supply and demand in the next few years. The study will collect views through surveys from international schools and the business sector as well as the international community in order to have a broader understanding of the concerns of different stakeholders. Such information, coupled with the past trends of demand for international school places and the forecast changes in economic growth, would be useful reference for projecting the demand from overseas families coming to Hong Kong for work or investment. The study is expected to complete by mid-2016.

**Number of Local and Non-local Students (Chinese or Others) Enrolled in
International Primary, Secondary and Special Schools in 2015/16 School Year**
(based on the student enrolment survey conducted in September 2015)

Primary Schools

	Students	%
Local	4 158	20.3%
Non-local Chinese	784	3.8%
Non-local Others	15 497	75.8%
Total	20 439	100.0%

Secondary Schools

	Students	%
Local	2 931	17.7%
Non-local Chinese	817	4.9%
Non-local Others	12 782	77.3%
Total	16 530	100.0%

Special School

	Students	%
Local	11	16.4%
Non-local Chinese	0	0.0%
Non-local Others	56	83.6%
Total	67	100.0%

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in the Hong Kong Special Administrative Region) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.
- (2) Non-local Chinese students refer to students who hold Chinese nationality and do not have right of abode in Hong Kong (e.g. Mainlanders, Macaoese and Taiwanese). There is no further breakdown on the number of students with Chinese nationality.
- (3) Figures of primary and secondary schools include students studying in English Schools Foundation (ESF) schools and other private international schools but not the special school operated by ESF.
- (4) Figures of special school refer to the special school operated by ESF.
- (5) Figures refer to position as at September 2015.

**Number of Non-local Students by Top 5 Nationality Enrolled in
International Primary, Secondary and Special Schools in 2015/16 School Year
(based on the student enrolment survey conducted in September 2015)**

Primary Schools

Rank	Nationality	Students	% to overall students
1	British	3 045	14.9%
2	American	2 232	10.9%
3	Australian	2 033	9.9%
4	Canadian	1 584	7.7%
5	Japanese	1 246	6.1%

Secondary Schools

Rank	Nationality	Students	% to overall students
1	British	2 789	16.9%
2	American	1 857	11.2%
3	Canadian	1 566	9.5%
4	Australian	1 192	7.2%
5	French	996	6.0%

Special School

Rank	Nationality	Students	% to overall students
1	British	20	29.9%
2	American	8	11.9%
3	Australian	6	9.0%
4	Indian	4	6.0%
5	Canadian	3	4.5%
5	New Zealander	3	4.5%

Notes:

- (1) Nationality refers to issuing country of the passport.
- (2) British National (Overseas) Passport holders are excluded from British students.
- (3) Figures of primary and secondary schools include students studying in English Schools Foundation (ESF) schools and other private international schools but not the special school operated by ESF.
- (4) Figures of special school refer to the special school operated by ESF.
- (5) Figures refer to position as at September 2015.

– End –

CONTROLLING OFFICER'S REPLY

EDB366

(Question Serial No. 4765)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the statement “continue to take measures to encourage the UGC-funded institutions to strengthen their pursuits of the initiatives of internationalisation and engagement with the Mainland” under Matters Requiring Special Attention in 2016-17, will the Administration advise on the following:

1. the numbers of Hong Kong students attending higher education institutions in the Mainland and those who have returned to Hong Kong to work or pursue further study (postgraduate programmes) upon graduation in the past year;
2. the number of applications for assessment of academic qualifications obtained in the Mainland that the Hong Kong Council for Accreditation of Academic and Vocational Qualifications received in the past year; and among such applications, the percentages of cases in which the qualifications concerned were formally recognised and those which were not;
3. the latest progress in mutual recognition and articulation of professional qualifications such as medical practitioners, Chinese medicine practitioners, dentists, pharmacists, rehabilitation therapists, nurses, specialists, architects, accountants and social workers?

Asked by: Hon MA Fung-kwok (Member Question No. 68)

Reply:

1. The Government does not maintain records of the number of Hong Kong students pursuing studies in the Mainland and those who have returned to Hong Kong to work or pursue further study upon graduation. Nevertheless, according to the information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying in Mainland higher education institutions and research institutes was 15 483 as at October 2015.
2. In 2015-16 (as at 29 February 2016), the number of qualifications assessments made by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications in response to applications submitted by holders of Mainland qualifications is 717, in which 98.9% of the qualifications concerned were assessed as comparable to the level of their counterparts in Hong Kong.
3. Hong Kong and the Mainland are committed to enhancing mutual recognition of professional qualifications and the access of Hong Kong professional services to the Mainland market under the framework of the Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA). The Government also encourages professional bodies of both sides to pursue mutual recognition of professional qualifications and to foster exchanges among professional and technical talents. In respect of the professions mentioned, the latest development is summarised below:

Medical and Health Sector

At present, there is no mutual recognition for Medical and Health Sector between Hong Kong and Mainland. Specialist doctors (including medical practitioners, Chinese medicine practitioners and dentists) who are Hong Kong permanent residents with Chinese citizenship are allowed to apply for and obtain the Mainland's "medical practitioner's qualification certificates" through accreditation. On the other hand, eligible registered medical practitioners, Chinese medicine practitioners, dentists and pharmacists may sit the Mainland's qualification examination. Furthermore, twelve types of statutory healthcare professionals (namely medical practitioners, Chinese medicine practitioners, dentists, pharmacists, nurses, midwives, medical laboratory technologies, occupational therapists, optometrists, radiographers, physiotherapists and chiropractors) who are registered to practise in Hong Kong are allowed to provide short-term services in the Mainland without the need to sit the examinations in the Mainland. Under the Agreement on Trade in Services signed under the framework of CEPA, Hong Kong permanent residents are allowed to apply for registration as practising pharmacists in accordance with the relevant Mainland's regulations.

Architects / Construction Sector

For Construction Sector, Estate Surveyors, Architects, Structural Engineers, Planners, Quantity Surveyors and Building Surveyors have reached mutual recognition agreements under CEPA.

Accountant

Under the framework of CEPA, qualified members of the Hong Kong Institute of Certified Public Accountants enjoy exemption from certain examination papers when they apply for Mainland's certified public accountant uniform examination.

Social Worker

The Social Workers Registration Board, being the registration authority of social workers in Hong Kong, does not have any plan and has not received any formal request for developing mutual recognition of professional qualifications.

- End -

CONTROLLING OFFICER'S REPLY**EDB367****(Question Serial No. 4776)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of Learning Support Grant (LSG), please advise of:

- a. the number of students requiring tier-2 and tier-3 support, the amount of subsidy per student and the total expenditure in the 2015/16 school year;
- b. the number of schools with the grant clawed back by the Education Bureau and the amount involved in the school years of 2012/13, 2013/14 and 2014/15;
- c. further to the above question, has the Administration looked into the reasons for schools not utilising the grant effectively and provided recommendations for improvement? If yes, what are the details?

Asked by: Hon MA Fung-kwok (Member Question No. 80)

Reply:

(a) to (c)

To help schools cater for their students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG). In the 2015/16 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,403 and \$26,806 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support has also been raised to \$160,836. The number of students with SEN studying in public sector primary and secondary schools is 39 470 and the revised estimate on LSG is \$500 million in the 2015/16 school year.

Schools are encouraged to fully utilise, in the respective school year, the LSG provided every year to cater for the needs of their students with SEN. For schools which have accumulated a surplus in excess of 30% of the 12 months' provision of LSG at the end of the respective school year (for aided and caput schools) or financial year (for government schools), the excess surplus will be clawed back. To our understanding, individual schools had underspending leading to claw back at the end of a specific year due to some unexpected difficulties, e.g. time required for employment of additional staff longer than expected, early termination of contract by additional staff, difficulties in hiring appropriate professional services, etc.

The number of schools with LSG clawed back at the end of the 2012/13 and 2013/14 school years (aided and caput schools)/ 2012-13 and 2013-14 financial years (government schools) and the amount of LSG clawed back in the school years/ financial years concerned are tabulated below. As the amount to be clawed back from aided and caput schools for the 2014/15 school year will be confirmed only after the schools'

submission of audited accounts by end of February 2016 and verification by the Education Bureau, we are unable to provide the claw-back information for the 2014/15 school year.

	2012/13 school year (aided & caput schools) / 2012-13 financial year (government schools)	2013/14 school year (aided & caput schools) / 2013-14 financial year (government schools)
No. of schools with LSG clawed back	131	81
LSG claw-back amount (\$ million)	5.33	3.05

Note: The figures denote position as at March 2016.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their support for students with SEN through self-evaluation each year, similar to other school policies and measures. EDB also requires schools to submit a self-evaluation report on the implementation of the Whole School Approach to Integrated Education to EDB at the end of each school year. To further enhance transparency, schools are required to set out how resources are deployed to provide support services for students with SEN and upload such information onto their school websites. Furthermore, with our stepped-up efforts to monitor the utilization of LSG by schools through providing schools with guidelines on the deployment of LSG and claw-back mechanism, conducting regular school visits to advise on the deployment of resources for SEN support, organising experience sharing activities among schools, and issuing reminders to individual schools concerned for making improvement should undesirable situation be detected, the surplus situation of LSG in schools has started to improve in the 2013/14 school year / 2013-14 financial year.

- End -

CONTROLLING OFFICER'S REPLY

EDB368

(Question Serial No. 4777)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Mainland University Study Subsidy Scheme (MUSSS) has been implemented with effect from the 2014/15 academic year to support needy students pursuing studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. Will the Education Bureau advise on the following:

- a. the number of students passing the means test in the 2015/16 academic year (with a breakdown by full rate subsidy and half rate subsidy);
- b. the total expenditure on the MUSSS in the 2015/16 academic year;
- c. the number of students pursuing studies in the Mainland through the MUSSS in the 2015/16 academic year.

Asked by: Hon MA Fung-kwok (Member Question No. 81)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

In the 2015/16 academic year, subsidy was provided to 479 students (including subsidy renewal and newly approved applications), with 304 receiving the full-rate subsidy and the remaining 175 receiving the half-rate subsidy. The total amount of subsidy granted was about \$5.9 million.

According to our understanding, over 3 000 Hong Kong students are admitted to the first year of undergraduate study in the Mainland every year. To provide Hong Kong students with more opportunity to articulate into undergraduate study and ensure that they will not be denied access to higher education due to a lack of means, we have advanced the review of MUSSS as to how to expand its scope to benefit more students studying in the Mainland, including those who are pursuing undergraduate study in those Mainland institutions participating in the Admission Scheme. We plan to brief the Legislative Council Panel on Education in April 2016 on the results of review of the MUSSS and enhancements to be introduced to the scheme starting from the 2016/17 academic year.

The Admission Scheme was introduced in 2012 as a government-to-government initiative whereby Hong Kong students may seek admission to designated Mainland higher education institutions on the basis of their Hong Kong Diploma of Secondary Education examination results, and are thus exempted from taking the Joint Entrance Examination for Universities in the Mainland. The number of students admitted by Mainland institutions under the Admission Scheme in the 2015/16 academic year was 1 444. As regards the number of Hong Kong students pursuing studies in the Mainland through other admission channels, including the Joint Entrance Examination for Universities in the Mainland and the recruitment exercises of individual Mainland Higher Education Institutions, we do not maintain such records. Nevertheless, according to the information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying in Mainland higher education institutions and research institutes was 15 483 as at October 2015.

- End -

CONTROLLING OFFICER'S REPLY

EDB369

(Question Serial No. 4778)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding cross-boundary students, would the Education Bureau advise of the following:

- a. The number of cross-boundary students in the 2015/16 school year (by kindergarten student, primary school student and secondary school student);
- b. The number of cross-boundary students applying for the central allocation in the 2015/16 school year;
- c. The number of school places in the school nets exclusively for cross-boundary students in the 2015/16 school year (by school net);
- d. The number of schools operating classes for Hong Kong students under the Scheme of Classes for Hong Kong Students jointly implemented by Hong Kong and Shenzhen as well as the school fees and enrolments in the 2015/16 school year.

Asked by: Hon MA Fung-kwok (Member Question No. 82)

Reply:

- (a) The number of cross-boundary students (CBS) by school level in the 2015/16 school year is tabulated at Annex A.
- (b) 2714 CBS participated in the Central Allocation stage of the Primary One Admission (POA) 2015 for admission to Primary 1 (P1) in the 2015/16 school year.
- (c) To alleviate the impact of increasing CBS on the demand and supply situation of public sector primary school places in individual districts, notably the North District, the Education Bureau (EDB) has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the POA. In brief, parents of applicant children residing in the Mainland are not required to choose any school net as the applicant child's POA School Net for participation in Part B of the Central Allocation stage. Instead, they are provided with a separate Choice of Schools List for the Central Allocation which consists of all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun : 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen long : 72 (Tin Shui Wai), 74 (Yuen Long East); the North District : 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po : 84) and individual schools in other districts having CBS and are ready and willing to support CBS.

The number of P1 places exclusively for CBS for the Central Allocation of POA 2015 for admission to P1 in the 2015/16 school year by school net is tabulated at Annex B.

- (d) In the 2015/16 school year, 11 minban schools, including two new schools which started operation in this school year, are offering Hong Kong curriculum classes to some 3 100 Hong Kong students residing in Shenzhen under the “Scheme of Classes for Hong Kong Students”. The tuition fees range from RMB7,000 to RMB41,600 per year.

Number of Cross-boundary Students (CBS) by School Level in the 2015/16 School Year

School Level	Number of CBS
Kindergarten (including kindergarten-cum-child care centre)	10 407
Primary school	14 567
Secondary school	3 132

Note:

Figures are based on the annual survey conducted via schools in September 2015 on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts.

**Primary One Places in Choice of Schools List for Central Allocation
for Cross-boundary Students in Primary One Admission (POA) 2015 by School Net
(For Admission to Primary One in the 2015/16 School Year)**

POA School Net	P1 Places
43	150
66	175
70	616
71	201
72	695
74	70
80	112
81	117
83	24
84	152
89	100
98	200

Note:

Figures refer to the position as at January of 2015 when the 2015 Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland) was compiled to facilitate parents to make school choices for the Central Allocation of POA 2015.

- End -

CONTROLLING OFFICER'S REPLY**EDB370****(Question Serial No. 5272)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the Administration provide the following information:

- (1) In the past 3 years, how many civil service posts belonging to the grades of information technology (IT) staff were requested to create by the Education Bureau by seeking approval from the Civil Service Bureau (CSB)? How many of them were approved by the CSB (Please list by department, year and post title)?
- (2) If any of the requests for creating posts belonging to the grades of IT staff had been changed or rejected, what were CSB's justifications?

Asked by: Hon Charles Peter MOK (Member Question No. 46)

Reply:

- (1) The number of civil service posts approved for creation in the grades of information technology (IT) staff (the IT grades include (1) Analyst/Programmer; (2) Computer Operator and (3) Data Processor) in the Education Bureau in the past three years is set out below:

Financial Year	Number of posts approved
2013-14	1
2014-15	1
2015-16	1

- (2) The Government's guiding principles for considering the creation of additional civil service posts are as follows: when the operational need is fully justified; and the work involved cannot be handled by streamlining the procedures, re-organisation, re-deployment of existing staff or any other means. The above principles are applicable across all the civil service grades, including the IT grades. Manpower in the IT grades will be increased as and when it is fully justified on the grounds of maintaining effective operation and addressing the manpower needs arising from new and improved services.

- End -

CONTROLLING OFFICER'S REPLY**EDB371****(Question Serial No. 5286)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In respect of the public relations expenditure of government departments, please inform this Committee of the following:

(1) the total expenditure of the Education Bureau for publishing advertisements, sponsored content or advertorials in newspapers registered under the Registration of Local Newspapers Ordinance in the past year as well as the relevant details:

Date of publish (Day/Month/Year)	Status (one-off/ ongoing/done) (as at 29 February 2016)	Government or public organisation (including policy bureau/ department/ public organisation/ government advisory body)	Name and purpose of advertisement	Name of media organisation and newspaper	Frequency (as at 29 February 2016)	Expenditure (as at 29 February 2016)

(2) the expenditure of the Education Bureau for sponsoring local free-to-air television stations, paid television stations and radio stations to provide information and produce programmes or materials in the past year as well as the relevant details:

Date of broadcast (Day/Month/Year)	Status (one-off/ ongoing/ done) (as at 29 February 2016)	Government or public organisation (including policy bureau/ department/ public organisation/ government advisory body)	Name and purpose of advertisement	Media organisation	Frequency (as at 29 February 2016)	Expenditure (as at 29 February 2016)

(3) the media organisations which published or broadcast advertisements/sponsored content of the Education Bureau in the past 3 years, as well as the frequency and the total expenditure involved (in descending order of amount spent):

Name of media organisation	Frequency	Total expenditure (\$)

(4) the websites/network platforms on which the Education Bureau published online advertisements/sponsored content in the past 3 years, as well as the frequency, the duration (days) and the total expenditure involved (tabulated in descending order of amount spent):

Website/ network platform	Content of advertisement	Frequency	Duration (days)	Hit rate, frequency of exposure and number of viewers	Total expenditure (\$)

Asked by: Hon Charles Peter MOK (Member Question No. 60)

Reply:

(1) For 2015-16 (up to 29 February, 2016), the total expenditure on placing advertisements and advertorials in newspapers registered under the Registration of Local Newspapers Ordinance is about \$1.38 million. These advertisements and advertorials are mainly to inform parents, students, the education sector and the community at large about initiatives and events of interest to them, such as education expo, kindergarten admission arrangements and scholarship scheme. Details are set out as follows.

Name of Campaigns	Published Time (Month/Year)	Advertisements/ Advertorials/ Sponsored Content	Expenditure (\$ million)
Information Expo on Multiple Pathways 2015	April and May 2015	Advertisements	0.05
2015 Summer Bridging Programme for non-Chinese speaking students	May and June 2015	Advertisements	0.01
Quality Kindergarten Education	May, June, July 2015 and January 2016	Advertisements	0.12
Admission arrangements for Nursey (K1) Classes in Kindergartens for the 2016/17 school year	June 2015	Advertisements	0.14
Pre-primary Education Voucher Scheme/K1 Admission Arrangements 2016/17	August, September and October 2015	Advertisements	0.09

Hong Kong Scholarship for Excellence Scheme	September 2015	Advertisements	0.11
Study Subsidy Scheme for Designated Professions/Sectors	October 2015 and January 2016	Advertisements	0.20
2015 Mainland Higher Education Expo	October and November 2015	Advertisements	0.20
Life Planning and Business-School Partnership Programme	November and December 2015	Advertorials	0.21
Induction Programme for Newly Arrived Children	December 2015	Advertisements	0.01
Student Education Fair on Science, Technology and Mathematics 2016	January 2016	Advertisements	0.15
Electronic Advance Application System for Post-secondary Programmes	January and February 2016	Advertisements	0.09
Total (\$ million)			1.38

(2) For 2015-16 (up to 29 February, 2016), there is no expenditure for sponsoring local free-to-air television station, paid television stations and radio stations to provide information and produce programmes or materials.

(3) For the past three years, the expenditure of advertising in the media is \$2.61 million. Details are set out as follows:

Name of Campaigns	Media Types	Expenditure (\$ million)
Admission Arrangements for K1 Places in Kindergartens	Advertisements in newspapers	0.14
Electronic Advance Application System for Post-secondary Programmes	Advertisements in newspapers and magazine	0.33
Hong Kong Scholarship for Excellence Scheme	Advertisements in newspapers	0.11

Induction Programme for Newly Arrived Children	Advertisements in newspapers	0.03
Information Expo on Multiple Pathways	Advertisements in newspapers and magazine	0.28
Life Planning and Business-School Partnership Programme	Advertorials in newspapers	0.21
Mainland Higher Education Expo	Advertisements in newspapers and magazine	0.49
Pre-primary Education Voucher Scheme	Advertisements in newspapers	0.19
Quality Kindergarten Education	Advertisement in newspapers	0.06
Student Education Fair on Science, Technology and Mathematics 2016	Advertisements in newspapers	0.15
Study Subsidy Scheme for Designated Professions/Sectors	Advertisements in newspapers and magazine	0.41
Summer Bridging Programme for non-Chinese speaking students	Advertisements in newspapers and magazine	0.02
Briefing for Employers on New Academic Structure	Advertisements in newspapers	0.06
Gifted Education in Hong Kong	Advertorial in newspaper	0.05
Hong Kong Jockey Club Life-wide Learning Fund	Advertorials in newspapers	0.08
Total (\$ million)		2.61

(4) For the past three years, the expenditure of advertising on online platforms is \$2.56 million. Details are set out as follows:

Name of Campaigns	Online advertisements/ Sponsored Content	Expenditure (\$ million)
Admission Arrangements for K1 Places in Kindergartens	Online advertisements	0.18
Designated webpage to provide information on multiple pathways for Hong Kong Diploma of Secondary Education Examinations candidates	Online advertisements	0.48

Electronic Advance Application System for Post-secondary Programmes	Online advertisements	0.31
Hong Kong Scholarship for Excellence Scheme	Online advertisements	0.29
Information Expo on Multiple Pathways	Online advertisements	0.35
Mainland Higher Education Expo	Online advertisements	0.48
Quality Kindergarten Education	Online advertisements	0.13
Study Subsidy Scheme for Designated Professions/Sectors	Online advertisements	0.34
Summer Bridging Programme for non-Chinese speaking students	Online advertisements	0.002
Total (\$ million)		2.56

- End -

CONTROLLING OFFICER'S REPLY**EDB372****(Question Serial No. 5307)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(1) Please tabulate the details concerning the social media platforms set up and run by the Education Bureau (EDB) and agencies under its commission (including outsourced contractors or consultants) in 2015-16 (as at 29 February 2016).

Commencement date (month/year)	Status (updating in progress/ceased updating)	EDB/agencies under its commission	Name	Social media platforms	Purpose of establishment and contents	No. of "likes"/subscribers / average monthly visits	Regular compilation of summary of comments and follow-up (yes/no)	Average no. of posts per day and average no. of interactions per post (total no. of "likes", comments and shares)	Ranks and no. of officers responsible for running the platforms	Expenditure for setting up the platforms and daily operational expenses

(2) Please provide the number of deleted messages and blocked accounts on the above social media platforms.

Asked by: Hon Charles Peter MOK (Member Question No. 81)

Reply:

(1) The requested information related to Education Bureau and agencies under its commission in 2015-16 (as at 29 February 2016) are provided in the table below.

(2) Messages consisting of commercial advertisement or foul language will be deleted from the above social media platforms. No account has been blocked.

Commence- ment date (month/ year)	Status (updating in progress/ ceased updating)	EDB/ agencies under its commission	Name	Social media platforms	Purpose of establishment and contents	No. of “likes”/ subscribers / average monthly visits	Regular compilation of summary of comments and follow-up (yes/no)	Average no. of posts per day and average no. of interactions per post (total no. of “likes”, comments and shares)	Ranks and no. of officers responsible for running the platforms	Expenditure for setting up the platforms and daily operational expenses
Jul 2010	Keep updating	Education Bureau (EDB)	EDB YouTube Channel	YouTube	To share the video clips on work and related information of EDB with the public	No. of subscribers: about 1010 / Average monthly visits: 1 764	No	N.A.	1 Executive Assistant	N.A.
Apr 2013	Keep updating	EDB	Special Education Resource Centre (SERC)	YouTube	To share information on appropriate strategies to support students with special educational needs	Number of subscribers: 636 / Average monthly visits: about 7 784	No	N.A.	1 Inspector 1 Senior Information Technology Assistant	N.A.
Jan 2014	Keep updating	EDB	Gifted Education Section, Curriculum Development Institute	YouTube	To share the video clips to enhance public understanding on the work of Gifted Education Section, EDB	No. of subscribers: 47 Average monthly visits: 244	No	N.A.	1 Curriculum Development Officer	N.A.
Dec 2011	Keep updating	Hong Kong Examinations and Assessment Authority (HKEAA)	HKEAA Channel	YouTube	To share the video clips to enhance public understanding on the work of the HKEAA and public examinations	Number of subscribers: about 400 / Average monthly visits: 2 812	No	N.A.	1 Manager 1 Assistant Officer	N.A.
Sep 2009	Keep updating	Vocational Training Council (VTC)	Vwa Facebook	Facebook	To share and update information on vocational and professional education and training	Accumulated number of “likes”: 40 380	No	Average no. of posts per day: 0.43 Average no. of interactions per post: 286	1 Marketing Officer	N.A.
Oct 2009	Keep updating	VTC	Hong Kong Design Institute Facebook	Facebook	To share and update information on Hong Kong Design Institute	Accumulated number of “likes”: 8 730	No.	Average no. of posts per day: 1 Average no. of interactions per	- Ditto -	N.A

								post: 32		
Oct 2010	Keep updating	VTC	channelvtc	YouTube	To share and update information on vocational and professional education and training	No. of subscribers: 1 060	No	N.A.	- Ditto -	N.A.
Jan 2011	Keep updating	VTC	VTC Facebook	Facebook	To share and update information on vocational and professional education and training	Accumulated number of “likes”: 13 050	No	Average no. of posts per day: 0.58 Average no. of interactions per post: 77	- Ditto -	N.A.
Aug 2011	Keep updating	VTC	WorldSkills Hong Kong Competition	Facebook	To share skills competition information and promote vocational and professional education and training	Accumulated number of “likes”: 1 750	No.	Average no. of posts per day: 0.1 Average no. of interactions per post : 10	- Ditto -	N.A
Oct 2011	Keep updating	VTC	IVE Information Technology Facebook	Facebook	To share and update information on vocational and professional education and training on information technology	Accumulated number of “likes”: 1 970	No.	Average no. of posts per day: 0.48 Average no. of interactions per post : 4.61	- Ditto -	N.A
Aug 2012	Keep updating	VTC	Hong Kong Design Institute – PEEC Facebook	Facebook	To share and update information on Hong Kong Design Institute – Professional Education and Engagement Centre (PEEC)	Accumulated number of “likes”: 9 420	No.	Average no. of posts per day: 1 Average no. of interactions per post : 11	- Ditto -	N.A
Mar 2011	Ceased updating	Hong Kong Education City	香港教育城 創作天地	Facebook	To promote writing to primary and secondary school students and Teen Campus Activities. Those promotions are now being consolidated in	No. of “Likes”:831	Yes	N.A.	N.A.	N.A.

					Small Campus and Teen Campus					
Apr 2011	Keep updating	Hong Kong Education City	Small Campus	Facebook	To promote activities for primary students	No. of “Likes”:17 141	Yes	Once per 2-day Average no. of interactions per post: 19	Project Officers, Marketing Officers and Manager: Total: 6	N.A.
Apr 2011	Keep updating	Hong Kong Education City	慢慢讀	Facebook	To promote reading activities and information	No. of “Likes”:2 018	Yes	Once per 2-day Average no. of interactions per post: 216	- Ditto -	N.A.
Jul 2011	Keep updating	Hong Kong Education City	HKEdCity	Facebook	To promote activities organised by Hong Kong Education City	No. of “Likes”:2 846	Yes	Twice per week Average no. of interactions per post: 30	- Ditto -	N.A.
Sep 2011	Keep updating	Hong Kong Education City	Learning and Teaching Expo	Facebook	To promote the Learning and Teaching Expo activities	No. of “Likes”:727	Yes	In line with the promo activities Average no. of interactions per post: 6	- Ditto -	N.A.
Aug 2012	Keep updating	Hong Kong Education City	少年Teen空	Facebook	To promote activities for secondary students	No. of “Likes”:425	Yes	Twice per week Average no. of interactions per post: 5	- Ditto -	N.A.
Sep 2012	Ceased updating	Hong Kong Education City	Student Explorer	Facebook	To promote Student Explorer activities and communicate with past participants. Those promotion is consolidated in Teen Campus	No. of “Likes”:231	Yes	N.A.	N.A.	N.A.

- End -

CONTROLLING OFFICER'S REPLY**EDB373****(Question Serial No. 5328)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the Government expenditure for implementing E-textbooks, will the Administration advise the Committee of the following:

- (a) The revised estimated expenditure for the E-textbook Market Development Scheme (EMADS) for 2015-16 is \$3.853 million. What are the work items and details of expenditure involved?
- (b) What work has been completed under Phase 2 of the EMADS implemented by the Education Bureau and its schedules, manpower establishment and expenditure?
- (c) What are the respective numbers of organisations which applied to join, withdrew from and failed to be chosen to join Phase 2 of the EMADS?
- (d) Is there any plan to launch Phase 3 of the EMADS? If yes, what are the details? If not, what are the reasons?
- (e) The revised estimated expenditure for supporting schools to adopt E-textbooks for 2015-16 is \$3.263 million. What are the work items and details of expenditure involved?
- (f) What are the respective percentages of public sector and aided primary and secondary schools adopting E-textbooks for the past 3 years?

Asked by: Hon Charles Peter MOK (Member Question No. 111)

Reply:

- (a) We launched two phases of the e-Textbook Market Development Scheme (EMADS) in 2012 and in 2013 respectively, with a commitment of \$50 million to facilitate and encourage the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as to try-out a quality vetting and quality assurance mechanism for e-textbooks through the field-testing of e-textbooks in partner schools with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks. The total amount of seeding grant approved for the 18 applications from six non-profit making (NPM) organisations under Phase One and Phase Two of EMADS is around \$39.5 million. Among the \$30.6 million seeding grant disbursed to the NPM developers for both phases since 2012-13, about \$3.8 million was disbursed in 2015-16. The remaining seeding grant of around \$8.9 million will be disbursed in the next two years.
- (b) Developers of Phase Two of EMADS were allowed to opt for the launch of the e-textbooks in the market in either 2015/16 (Plan A) or 2016/17 (Plan B) school year. 12 sets of e-textbooks developed

under Plan A that have undergone the quality assurance mechanism have been included on the Recommended e-Textbook List for school use. The quality vetting on the final e-textbook deliverables submitted by Plan B developers is now underway. Having undergone the same quality assurance mechanism, another 4 sets of e-textbooks developed under Plan B are expected to be available for school use in the 2016/17 school year. Among the \$20.6 million seeding grant approved for the 10 applications from four NPM organisations under Phase Two, \$14.4 million has been disbursed, while the remaining seeding grant of around \$6.2 million will be disbursed in the next two years. Other manpower and administrative costs for implementation of EMADS have been absorbed within the existing resources of the Education Bureau.

- (c) We launched Phase Two of EMADS in August 2013 and received 57 applications upon the closing date in November 2013. 20 applications were approved in December 2013. Out of the 20 approved applications, 16 had signed the project agreement with the Government while four had not entered into agreement out of business consideration.
- (d) An evaluation is underway to assess the effectiveness of EMADS, including other related areas such as the use of e-textbooks in schools and the impact on classroom learning and teaching in the context of the promotion of e-learning. Concurrently, e-textbooks for all subjects are now accepted for review. We do not have any plan for launching another round of EMADS for the time being.
- (e) We launched the “Support Scheme for e-Learning in Schools” in early 2014 with a commitment of \$50 million under which around \$35 million one-off grant was provided to 100 public sector schools in early 2014 for enhancement of their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices. Another one-off grant of \$10 million was disbursed to the Hong Kong Education City Limited, also in early 2014, for development of an online integration platform for linking up schools’ Learning Management System and various e-textbooks/e-learning resources platforms. The remaining \$5 million was used from early 2014 up to 2015-16 on other support measures such as provision of programme management services for schools. The revised estimate of \$3.263 million (which is part of the \$5 million) for 2015-16 was mainly used for hire of contract staff including programme management officers and Information Technology professionals tasked for consolidation and dissemination of successful experiences from the 100 schools for reference of the remaining some 900 public sector schools which will enhance their WiFi infrastructure in the next phase from 2015/16 school year under the Fourth Strategy on Information Technology in Education.
- (f) e-Textbooks developed under EMADS were first available in May 2014. In the 2014/15 and 2015/16 school years, over 320 schools, including 143 primary schools and 180 secondary schools, accounting for 27.2% of primary schools and 37.6% of secondary schools respectively, have chosen to use the e-textbooks developed under EMADS via different approaches. It is expected that with the increase in teachers’ knowledge in e-learning and the use of e-resources and improvement in the IT infrastructure in schools, more schools will adopt e-textbooks in the delivery of their curriculum.

- End -

CONTROLLING OFFICER'S REPLY**EDB374****(Question Serial No. 5329)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the Government expenditure on teacher training in respect of information technology in education, will the Administration inform the Committee of the following:

- (a) What were the expenditures involved and work items on teacher training in respect of information technology in education for the past 3 years?
- (b) Among the teachers teaching information technology subjects in public sector and aided primary and secondary schools, how many of them have background in information technology in education? (Please tabulate the figures by types of schools).
- (c) How many teachers and staff members have attended trainings organised by the Administration that were related to information technology in education for the past 3 years?
- (d) In response to the reply to item (c), how many of them do not have any background in information technology in education?
- (e) What are the plans of the Government to review teacher training in respect of information technology in education and the estimated expenditure for 2016-17?
- (f) According to the information provided by the Government, less than 50% of the teachers are ready for the implementation of e-learning in 2015-16, 2016-17 and 2017-18. What were the expenditures and work items for the implementation of e-learning for the past 3 years?
- (g) What are the plans of the Government to review the implementation of e-learning and the estimated expenditure for 2016-17?

Asked by: Hon Charles Peter MOK (Member Question No. 112)

Reply:

(a), (c), (d) and (e)

We have been conducting on-going Professional Development Programmes (PDPs) to better equip school leaders and teachers with the necessary knowledge and skills on the latest practice of e-learning, covering a wide range of topics under five categories : (i) e-leadership series for school leaders; (ii) technological series for middle managers; (iii) pedagogical series for teachers; (iv) subject-related series for teachers; and (v) e-safety series for education professionals and parents. During the period from 2013/14 to 2015/16 school years, as at February 2016, a total of 22 000 participants have attended the PDPs. In addition, we have set up "Centre of Excellence" (CoE) schools for the sharing of good practices on IT in education with other

schools. We have been evaluating our PDPs constantly in the light of latest development on e-learning as well as feedbacks from participants and trainers for continuous refinement.

The expenditure involved for the organisation of PDPs and the setting up of CoE schools have been absorbed within EDB's own resources. We do not have any statistics on the academic background of the participants of our PDPs.

(b)

All teachers in local primary and secondary schools, regardless of being subject-trained or not, are required to meet basic academic qualification requirements before they can be registered to teach in schools. Given the varied availability of subject expertise in schools, individual school management is always in the best position to recruit and/or flexibly deploy suitable teachers to provide the best learning opportunities for students in various subjects, including computer/ICT. Thus, the percentage of computer/ICT teachers who have the background of information technology education is not available. However, PDPs for serving computer/ICT teachers have been organised continuously to enhance the quality of learning and teaching of computer/ICT in schools.

(f)

We provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education. The amounts of CITG for the past three financial years were \$328 million for 2013-14, \$341 million for 2014-15 and \$353 million for 2015-16.

Apart from recurrent grant, we have also launched the following e-learning initiatives over the past three financial years in the promotion of e-learning –

- (i) two phases of the e-Textbook Market Development Scheme (EMADS) launched in 2012 and in 2013 respectively, with a non-recurrent funding of \$50 million to facilitate and encourage the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as to try-out a quality vetting and quality assurance mechanism for e-textbooks through the field-testing of e-textbooks in partner schools with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks. The total amount of seeding grant approved for the 18 applications from six non-profit making (NPM) organisations under Phase One and Phase Two of EMADS is around \$39.5 million. About \$30.6 million seeding grant has been disbursed to the NPM developers for both phases since 2012-13. In the past three years, \$5.6 million was disbursed in 2013-14, \$20.2 million in 2014-15 and \$3.8 million in 2015-16. The remaining seeding grant of around \$8.9 million will be disbursed in the next two years;
- (ii) the “Support Scheme for e-Learning in Schools” in early 2014 with a commitment of \$50 million under which around \$35 million one-off grant was provided to 100 public sector schools in early 2014 for enhancement of their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices. Another one-off grant of \$10 million was disbursed to the Hong Kong Education City Limited, also in early 2014, for development of an online integration platform for linking up schools’ Learning Management System and various e-textbooks/e-learning resources platforms. The Scheme is now completed; and
- (iii) the Fourth Strategy on Information Technology in Education (ITE4) in August 2015 with a non-recurrent funding of \$105 million, of which around \$40 million was disbursed to the first batch of 412 schools in 2015-16 as one-off grant for acquisition of mobile computing devices to facilitate the use of e-textbooks or other e-learning resources in class under a WiFi school environment; another one-off grant of \$10 million was disbursed to Hong Kong Education City Limited for acquisition of e-learning resources. We also disbursed an extra recurrent grant of \$70,000 on average per school for these 412 schools for subscription of WiFi services.

(g)

An evaluation is underway to assess the effectiveness of EMADS, including other related areas such as the use of e-textbooks in schools and the impact on classroom learning and teaching in the context of the promotion of e-learning.

Besides, one of the six actions under the ITE4 is sustaining the coherent development of ITE. Ongoing researches and evaluation studies will be conducted to gauge the progress and effectiveness of various e-learning measures. These would include school surveys, case study research, and other methodologies that would provide useful information on the implementation of ITE4 and the effectiveness of e-learning.

The costs for conducting the evaluation studies on EMADS and ITE4 in 2016-17 will be absorbed within EDB's own resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB375

(Question Serial No. 5330)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Regarding the Composite Information Technology Grant (CITG), will the Administration inform us:

- (a) the expenditures of CITG in the past 3 years, and its estimated expenditure for 2016-17;
- (b) the number of supporting technicians employed by schools using the CITG in the past 3 years;
- (c) based on the information of (b), their average duration of contracts and amount of salaries;
- (d) the amount of subsidy provided to schools for procuring technical support services from providers via the CITG and the types of services in the past 3 years; and
- (e) the respective numbers of public sector and aided primary and secondary schools applying for the CITG in the past 3 years (please list by categories).

Asked by: Hon Charles Peter MOK (Member Question No. 114)

Reply:

We provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning. The amounts of CITG for the past three financial years were \$328 million for 2013-14, \$341 million for 2014-15 and \$353 million for 2015-16. For 2016-17, the estimated amount of CITG is \$361 million. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education. We therefore do not have any information on the actual use of CITG by schools, such as the employment statistics of technical support staff.

- End -

CONTROLLING OFFICER'S REPLY**EDB376****(Question Serial No. 5332)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the expenditure of Hong Kong Examinations and Assessment Authority (HKEAA) on information technology, will the Administration inform us:

- (a) HKEAA's expenditures on information technology (infrastructures, personnel, services, etc.) over the past 3 years, and its estimated expenditure (please list by types) for 2016-17;
- (b) HKEAA's expenditures on outsourced contracts for information technology in the past 3 years, and its estimated expenditure (please list by contents of services) for 2016-17;
- (c) the number of system errors occurred in HKEAA in the past 3 years, how many of those systems involved were developed by outsourced providers? And
- (d) Has the Administration reviewed those outsourced information technology items to see how many of them can be internally developed by the government? If yes, what are the details? If no, what are the reasons?

Asked by: Hon Charles Peter MOK (Member Question No. 117)

Reply:

(a)&(b)

The expenditures incurred on information technology (IT), including the outsourced services, by the Hong Kong Examinations and Assessment Authority (HKEAA) in the past 3 years, and the estimated expenditure for 2016/17 are listed below:

Item	2013/14 (Actual) \$ m	2014/15 (Actual) \$ m	2015/16 (Forecast) \$ m	2016/17 (Projection) \$ m
(a) IT cost, i.e. staff cost, services cost, capital expenditure, etc. (including outsourced services provided in (b) below)	72.2	65.5	80.7	77.7

Item	2013/14 (Actual) \$ m	2014/15 (Actual) \$ m	2015/16 (Forecast) \$ m	2016/17 (Projection) \$ m
(b) Outsourced services (IT service & maintenance costs)	29.0	29.2	45.0	39.6

Note: HKEAA's financial year runs from 1 September to 31 August.

- (c) According to HKEAA's information, 1 system incident occurred in the past 3 years and the system concerned was developed by a outsourced provider.
- (d) The HKEAA is a statutory body set up in 1977 under the HKEAA Ordinance (Cap 261) which operates on a self-financing basis. Within the broad policy framework set by the government in respect of its statutory functions, the HKEAA enjoys autonomy in its day-to-day operation. All requisitions of equipment/material/services are required to go through the HKEAA's procurement procedures to ensure the most cost effective solutions would be purchased.

- End -

CONTROLLING OFFICER'S REPLY**EDB377****(Question Serial No. 5334)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the expenditure on providing subsidies for local students to conduct exchanges and further their studies in the Mainland, will the Administration provide the following information:

- (a) the number of beneficiaries of the Pilot Mainland Experience Scheme for Post-secondary Students and the annual expenditure incurred since its introduction (please list in tabular form by year), as well as the estimated expenditure and number of students expected to benefit from it for the coming year;
- (b) the number of beneficiaries of the Mainland University Study Subsidy Scheme (MUSSS) since its introduction and the annual expenditure incurred (please list in tabular form by year);
- (c) according to Item 47, the Government will expand the scope of MUSSS in 2016-17. Please advise the estimated expenditure and number of students expected to benefit from it, as well as the rates of increase for the coming year;
- (d) the Government has allocated \$200 million for the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland. What will be the work targets of the scheme and the estimated expenditure for the coming year?
- (e) regarding the arrangement of professional exchange programmes for teachers for the purpose of national education in the past 3 years, what were the annual expenditure, activities and details of the exchange programmes, number of participating teachers for each year and the manpower involved, as well as the details of the exchange programmes for teachers and the estimated expenditure for 2016-17?

Asked by: Hon Charles Peter MOK (Member Question No. 120)

Reply:

- (a) The number of beneficiaries under the Pilot Mainland Experience Scheme for Post-secondary Students since its introduction in July 2011 and the total amount of matching grants involved are set out below:

Academic year	Number of beneficiaries*	Total amount of matching grants involved (HK\$ million)
2011/12	3 200	9.8
2012/13	7 700	23.2
2013/14	5 800	17.5
2014/15	4 000	12.0

Academic year	Number of beneficiaries*	Total amount of matching grants involved (HK\$ million)
2015/16 [#]	3 900	11.9
2016/17 ⁺	3 400	10.5

* *Rounded down to the nearest hundred*

[#] *Provisional figures*

⁺ *Estimated figures*

(b) The number of beneficiaries under the Mainland University Study Subsidy Scheme (MUSSS) since its introduction in July 2014 and the total amount of subsidy granted are set out below:

Academic year	Number of beneficiaries	Total amount of subsidy granted (HK\$ million)
2014/15	263	3.1
2015/16*	479	5.9

* *Including subsidy renewal and newly approved applications*

(c) According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year. To provide Hong Kong students with more opportunity to articulate into undergraduate study and ensure that they will not be denied access to higher education due to a lack of means, we have advanced the review of MUSSS as to how to expand its scope to benefit more students studying in the Mainland, including those who are pursuing undergraduate study in those Mainland institutions participating in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. We plan to brief the Legislative Council Panel on Education in April 2016 on the results of review of the MUSSS and enhancements to be introduced to the scheme starting from the 2016/17 academic year.

(d) The Chief Executive announced in the 2015 Policy Address to launch a three-year pilot scheme from the 2015/16 school year through which financial and professional support will be provided to local public sector and Direct Subsidy Scheme primary and secondary schools, including special schools, that have formed sister schools with their counterparts in the Mainland to support the multifaceted development of sister school activities.

The number of Hong Kong-Mainland primary and secondary sister schools is expected to increase progressively to about 600 in three years starting from the 2015/16 school year. In addition, through experience sharing and learning from each other, the pilot scheme will promote professional interflows between schools in Hong Kong and the Mainland. The proposed three-year pilot scheme will involve a non-recurrent funding of \$200 million and the estimate for 2016-17 is \$56.5 million.

(e) Teachers participate in different kinds of professional exchange programmes through a variety of channels, including those organised by school sponsoring bodies and schools to meet the professional development needs of teachers. Insofar as the mode of study tour is concerned, the Education Bureau (EDB) provides professional exchange for teachers through the “National Day Delegation from the Educational Sector of Hong Kong” (香港教育界國慶訪京暨專業交流團), etc. Apart from this, teachers also participate in the Mainland exchange programmes for students as learning facilitators according to the “1 teacher:10 students ratio”. These different types of exchange programmes organised by EDB and the school sector cover different provinces and cities in the Mainland. The manpower for the implementation of professional exchange programmes for teachers is absorbed in the recurrent expenditure of EDB

The number of teachers who were provided with Mainland exchange activities in the past three years (from 2013-14 to 2015-16) and 2016-17, and the expenditure involved are shown below:

Financial Year	Number of Teachers **	Expenditure (\$million) @
2013-14	370	2.0
2014-15 [#]	240	1.0
2015-16 [*]	260	1.5
2016-17 ⁺⁺	290	1.2

@ Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau

Actual figures revised from last year's estimates

* Provisional figures

++ Estimated figures

** Rounded down to the nearest ten

- End -

CONTROLLING OFFICER'S REPLY**EDB378****(Question Serial No. 5336)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau provided a one-off grant of \$10 million to the Hong Kong Education City Limited in early 2014 for development of an online integration platform for linking up schools' learning management systems and various e-textbooks/e-learning resource platforms. In this regard, will the Administration inform this Committee of the following:

- (a) Whether the phase two development of the platform was completed and put into operation in 2015?
- (b) What are the number of schools joining the platform and the number of students benefiting from it (by school type)?
- (c) What are the annual operational expenses of the platform?
- (d) Is there any plan to evaluate the effectiveness of the platform? If yes, what is the timetable?
- (e) What are the expenditure on the hardware and software of cloud computing technology, and the manpower costs for project management, technical support, security audit and other professional services? What are the estimated expenditure for the above items this year?
- (f) What are the details and progress of the work relating to the support of more industry standards in digital publishing, exchange of learning data, and the large-scale implementation of e-learning? What are the staffing, timetable, expenditure and estimated expenditure involved?

Asked by: Hon Charles Peter MOK (Member Question No. 122)

Reply:

We provided a one-off grant of \$10 million to the Hong Kong Education City Limited (HKECL) in early 2014 for development of an online integration platform for linking up schools' learning management system and various e-textbooks/e-learning resources platforms. The development cost for the platform covers the costs of hardware and software, manpower for project management and technical support as well as security audit and other professional services. The annual operational expenses for the platform will be absorbed within the recurrent subvention to HKECL.

The development of the online integration platform is divided into two phases. Phase one, covering single-sign-on service, common learning platform for students and content updating mechanism, had been completed by the third quarter of 2014 as scheduled. Phase two, covering the support of more industry

standards in digital publishing, exchange of learning data and capacity to support large scale implementation, was also completed and put into operation by HKECL in mid-2015 as scheduled.

As at early-March 2016, 14 070 students from 159 primary schools and 4 338 students from 61 secondary schools have used the services from the platform. HKECL has been conducting regular surveys to gauge user feedbacks for continuous refinement to the services of the platform, the latest of which was conducted in December 2015.

- End -

CONTROLLING OFFICER'S REPLY**EDB379****(Question Serial No. 5338)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the Administration inform this Committee of the following:

(a) Starting from the 2015/16 academic year, the Government launches the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines. Please provide information regarding the Scheme for 2016/17 academic year:

Institutions	Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)

(b) It is mentioned in the 2016 Budget that since this academic year, a subsidy scheme of \$960 million will be launched for students pursuing self-financing undergraduate programmes in selected disciplines. Please provide information regarding the scheme for this academic year:

Institutions	Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)

(c) Are there any plans to extend the scheme mentioned in (b) to cover programmes related to information technology? If no, what are the reasons?

(d) It is mentioned in the 2016 Budget that starting from the next academic year a pilot scheme will be implemented to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council. Please provide information regarding the scheme for the coming academic year:

Disciplines	Programmes	Number of Subsidised Places	Maximum Subsidy Amount Per Student Per Academic Year (\$)

Asked by: Hon Charles Peter MOK (Member Question No. 125)

Reply:

(a) to (c)

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

Selected programmes for SSSDP should be full-time locally-accredited self-financing undergraduate programmes, and should help nurture the necessary talents in support of specific industries with keen manpower demand in Hong Kong. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments.

The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

Details of the relevant institutions, selected programmes and the respective number of subsidised places, the annual subsidy amount per student for each programme for the cohorts admitted/to be admitted in the 2015/16 and 2016/17 academic years are set out at Annex A.

(d)

In order to further encourage continuing education, the Government plans to implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology, of which related industries are highly specialised and facing keen manpower demand.

Under the pilot scheme, eligible applicants for the subsidy should meet all the following criteria –

- (a) a resident of Hong Kong who is lawfully employable in Hong Kong; and
- (b) has newly and successfully enrolled for the first time into a self-financing part-time programme offered by VTC. The programmes enrolled should be –
 - (i) accredited at the Qualifications Framework (QF) Level 3 to 5 by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, excluding associate degree and bachelor's degree programmes; and
 - (ii) under the area of study/training in "Architecture and Town Planning" or "Engineering and Technology" under the classification of the Hong Kong Qualifications Register (QR).

A list of eligible programmes offered by VTC by area of study/training under the Hong Kong QR and QF level as at December 2015 is at **Annex B**. It should however be noted that there may be changes to the award titles to some of the programmes later in 2016. Also, some new programmes that meet the criteria are in the pipeline and will be introduced by VTC later.

Successful applicants will be refunded 60% of the tuition fees of eligible programmes, subject to a maximum of \$45,000 per person. Applicants may apply for fee refund for not more than two eligible programmes under the pilot scheme. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

Subject to the approval by the Finance Committee of the Legislative Council within the 2015-16 legislative year, the pilot scheme will be launched starting from the 2016/17 academic year. It will incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme. It is estimated that the pilot scheme will benefit around 5 600 students in total for three cohorts.

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort Admitted in the 2015/16 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000
	Total		940	

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort to be Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	40,000
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	40,000
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70,000
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) (Nursing Major)	200	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	40,000
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000
Total			1 030	

**List of Eligible Programmes under the Vocational Training Council
by Area of Study / Training under the Hong Kong Qualifications Register (QR)
and Qualifications Framework (QF) Level**

(as at 16 December 2015)

Architecture, Construction and Town Planning^{Note}

	Programme	QF Level
1.	Diploma in Building Studies	3
2.	Higher Diploma in Building Studies	4
3.	Professional Certificate in Building Diagnosis and Inspection	4
4.	Professional Certificate in Building Maintenance Management	4
5.	Professional Diploma in Construction Site Supervision (QF Level 4)	4
6.	Professional Diploma in Horticulture and Landscape Management	4

Engineering and Technology

	Programme	QF Level
1.	Diploma in Automotive Engineering	3
2.	Diploma in Building Services Engineering	3
3.	Diploma in Civil Engineering	3
4.	Diploma in Electrical Engineering	3
5.	Diploma in Electronic and Communications Engineering	3
6.	Diploma in Mechanical Engineering	3
7.	Diploma in Surveying	3
8.	Module Certificate in Quartz Watches Technology and Repairing (Level 3)	3
9.	Higher Diploma in Aircraft Maintenance Engineering	4
10.	Higher Diploma in Automotive Engineering	4
11.	Higher Diploma in Building Services Engineering	4
12.	Higher Diploma in Civil Engineering	4
13.	Higher Diploma in Electrical Engineering	4
14.	Higher Diploma in Electronic and Communications Engineering	4
15.	Higher Diploma in Mechanical Engineering	4
16.	Higher Diploma in Surveying	4
17.	Module Certificate in Budgeting and Costing in Watch Services (Level 4)	4
18.	Module Certificate in Customer Services Management in Watch Trades (Level 4)	4
19.	Module Certificate in Data Collection and System Assurance (Level 4)	4
20.	Module Certificate in Drives and Traction & Electromagnetic Compatibility (Level 4)	4
21.	Module Certificate in Intermittent and Hidden Fault Finding in Train (Level 4)	4
22.	Module Certificate in Mechanical Watches Technology and Repairing (Level 4)	4
23.	Module Certificate in Modern Railway Organizations and Infrastructures	4
24.	Module Certificate in Operations Management in Watch Services (Level 4)	4
25.	Module Certificate in Precision Timing Technology and Repairing (Level 4)	4
26.	Module Certificate in Railway Asset Management	4
27.	Module Certificate in Railway System Assurance	4
28.	Module Certificate in Signalling Circuits and Systems (Level 4)	4
29.	Module Certificate in Signalling Design and Applications (Level 4)	4
30.	Module Certificate in Signalling Principles (Level 4)	4
31.	Module Certificate in Supervisory and Quality Management in Watch Services (Level 4)	4
32.	Module Certificate in Watch Exterior Components Technology and	4

	Programme	QF Level
	Reconditioning (Level 4)	
33.	Professional Certificate in Android Phone Applications Development	4
34.	Professional Certificate in Automotive Technology (Level 4)	4
35.	Professional Certificate in Electrical and Mechanical Technology in Buildings (Construction)	4
36.	Professional Certificate in Electrical and Mechanical Technology in Buildings (Maintenance) (Level 4)	4
37.	Professional Certificate in Environmental Management for Construction (Environmental Officer)	4
38.	Professional Certificate in Fashion Jewellery Design and Marketing (Level 4)	4
39.	Professional Certificate in Fine Jewellery Design and Brand Management (Level 4)	4
40.	Professional Certificate in Green Building Technology	4
41.	Professional Certificate in Green Lighting Technology and Application	4
42.	Professional Certificate in Product Testing	4
43.	Professional Certificate in Quantity Surveying Practice	4
44.	Professional Certificate in Railway Signalling System (Level 4)	4
45.	Professional Certificate in Rolling Stock Maintenance (Level 4)	4
46.	Professional Certificate in Watch Services Management (Level 4)	4
47.	Professional Certificate in Watch Technology and Repairing (Level 4)	4
48.	Professional Certificate in iPhone Applications Development	4
49.	Professional Diploma in Electrical and Mechanical Technology in Buildings (Level 4)	4
50.	Professional Diploma in Environmental Technology and Management	4
51.	Professional Diploma in Fine & Fashion Jewellery (Level 4)	4
52.	Professional Diploma in Mobile Applications Development	4
53.	Professional Diploma in Railway Engineering	4
54.	Professional Diploma in Watch Technology and Services Management (Level 4)	4
55.	Professional Diploma in Plumbing Engineering for Building Services	5

Note: The classification under the Hong Kong QR has been revised starting from 1 January 2016. “Architecture, Construction and Town Planning” has been revised as “Architecture and Town Planning”.

- End -

CONTROLLING OFFICER'S REPLY**EDB380****(Question Serial No. 5340)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the Administration inform this Committee of the following:

- (1) What is the total number of IT-related vocational education and training (VET) programmes offered by institutions under the Vocational Training Council (VTC)? What are the levels of these programmes under the Qualifications Framework (QF)? What is their distribution among the various levels?

QF Level	Number of programmes

- (2) What is the employment situation of graduates of IT-related VET programmes offered by institutions under the VTC? Has any statistical survey been conducted on the employment situation of these graduates? If yes, what are the findings and details of the staffing and other expenditure involved? If there is no such plan, what are the reasons?
- (3) What are the specific details, staffing arrangement, timetable and estimated expenditure of the Administration's plan to enhance VTC's IT-related programmes to better suit the needs of the sector? If there is no such plan, what are the reasons?
- (4) Does the Administration have any plan to develop IT professional certification under the QF to accord IT practitioners a common professional status they deserve? If yes, what are the specific details, staffing arrangement, timetable and estimated expenditure of such plan? If there is no such plan, what are the reasons?

Asked by: Hon Charles Peter MOK (Member Question No. 127)

Reply:

- (1) In the 2015/16 academic year, the Vocational Training Council (VTC) offers 37 vocational and professional education programmes in the Information Technology (IT) discipline which are registered under the area of study/training of "Computer Science and Information Technology" in the Qualifications Register (QR) and their levels under the Qualifications Framework (QF) are given below –

QF Level	Number of programmes
3	4
4	28
5	5

- (2) An employment survey is conducted each year for graduates of full-time programmes six months after their graduation. Part-time programmes are designed for in-service personnel and thus employment survey is not conducted. The employment survey for the graduates of the 2014/15 academic year is being conducted and the statistics are not yet available. According to the employment survey conducted for the graduates of the 2013/14 academic year, the employment rate of the economically active graduates from the IT discipline for the year is about 84%. Since the conduct of employment survey is part of the on-going efforts of VTC, no additional manpower resources and expenditure are required.
- (3) VTC regularly reviews its programmes to ensure their relevance to the industry's latest trend and manpower requirements. Manpower surveys on the IT sector are conducted biennially to provide information on the existing manpower situation and training needs, and to project manpower demand. The Committee on Information Technology Training and Development (CITTD) of VTC will start conducting its 17th biennial manpower survey in April 2016. Besides, representatives from the IT sectors are invited as members / advisors of CITTD to advise on the direction and strategy of academic development, course planning, curriculum development and quality assurance systems. As these activities form an integral part of VTC's on-going work, no additional manpower resources and expenditure are required.
- (4) The Education Bureau (EDB) has set up the Information and Communications Technology (ICT) Industry Training Advisory Committee (ITAC) in 2005 to implement QF in the industry. The ITAC has already drawn up the Specification of Competency Standards (SCS) for the software products and software services sector, as well as the communications and information services sector. It is now drafting the SCS for the media technology sector and a set of Elementary Competencies for the ICT industry. The SCS are useful reference materials for education and training providers to offer learning programmes which meet industry needs. We also encourage stakeholders including employers and professional associations to make full use of the SCS as basis for recruitment, in-house training, performance management, entry requirements or standards for admission to professional associations or award of professional qualifications. For the ICT industry, we understand that the Hong Kong Computer Society has established a professional recognition scheme under which the underpinning job competences required are based on the relevant SCS developed by the ITAC. Administrative work of the ITAC is absorbed by the existing manpower resources of the QF Secretariat, the executive arm of EDB dedicated to the implementation of QF.

- End -

CONTROLLING OFFICER'S REPLY

EDB381

(Question Serial No. 5342)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (6) Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please inform this Committee of:

- (1) What were the specific work details and timetable of the Vocational Training Council (VTC) regarding the enhancement of information technology infrastructure and services in 2015-16? What were the details of the manpower and other estimated expenditures involved?
- (2) What were the specific work details and timetable of the VTC regarding the enhancement of e-Learning platform and ancillary support services in 2015-16? What were the details of the manpower and other estimated expenditures involved?

Asked by: Hon Charles Peter MOK (Member Question No. 129)

Reply:

- (1) The enhancement of information technology (IT) infrastructure and services in the Vocational Training Council (VTC) covers three core areas, namely development of a smart campus, system support for the new curriculum, and IT security.

Regarding the development of a smart campus, VTC has enhanced the mobile access coverage at 17 campuses of the Hong Kong Institute of Vocational Education and Youth College by installing additional advanced servers and access points, thereby providing faster and reliable Wi-Fi access. Mobile applications and new mobile-based IT services for e-learning and student support services have also been introduced to enhance learning experience, student support services and information dissemination.

On the support for the new curriculum, VTC has enhanced the various computing systems including the Student Portal, Career Development and Advisory Services System, Student Admission System, Student Records Management System, Timetabling and Module Selection Platform as well as Holistic Programme Planning System.

As for IT security, VTC's network infrastructure has been enhanced by upgrading the firewalls and intrusion detection and prevention systems, as well as introducing a real-time analysis and monitoring system to proactively identify security attacks. VTC is also improving the functionalities of its user account management system for students and staff to enhance the IT resources and privileges management. Separately, the Software Asset Management System has been enhanced to better monitor the software licenses and usage matters.

The above items of work have commenced in 2013-14 and will be completed by 2017-18. The estimated expenditure involved is \$67.2 million in total, covering both manpower resources and capital expenses.

- (2) To improve students' learning experience, further enhancement of the e-Learning platform and deployment of IT Services Desk has been carried out. System customisations have been made to incorporate new functions. Integration of products and services of the e-Learning platform has also been introduced to improve the user-friendliness of the solution. Video services of the e-Learning platform will be further enhanced in terms of capacity and performance. The IT Service Desk, aiming to provide one-stop IT support services for students, is being implemented in stage.

The above items of work have commenced in 2014-15 and are expected to complete in 2018-19. The estimated expenditure involved is \$9.8 million in total, covering both manpower resources and capital expenses.

- End -

CONTROLLING OFFICER'S REPLY**EDB382****(Question Serial No. 5354)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(1) Please provide, in table form, the number of requests for information under the Code on Access to Information received by the Education Bureau and its subvented organisations in 2015-16 as well as the relevant details:

Bureau/ Department/ Organisation	Number of requests received	Information involved (items)	Number of requests being handled	Number of requests in which all information was provided	Number of requests in which some information was provided	Average number of days taken to handle the requests (working days)

(2) the 3 pieces of information most frequently requested by the public and the number of such requests;

(3) the 5 requests for information which took the longest time to handle, the number of days taken to handle such requests and the reasons; and

(4) the content of the requests refused, the reasons for the refusal and the number of requests for reviews lodged by the public.

Asked by: Hon Charles Peter MOK (Member Question No. 144)

Reply:

During the period from January to September 2015, the Education Bureau received 53 requests for information made under the Code on Access to Information (the Code). The information requested varied from case to case without duplication. As at 30 September 2015, there were 2 cases under processing.

Among the cases completed during the above period, 37 requests were met in full, 7 requests were met in part, 4 requests were refused. For the remaining 4 requests, we do not possess the requested information. Requests were refused because the information asked for involved internal discussion and advice (paragraph 2.10 of the Code) (1 case); research, statistics and analysis (paragraph 2.13 of the Code) (2 cases); third party information (paragraph 2.14 of the Code) (1 case); and privacy of the individual (paragraph 2.15 of the Code) (1 case) ^{Note 1}. The 5 cases which took the longest processing time were all completed within

51 days^{Note 2} from the date of receipt of the requests. Reasons for lengthy processing included the need to consult the third parties involved and the need to seek legal advice.

During the said period, the Bureau did not receive any request for internal review of the cases handled.

Note

1. Some of the cases involved more than one reason for refusal to provide information. Therefore, the sum of the numbers in brackets exceeds 4 cases.
2. In accordance with the requirements of the Code, if it is not possible for a department to respond to a request within 21 days, an explanation should be given, and any deferral should not normally exceed 51 days from date of receipt of the request.

- End -

CONTROLLING OFFICER'S REPLY

EDB383

(Question Serial No. 5435)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

As stated in the Policy Address, the free quality kindergarten education policy will be implemented starting from the 2017/18 school year, and the teacher-pupil ratio will be further improved to 1:11 in order to strengthen support for students with diverse needs. What is the current teacher-pupil ratio in kindergartens? What is the estimated annual provision for the Government's implementation of the above policy?

Asked by: Hon CHAN Chi-chuen (Member Question No. 194)

Reply:

At present, the minimum requirement on teacher-to-pupil (TP) ratio in kindergartens (KGs) is 1:15 (including the principal). KGs under the Pre-primary Education Voucher Scheme (PEVS) are required to meet this TP ratio with teachers possessing the Certificate in Early Childhood Education (C(ECE)) qualification. Individual KGs may have lower TP ratio because of under-enrolment, school-specific operation arrangements, etc. In the 2015/16 school year, the provisional average TP ratio of KGs under PEVS (counting only teachers possessing C(ECE) qualification, principal not included) is 1:10.9.

Under the free quality KG education policy to be implemented in the 2017/18 school year, the minimum requirement on TP ratio for eligible KGs will be enhanced from 1:15 (including the principal) to 1:11 (excluding the principal). The Education Bureau is formulating the implementation details in consultation with various stakeholders. Details will be released in the third quarter of 2016. The estimated expenditure for the free quality KG education policy in the 2017/18 school year is \$6.7 billion.

- End -

CONTROLLING OFFICER'S REPLY

EDB384

(Question Serial No. 5437)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As stated in the Policy Address, the Government will, starting from the 2017/18 school year, provide eligible local non-profit-making kindergartens with a basic subsidy for a three-year quality half-day service for all eligible children. It is estimated that about 70% to 80% of the places in half-day kindergartens will become free-of-charge. What are the estimated provision and recurrent expenditure of the subsidy for the coming year? What is the estimated number of children benefiting from the subsidy?

Asked by: Hon CHAN Chi-chuen (Member Question No. 196)

Reply:

The free quality kindergarten education policy will be implemented in the 2017/18 school year and the Bureau will continue to provide direct fee subsidies to parents of eligible children enrolled in kindergartens under the Pre-primary Education Voucher Scheme (PEVS) in the 2016/17 school year. The estimated expenditure on the PEVS in 2016-17 is \$3,183.9 million, while the estimated number of students under the PEVS in the 2016/17 school year is 138 000.

- End -

CONTROLLING OFFICER'S REPLY

EDB385

(Question Serial No. 5446)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Policy Address states that in order to enhance the implementation of the senior secondary curriculum, and strengthen life planning education and related guidance services, schools may turn the existing Senior Secondary Curriculum Support Grant as well as Career and Life Planning Grant into regular teaching posts from the 2016/17 school year. This will provide about 1 000 additional teaching posts at the Graduate Master/Mistress rank. In this connection, what is the existing number of posts created with the Senior Secondary Curriculum Support Grant and Career and Life Planning Grant? What are the staff and expenditures expected to be involved in turning the above two grants into regular teaching posts?

Asked by: Hon CHAN Chi-chuen (Member Question No. 205)

Reply:

Under the existing arrangement, public sector secondary schools may deploy the Senior Secondary Curriculum Support Grant (SSCSG) and the Career and Life Planning Grant (CLPG) flexibly for recruiting teachers or teaching assistants and acquiring services to facilitate the implementation of the senior secondary curriculum as well as life planning education. Schools are not required to submit information on the number of teachers employed by the SSCSG and CLPG to the Education Bureau. Therefore, we are unable to provide the relevant figures in this regard.

The measure of turning the SSCSG and CLPG into regular teaching posts aims to provide schools with more stable teacher manpower to enhance the respective policies. The implementation of the measure cuts across various divisions, and the required manpower and related expenditure are subsumed into EDB's recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY**EDB386****(Question Serial No. 5447)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Programme states that during 2016-17, the Bureau will provide financial and professional support on a pilot basis to local public sector and DSS schools having formed sister schools with their counterparts in the Mainland to further strengthen professional interflows among them. Please tabulate the additional number of sister schools formed every year since the implementation of the Sister School Scheme. What are the manpower and expenditure involved? What is the effectiveness?

Asked by: Hon CHAN Chi-chuen (Member Question No. 206)

Reply:

Since 2004, 334 schools in Hong Kong have participated in the Sister School Scheme and formed a total of 489 pairs of sister schools with their counterparts in the Mainland through the coordination of the Education Bureau (EDB). In addition, many schools in Hong Kong have formed sister schools with their counterparts in the Mainland on their own initiative and through other means and no reporting of this kind of pairing up to EDB is required. As such, we could only provide the number of sister school pairs newly formed each year through the coordination of EDB as tabulated below:

Year	No. of Sister School Pairs Formed
2004	26
2005	33
2006	40
2007	55
2008	37
2009	31
2010	28
2011	97
2012	46
2013	23
2014	25
2015	48
Total	489

Over the years, EDB has collected views from schools in Hong Kong that have formed sister schools with their counterparts in the Mainland through different means, such as surveys, sharing sessions and seminars conducted from time to time as well as day-to-day contacts. Feedback collected by EDB reveals that local participating schools are in general positive towards the Sister School Scheme and they consider it a good

platform to facilitate cultural interflows, expand schools' network, enhance teachers' professionalism and broaden students' horizons.

Hitherto, there is no designated funding for sister school exchanges provided for schools in Hong Kong. Exchange activities between sister schools have all along been jointly arranged by the schools concerned in collaboration and consultation with each other with reference to their development needs and circumstances. The manpower for supporting the Sister School Scheme was absorbed by the recurrent expenditures of the EDB.

EDB has earmarked a total provision of \$200 million for the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and Mainland and plans to provide a fixed grant of \$120,000 per annum through a three-year pilot scheme from the 2015/16 school year to local public sector and Direct Subsidy Scheme schools, including special schools, that have formed sister schools with their counterparts in the Mainland to support the multifaceted development of sister school activities.

- End -

CONTROLLING OFFICER'S REPLY**EDB387****(Question Serial No. 5448)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As stated under the Programme, the Education Bureau provides various support to non-Chinese speaking students in the learning of Chinese Language including, among others, the promotion of early adaptation in pre-primary education to parents, provision of funding and professional support to schools admitting non-Chinese speaking students, enhancing professional capabilities of Chinese Language teachers in teaching Chinese as a second language and subsidising after-school support programmes on Chinese learning for non-Chinese speaking students. Please provide in tabular form a breakdown of the number of schools which received such funding in the past year and the amount of expenditure by district. At the same time, what will be the estimated manpower and expenditure incurred under such funding for non-Chinese speaking students in the coming year?

Asked by: Hon CHAN Chi-chuen (Member Question No. 207)

Reply:

The Education Bureau has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools and the creation of an inclusive learning environment in schools. In this connection, all public sector primary and secondary schools and Direct Subsidy Scheme schools offering local curriculum which admit 10 or more NCS students are provided with an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted to adopt diversified intensive learning and teaching modes as appropriate with a view to helping NCS students bridge over to mainstream Chinese Language classes as early as possible. The expenditure may vary from year to year. The breakdown of the number of schools by district based on the location of the schools concerned and the estimated expenditure in the 2015/16 school year are tabulated at Annex.

**Number of schools admitting non-Chinese speaking (NCS) students
provided with additional recurrent funding by district and
estimated expenditure in the 2015/16 school year**

	No. of schools	Estimated expenditure (\$ million)
Central & Western	11	10.50
Eastern	12	11.05
Islands	19	21.65
Kowloon City	12	11.75
Kwai Tsing	14	14.85
Kwun Tong	8	10.05
North	-	-
Sai Kung	8	8.65
Sha Tin	7	6.45
Sham Shui Po	14	14.75
Southern	2	1.90
Tai Po	7	5.75
Tsuen Wan	4	3.35
Tuen Mun	19	21.00
Wan Chai	19	19.45
Wong Tai Sin	3	3.10
Yau Tsim Mong	8	10.35
Yuen Long	30	27.90
All Districts	197	202.50

Notes:

1. Figures refer to the position as at September 2015.
2. Figures do not include special schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB388****(Question Serial No. 5454)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Over 170 organisations have participated in the Business-School Partnership Programme (BSPP), which enhances students' understanding of different trades and prepares them for future employment through activities such as career talks, workplace visits, mentorship programmes and work experience programmes. Please provide, in a table format, a list of participating organisations, the growth of the number of business partners and the staffing and expenditures involved in the BSPP. How will the government enhance, reinforce and review the BSPP in the following year?

Asked by: Hon CHAN Chi-chuen (Member Question No. 213)

Reply:

Since 2005, the Education Bureau (EDB) has been in collaboration with over 170 companies / organisations in arranging career exploration activities under the Business-School Partnership Programme (BSPP) for students. In the 2014/15 school year, more than 120 companies and organisations participated in the BSPP. Within the first six months of the 2015/16 school year, i.e. from September 2015 to February 2016, we have already organised activities with more than 100 companies and organisations under the BSPP. The names of these companies and organisations are listed at the Appendix. To further enhance and reinforce the BSPP, EDB will mobilise more business organisations to forge closer partnership with schools. Our target is to increase the number of business partners from 120 in the 2014/15 school year to 135 in the 2015/16 school year and further to 150 in the 2016/17 school year. The manpower and expenditure involved in BSPP are subsumed under EDB's recurrent expenditure.

With a view to deepening business-school collaboration and engaging more business partners, we will explore the possibility of conducting different modes of BSPP activities, such as work shadowing, work experience programmes, taster programmes, mentorship programmes and adopt-a-school programmes, etc. Apart from encouraging schools to integrate BSPP activities into the school curriculum, promoting BSPP activities and organising experience-sharing sessions for BSPP partners and schools, we will extend the BSPP activities to cover more school principals, teachers and parents so as to equip them with the knowledge to support students and children for life planning. We have started reviewing and consolidating the key elements of effective practices to inform planning and to facilitate the setting up of a platform to showcase the exemplars of business-school partnership.

**Companies and Organisations Participating in BSPP in 2015/16 school year
(As at February 2016)**

	Names of the companies and organisations
1	Aviation Security Company Limited
2	Beauty and Hairdressing Industry Training Advisory Committee
3	Beauty Tech Institute Limited
4	Buildings Department
5	Café de Coral Group
6	Canon Hongkong Company Limited
7	Cathay Pacific Airways
8	Centurion Lions Club
9	Chinese Culinary Institute
10	Chow Tai Fook Jewellery Group Limited
11	Chun Wo Development Holdings Limited
12	Citi Group
13	Civil Aviation Department
14	Classified Post
15	CLP Power Hong Kong Limited
16	Convenience Retail Asia Limited
17	Create Hong Kong
18	Cross-Industry Training Advisory Committee for the Human Resource Management Sector
19	Crowe Horwath (HK) Consulting & Valuation Limited
20	Customs and Excise Department
21	Digital Broadcasting Corporation Hong Kong Limited
22	ECCO Shoes Hong Kong Limited
23	Environmental Campaign Committee
24	Exciting Life Company Limited
25	ExxonMobil Hong Kong Limited
26	Guangzhou Youth Cultural Exchange Center
27	Henderson Land Group Property Management Department
28	Highways Department
29	Hong Kong Aero Engine Services Limited
30	Hong Kong Aircraft Engineering Company Limited
31	Hong Kong Blind Sports Federation
32	Hong Kong Computer Society
33	Hong Kong Correctional Services Department
34	Hong Kong Economic Journal
35	Hong Kong Economic Times holdings Limited
36	Hong Kong Fire Services Department
37	Hong Kong Institute of Vocational Education (Tuen Mun)
38	Hong Kong Jewellery & Jade Manufacturers Association

39	Hong Kong Maritime Museum
40	Hong Kong Productivity Council
41	Hong Kong Quality Assurance Agency
42	Hong Kong Science and Technology Parks Corporation
43	Hong Kong Trade Development Council
44	Hospital Authority
45	Hotel and Tourism Institute
46	CK Hutchison Holdings Limited
47	CK Hutchison Holdings Limited - A.S. Watson Group
48	CK Hutchison Holdings Limited - Hutchison Port Holdings Limited
49	Import and Export Industry Training Advisory Committee
50	Information & Communications Technology Industry Training Advisory Committee
51	Insurance Industry Training Advisory Committee
52	InterContinental Hotels Group
53	InterContinental Hotels Group - Holiday Inn Golden Mile Hong Kong
54	InterContinental Hotels Group - Hotel Indigo Hong Kong Island
55	International Culinary Institute
56	Jardine Matheson Group
57	Jardine Schindler
58	JCI Kowloon
59	Junior Achievement Hong Kong
60	Logistics Industry Training Advisory Committee
61	Make Up For Ever Academy (HK)
62	Mandatory Provident Fund Schemes Authority
63	Manufacturing Technology (Tooling, Metals & Plastics) Industry Training Advisory Committee
64	Marks and Spencer
65	Metro Broadcast Corporation Limited
66	Ming Pao Daily News
67	Nam Pei Hong Sum Yung Drugs Co., Limited
68	New World Facilities Management Company Limited
69	Occupational Safety & Health Council
70	Ocean Park
71	Po Leung Kuk
72	Printing & Publishing Industry Training Advisory Committee
73	Produce Green Foundation
74	Qualifications Framework Secretariat
75	Regal Hotels International
76	Regal Hotels International - Regal Kowloon Hotel
77	Regal Hotels International - Regal Riverside Hotel
78	Rotary Club of New Territories
79	Rotary Club of Tolo Harbour
80	Rotary International District 3450
81	Route 3 (CPS) Company Limited

82	Royal Aeronautical Society (Hong Kong Branch)
83	RunOurCity
84	Sa Sa Cosmetic Company Limited
85	Shun Hing Technology Co., Limited
86	Sidefame Limited
87	Social Welfare Department
88	South China Morning Post Publishers Limited
89	Standard Chartered Bank (Hong Kong) Limited
90	Tao Heung Group
91	The Boys' & Girls' Clubs Association of Hong Kong
92	The Dairy Farm Company, Limited
93	The Hong Kong Coalition of Professional Services
94	The Hong Kong Institution of Engineers
95	The Hongkong and Shanghai Banking Corporation Limited
96	The Hongkong Electric Company, Limited
97	The Kowloon Motor Bus Co. (1933) Limited
98	Tung Wah Group of Hospitals
99	VISA Hong Kong
100	Vocational Training Council
101	Vocational Training Council, Maritime Services Training Board
102	Vocational Training Council, Transport Logistics Training Board
103	Wing On Travel
104	World Green Organisation
105	Young Entrepreneurs Development Council
106	Young Executives Committee of the Hong Kong Chiu Chow Chamber of Commerce

- End -

CONTROLLING OFFICER'S REPLY**EDB389****(Question Serial No. 5455)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

With the gradual increase in the number of students born to non-local parents, the number of cross-boundary students (CBS) studying in Hong Kong is on the rise, causing a tight supply of places in kindergartens and primary schools in the North District. In this regard, would the Administration:

(1) provide the number of CBS attending kindergartens and primary schools in Hong Kong in the past 2015/16 school year as well as the distribution of the districts these schools are in?

(2) estimate the number of CBS attending kindergartens and primary schools in Hong Kong in the coming 2016/17 school year and the respective number of school places allocated to CBS by various districts? What measures are available to address the demand on admission among local and CBS and what are the estimated manpower and expenditures involved in the process?

Asked by: Hon CHAN Chi-chuen (Member Question No. 214)

Reply:

(1) The number of cross-boundary students (CBS) attending kindergartens (including kindergarten-cum-child care centres) and primary schools by district in the 2015/16 school year is as follows:

District	Kindergarten (including kindergarten-cum-child care centre)	Primary school
North	5 431	6 117
Tai Po	346	1 990
Yuen Long	2 547	3 435
Tuen Mun	1 856	2 301
Sha Tin	62	473
Tsuen Wan	0	7
Kwai Tsing	91	41
Tung Chung	73	65
Wong Tai Sin	1	138

Note: Figures are based on the annual survey conducted via schools in September 2015 on the number of students travelling daily across the boundary in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing, Tung Chung and Wong Tai Sin districts.

(2) As regards CBS, their number and choice of boundary control point through which they would access Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, kindergarten education has all along been provided by the private sector. Parents may choose a kindergarten suitable for their children with regard to their needs, and admission is at the full discretion of individual kindergartens which may have different admission practices and procedures. Therefore, the Education Bureau (EDB) has no basis to reliably project the overall number of CBS and their geographical distribution in the coming 2016/17 school year. To alleviate the impact of increasing CBS on primary schools in individual districts, notably the North District, the EDB has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation under the Primary One Admission (POA) system. In brief, parents of applicant children residing in the Mainland are not required to choose any school net as the applicant child's POA School Net for participation in Part B of the Central Allocation stage. Instead, they are provided with a separate Choice of Schools List for the Central Allocation which consists of all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun : 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen long : 72 (Tin Shui Wai), 74 (Yuen Long East); the North District : 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po : 84) and individual schools in other districts having CBS and are ready and willing to support CBS. In POA 2016 (for admission to P1 in the 2016/17 school year), the School Choice List for the Central Allocation for CBS included about 2 790 P1 places. Administrative work for implementing the revised arrangements for the Central Allocation in the 2016/17 school year will be absorbed within the existing manpower resources of EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB390****(Question Serial No. 5456)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In the past 2 years, how many Hong Kong students pursued further studies under the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme)? How many of them received a bursary of up to \$15,000 per year during the study period of their programmes? What were the manpower and expenditure involved? Currently, how many Mainland institutions are participating in the Admission Scheme?

Asked by: Hon CHAN Chi-chuen (Member Question No. 215)

Reply:

- (a) Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme)

In the 2014/15 and 2015/16 academic years, there were respectively 1 535 and 1 444 Hong Kong students admitted by Mainland higher education institutions under the Admission Scheme. A total of 78 Mainland institutions have participated in the Admission Scheme in the 2015/16 academic year.

The total expenditure involved in implementing the Admission Scheme in the 2014/15 and 2015/16 academic years was \$2.54 million and \$3.23 million respectively. As for the manpower and related expenditure involved in implementing the Admission Scheme, since the Education Bureau (EDB) has been handling the work with existing resources, the manpower and related expenditure involved have been subsumed under the establishment and provision for EDB.

- (b) Mainland University Study Subsidy Scheme (MUSSS)

MUSSS was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Admission Scheme. Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

In the 2014/15 academic year, subsidy was provided to 263 students under MUSSS, with 152 receiving the full-rate subsidy and the remaining 111 receiving the half-rate subsidy. As for the 2015/16 academic year, subsidy was provided to 479 students (including subsidy renewal and newly approved applications), with 304 receiving the full-rate subsidy and the remaining 175 receiving the half-rate subsidy.

The total expenditure for implementing MUSSS in the 2014/15 and 2015/16 academic years was about \$4 million and \$6.3 million respectively. As for the manpower and related expenditure involved in implementing the scheme, apart from the three time-limited civil service posts (namely, one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) created to cope with the additional workload arising from the implementation of the scheme, EDB and the Working Family and Student Financial Assistance Agency (WFSFAA) have been handling the work with their existing resources. The manpower and related expenditure involved have been subsumed under the establishment and provision for EDB and WFSFAA.

- End -

CONTROLLING OFFICER'S REPLY**EDB391****(Question Serial No. 5458)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In the past year, what was the actual number of students from post-secondary institutions that participated in internship and exchange programmes outside Hong Kong and what were the expenditures involved? What was the respective number of post-secondary students that joined exchange programmes in the Mainland, Taiwan and the overseas? How many of them received a Government subsidy to participate in exchange programmes outside Hong Kong? What were the manpower and expenditures involved in the sponsorship? For the coming year, what will be the manpower and expenditures involved in subsidising students to participate in exchange programmes outside Hong Kong? What percentages will students joining exchange programmes in the Mainland, Taiwan and the overseas account for?

Asked by: Hon CHAN Chi-chuen (Member Question No. 217)

Reply:

Student exchanges do not only benefit outgoing students by broadening their global exposure but also help internationalise local campuses by bringing in more non-local students through the reciprocal exchange arrangement. Internship helps enhance the employability of students by providing them with better understanding of, and seamless transition to, the workplace. The number of students studying full-time publicly-funded post-secondary programmes who undertook exchange and internship outside Hong Kong for the 2014/15 academic year is at **Annex**. Of the 10 602 students who participated in exchange programmes in the 2014/15 academic year, 2 185 and 1 082 went to the Mainland and Taiwan respectively, whereas the remaining 7 335 participated in other overseas exchange programmes. The expenditure involved is not available.

The estimated number of students who will participate in exchange programmes outside Hong Kong in the 2016/17 academic year is not available.

The manpower and related expenditure involved in subsidising students to participate in exchange programmes outside Hong Kong have been subsumed under the establishment and provision for the Education Bureau.

**Number of Full-time Students of Publicly-funded Programmes
Undertaking Exchange and Internship Outside Hong Kong
in the 2014/15 Academic Year**

Institutions	Exchange	Internship
City University of Hong Kong	1 158	381
Hong Kong Baptist University	430	150
Lingnan University	398	229
The Chinese University of Hong Kong	1 162	1 027
The Hong Kong Academy for Performing Arts	4	44
The Hong Kong Institute of Education	167	127 (Note 3)
The Hong Kong Polytechnic University	662	1 209
The Hong Kong University of Science and Technology	966	99
The University of Hong Kong	1 228	549
Vocational Training Council	4 427	219
Total:	10 602	4 034

Notes:

1. Outgoing exchange students refer to those students of publicly-funded full-time long programmes who enrol in credit-bearing courses in non-local partner institutions for at least one semester (including summer semester) due to exchange activities.
2. An internship refers to a period of work arranged or endorsed by the institution providing the publicly-funded programme in which the student is enrolled. There is no restriction about the duration of internship which can be a part-time or full-time work arrangement, provided that it forms a compulsory or elective component of the programme, regardless of whether it is credit-bearing or not.
3. The figure for the Hong Kong Institute of Education does not include field experience for students.

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CONTROLLING OFFICER'S REPLY**EDB392****(Question Serial No. 5459)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Administration indicated that it would continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels. Please tabulate the details of developing the learning and teaching resource packages and the assessment bank, including developers, manpower, expenditure and contents, in the past 3 years. What is the estimated amount of funding and manpower to be allocated for promoting Basic Law education at senior primary and junior secondary levels in the coming year?

Asked by: Hon CHAN Chi-chuen (Member Question No. 218)

Reply:

The Education Bureau (EDB) would continuously develop learning and teaching resources and assessment banks at senior primary and junior secondary levels with a view to enhancing students' understanding of the Basic Law. The "Let's Learn the Basic Law" Learning Package (Senior Primary) was developed (in printed and web versions) and distributed in 2012. Meanwhile, the Chinese and English versions of the Understanding the Law, Access to Justice: Basic Law Learning Package (Junior Secondary) have been distributed to schools in stages from January 2012 to January 2013. To keep pace with the development of e-learning, an e-book version of the above learning packages for junior secondary has also been developed in February 2014. A revamped and updated e-book version of the "Understanding the Law, Access to Justice: Basic Law Learning Package (Junior Secondary)" was also developed. Besides, an "Effective Use of 'Let's Learn the Basic Law' Learning Package", which is a collection of schools' good practices, was distributed to all primary schools in 2015. To further deepen students' knowledge and understanding of the Basic Law, EDB developed the "Basic Law Audio-visual Learning and Teaching Package" in junior secondary and we are currently developing the "Basic Law Audio-visual Learning and Teaching Package (Senior Primary)" for senior primary students. EDB will also continue to enrich and update the assessment banks and collect feedback through various channels to further refine the above resource materials. Content of the learning packages and the assessment banks are as follows:

Content and developer of learning and teaching packages	<p>The following packages are designed by EDB according to the learning stages of the students. Contents of the packages can be incorporated by teachers in relevant learning and teaching contexts.</p> <ul style="list-style-type: none"> - Understanding the Law, Access to Justice: Basic Law Learning Package (Junior Secondary): 13 units for junior secondary - Effective Use of 'Let's Learn the Basic Law' Learning Package: 16 units for senior primary - Basic Law Audio-visual Learning and Teaching Package 2015: 5 units for junior secondary
Content and developer	- Two sets of questions are separately designed by EDB for senior primary

of assessment banks	and junior secondary level - Schools could make use of the assessment banks to generate questions for students to attempt online or for internal assessment purpose - Questions are divided into Basic and Challenge levels at junior secondary level
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Expenditure for the related curriculum work and support measures, which include research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. are absorbed by the recurrent expenditure of EDB as an integral part of day-to-day curriculum development work. There is no separate breakdown for individual items, only the expenditure on developing learning and teaching resources could be provided. The manpower requirement will be absorbed by the existing provision. Expenditure on developing learning and teaching resources for senior primary and junior secondary levels in the past 3 years and the coming year are as follows:

2013-14 [@]	2014-15 ^{@#}	2015-16 ^{@*}	2016-17 ^{@++}
\$0.65 million	\$2.07 million	\$3.65 million	\$1.84 million

[@] Manpower resources in the provision are absorbed by the recurrent expenditure of EDB

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

⁺⁺ Estimated figures

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CONTROLLING OFFICER'S REPLY**EDB393****(Question Serial No. 5460)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As stated under the Programme, the Education Bureau will offer opportunities for students to join Mainland exchange programmes and arrange professional exchange programmes for teachers. Please provide details of these programmes. What will be the manpower and expenditure involved? What were the resources and manpower allocated to national education in the past year?

Asked by: Hon CHAN Chi-chuen (Member Question No. 219)

Reply:

The Education Bureau (EDB) provides Mainland exchange programmes (MEPs) for primary and secondary students mainly through the “Mainland Exchange Programme for Junior Secondary and Upper Primary Students” (「同根同心」——香港初中及高小學生內地交流計劃), the “Mainland Exchange Programme for Senior Secondary School Students” (「同行萬里」高中學生內地交流計劃), the “Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland” (初中及高小學生交流活動資助計劃——「赤子情 中國心」), the “Senior Secondary School Students Mainland Exchange Programme Subvention Scheme” (高中學生內地交流活動資助計劃), the “Mainland Exchange Programme for Student Leaders” (領袖生內地交流計劃) and some thematic MEPs. In 2015-16, the expenditure for student MEPs is \$62.7 million*.

Teachers participate in different kinds of professional exchange programmes through a variety of channels, including those organised by school sponsoring bodies and schools to meet the professional development needs of teachers. Insofar as the mode of study tour is concerned, EDB provides professional exchange for teachers through the “National Day Delegation from the Educational Sector of Hong Kong” (香港教育界國慶訪京暨專業交流團), etc. Moreover, teachers also participate in the MEPs for students as learning facilitators according to the “1 teacher: 10 students ratio”. The expenditure for professional exchange programmes for teachers in 2015-16 is \$1.5 million*. The staffing resources for the provision of MEPs for students and professional exchange programmes for teachers are absorbed in the recurrent expenditure of EDB.

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources, provision of Mainland exchange opportunities to complement student's learning in relevant Key Learning Areas/subjects as well as, where appropriate, provision of professional support to schools etc. With staffing

and expenditure for most of these items being absorbed in the recurrent expenditure of EDB, we are not able to provide a separate breakdown of the expenditure involved and manpower involved.

* provisional figures

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CONTROLLING OFFICER'S REPLY**EDB394****(Question Serial No. 5461)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: Not specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As stated under the Programme, the estimated 5 551 non-directorate posts as at 31 March 2016 will rise by 131 posts to 5 682 posts as at 31 March 2017 and there will be an estimated 32 directorate posts as at 31 March 2016 rising by 2 posts to 34 posts as at 31 March 2017, what are the categories and job nature of the above new posts? What are the categories, salaries, allowances and job nature of the 34 directorate posts? What are the categories, numbers, salaries, allowances and job nature of the 5 682 non-directorate permanent posts?

Asked by: Hon CHAN Chi-chuen (Member Question No. 220)

Reply:

There is an increase of two directorate posts and a net increase of 131 non-directorate posts^{Note} in 2016-17, comprising 101 education professional and 32 general and common grades posts. The additional posts include 24 for implementing the new subsidised kindergarten policy; 65 for conversion of cash grants to teaching posts in government schools, 13 for enhancing teacher training; 7 for strengthening services provided to students with special educational needs and 24 for enhancing support for various areas including the Sister School Scheme, Students Mainland Exchange Programmes, School-based After-School Learning and Support Programmes as well as for replacing long-term non-civil service contract positions.

The information concerning the directorate and non-directorate posts is tabulated as follows -

<u>Category</u>	<u>Number of Posts</u>	<u>Job Nature</u>
(a) Directorate		
(i) Education professionals	19	Formulation and implementation of education-related policies, programmes and internal administration
(ii) Other professionals and general grades	15	
Total:	34	

<u>Category</u>	<u>Number of Posts</u>	<u>Job Nature</u>
(b) Non-directorate		
(I) Posts in government schools		Delivery of education-related services and administration support
(i) Education professionals	2 952	
(ii) General and common grades	503	
(II) Posts in Education Bureau		
(i) Education professionals	1 183	
(ii) Other professionals, general and common grades	1 044	
Total:	5 682	

In 2016-17, the financial provision for salaries and allowances (including job-related allowances) under Head 156 are \$3,186.1 million and \$42.7 million respectively.

Note

The increase of 131 non-directorate posts in 2016-17 is the net result of the planned creation of 258 posts and planned deletion of 127 posts.

- End -

CONTROLLING OFFICER'S REPLY

EDB395

(Question Serial No. 5462)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (1) Director of Bureau's Office
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

As stated under the Programme, 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 work includes the planning, co-ordination and implementation of all arrangements for the Secretary's public, media and community functions. Will the Bureau list in a table the time, locations, sizes of entourage, expenditures and details of the public and community functions attended by the Secretary for Education in the past 3 years?

Asked by: Hon CHAN Chi-chuen (Member Question No. 221)

Reply:

The Secretary for Education attends from time to time various functions to cultivate contacts with different sectors of the community. We have not kept statistics on past events attended by the Secretary. Hence, we are unable to provide the requested information. Expenditure incurred, if any, in connection with the attendance of such events has already been reflected in the operating expenses of the Education Bureau.

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CONTROLLING OFFICER'S REPLY

EDB396

(Question Serial No. 5463)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (001) Salaries
Programme: (1) Director of Bureau's Office
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What is the estimate for the pay and allowances for the Secretary for Education, the Under Secretary and the Political Assistant in 2016-17?

Asked by: Hon CHAN Chi-chuen (Member Question No. 222)

Reply:

For budgetary purposes, the estimates for the salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in 2016-17 are \$3.58 million, \$2.33 million and \$1.25 million respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB397

(Question Serial No. 5466)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

According to the Policy Address, the Government will continue to provide financial support for public sector primary and secondary schools to set up Wi-Fi infrastructure in campuses and procure mobile computing devices. Related works at half of the public sector schools in Hong Kong have been completed. At present, how many public sector schools have already completed the related works? What was the yearly Government expenditure for these works in the past? What are the estimated expenditure and rate of increase for the coming year?

Asked by: Hon CHAN Chi-chuen (Member Question No. 225)

Reply:

We launched the "Support Scheme for e-Learning in Schools" or WiFi-100 project in early 2014 with a commitment of \$50 million under which around \$35 million one-off grant was provided to 100 public sector schools in early 2014 for enhancement of their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices.

Furthermore, we launched the Fourth Strategy on Information Technology in Education (ITE4) in August 2015 with a non-recurrent funding of \$105 million, of which around \$40 million was disbursed to the first batch of 412 schools under the WiFi-900 project in 2015-16 as one-off grant for acquisition of mobile computing devices to facilitate the use of e-textbooks or other e-learning resources in class under a WiFi school environment. We also disbursed an extra recurrent grant of \$70,000 on average per school for these 412 schools for subscription of WiFi services.

For 2016-17, the estimated expenditure for implementation of the ITE4 includes \$30 million one-off grant for the second batch of some 300 schools under the WiFi-900 project for acquisition of mobile computing devices, and an extra recurrent grant of \$70,000 on average per school for these 300 schools for subscription of WiFi services.

According to information collected from schools, as at February 2016, some 460 public sector schools have completed the enhancement of WiFi infrastructure under the WiFi-100 and the first phase of WiFi-900 projects.

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CONTROLLING OFFICER'S REPLY**EDB398****(Question Serial No. 5467)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As stated in paragraph 117 of the Budget, to further encourage continuing education, the Administration will implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council starting from the next academic year. Programmes in the disciplines of construction, engineering and technology will be covered. The total commitment will be \$200 million, benefiting 5 600 people. According to the Administration's estimation, what are the estimated expenditure and the types of programmes involved for each of the next 3 academic years? How many people are expected to benefit from it each year?

Asked by: Hon CHAN Chi-chuen (Member Question No. 226)

Reply:

In order to further encourage continuing education, the Government plans to implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology, of which related industries are highly specialised and facing keen manpower demand.

Under the pilot scheme, eligible applicants for the subsidy should meet all the following criteria –

- (a) a resident of Hong Kong who is lawfully employable in Hong Kong; and
- (b) has newly and successfully enrolled for the first time into a self-financing part-time programme offered by VTC. The programmes enrolled should be –
 - (i) accredited at the Qualifications Framework Level 3 to 5 by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, excluding associate degree and bachelor's degree programmes; and
 - (ii) under the area of study/training in "Architecture and Town Planning" or "Engineering and Technology" under the classification of the Hong Kong Qualifications Register.

Successful applicants will be refunded 60% of the tuition fees of eligible programmes, subject to a maximum of \$45,000 per person. Applicants may apply for fee refund for not more than two eligible programmes under the pilot scheme. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

Subject to the approval by the Finance Committee of the Legislative Council within the 2015-16 legislative year, the pilot scheme will be launched starting from the 2016/17 academic year. It will incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme. It is estimated that the pilot scheme will benefit around 5 600 students in total for three cohorts. A breakdown of the estimated expenditure and number of new beneficiaries by cohort is as follows –

	2016/17 cohort	2017/18 cohort	2018/19 cohort	Total
Estimated expenditure (\$ million)	62	68	70	200
Estimated number of new beneficiaries	1 700	1 900	2 000	5 600

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CONTROLLING OFFICER'S REPLY

EDB399

(Question Serial No. 3489)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- a) Please provide the amount of expenditure respectively in providing assistance towards rent, rates and government rent for eligible non-profit-making kindergartens in the 18 districts in the past 3 years. (Please give a breakdown by District Council district)
- b) What is the yearly breakdown of the numbers of applications for the Non-profit-making Kindergarten Rent Reimbursement Scheme made by kindergartens and the numbers of applications approved for the past 5 school years? What is the respective percentage share among local kindergartens and kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)?
- c) What is the estimated expenditure for the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2016/17 school year?
- d) As the Government plans to implement a free kindergarten education policy from the 2017/18 school year, will the Non-profit-making Kindergarten Rent Reimbursement Scheme be abolished then? If yes, what are the details and the reasons?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 5)

Reply:

- (a) The expenditure on reimbursement of rent, rates and government rent for eligible non-profit making (NPM) kindergartens (KGs) in 2012-13, 2013-14 and 2014-15 by District Council district is tabulated below:

Financial Year District	2012-13		2013-14		2014-15	
	Rent	Government Rent and Rates	Rent	Government Rent and Rates	Rent	Government Rent and Rates
	(\$)		(\$)		(\$)	
CW	2,773,666	1,200,774	3,473,324	1,424,248	3,382,020	1,475,764
WCH	2,316,628	1,329,517	2,861,480	1,691,372	3,103,485	1,638,736
HKE	8,899,830	2,809,307	9,197,784	3,474,325	10,410,205	3,936,231
SOU	3,604,241	1,837,179	4,155,215	2,055,726	4,026,093	2,526,420
SSP	9,781,553	1,429,621	10,580,407	1,701,880	10,695,636	1,806,570
YTM	1,846,611	608,810	1,803,893	793,730	2,078,213	842,580
KC	4,603,303	2,055,863	4,877,240	2,844,859	5,158,691	2,897,561
WTS	12,506,842	2,402,213	12,979,390	2,817,940	13,775,914	3,163,960
KT	14,733,230	3,117,300	15,170,071	3,740,131	17,836,382	4,249,253
TW	5,875,015	1,084,596	6,540,477	1,241,762	6,876,528	1,540,710
TM	17,938,998	1,865,584	19,074,644	2,231,528	20,191,234	2,632,949
YL	15,430,351	2,022,884	16,269,043	2,382,114	17,594,643	2,737,266
N	9,672,121	1,146,443	9,996,034	1,628,334	11,187,520	1,884,080
TP	12,733,494	998,203	13,170,071	1,590,685	13,770,787	1,815,798
ST	18,700,571	2,076,860	19,059,724	2,662,723	22,098,622	3,287,655
SK	13,802,106	1,588,190	14,474,010	2,025,025	15,101,556	2,286,645
ISL	4,005,303	601,067	3,962,568	759,073	4,076,387	794,053
KWT	13,460,752	1,589,724	14,117,577	1,935,799	14,853,443	2,230,468

- (b) The number of applications and approval granted to NPM KGs for rent reimbursement and their respective percentage share among local KGs and KGs under the Pre-primary Education Voucher Scheme (PEVS) from the 2011/12 to 2015/16 school years are tabulated below:

School year	2011/12	2012/13	2013/14	2014/15	2015/16*
No. of local KGs	856	861	869	874	872
No. of KGs joining PEVS	751	735	724	724	732
No. of applications	6	7	8	7	3
Percentage share among local KGs	0.7%	0.8%	0.9%	0.8%	0.3%
Percentage share among KGs joining PEVS	0.8%	1.0%	1.1%	1.0%	0.4%
No. of approval granted	0	0	2	3	3
Percentage share among local KGs	Not applicable	Not applicable	0.2%	0.3%	0.3%
Percentage share among KGs joining PEVS	Not applicable	Not applicable	0.3%	0.4%	0.4%

* Position as of February 2016.

- (c) The estimated expenditure on reimbursement of rent for NPM KGs in 2016-17 is \$229.9 million.
- (d) As announced in the 2016 Policy Address, a new free quality KG education policy will be implemented from the 2017/18 school year. In order to lessen the KGs' rental-related financial burden, rental subsidy will be provided to eligible KGs under the new KG education policy. Details are as follows:
 - (i) For KGs in housing estates operated in premises allocated under the school allocation or nomination mechanisms administered by the Education Bureau which are paying rental at concessionary rate as assessed by the Hong Kong Housing Authority (around 50% of market rent) and stipulated in the tenancy agreements, they will continue to be eligible for full rental subsidy subject to the fill-up rate as in the long-standing arrangements under the existing Rent Reimbursement Scheme (RRS). While there are only two tiers of fill-up rate under the existing RRS (i.e. KGs with fill-up rate of 50% or above will be provided with full rental subsidy while KGs with fill-up rate of below 50% will be provided with 50% of rental subsidy), more tiers of fill-up rate will be introduced to guard against using public funds to subsidise over-provision of KG places.
 - (ii) For former aided child care centres (FACs) (Note) currently in receipt of rental reimbursement and mainly situated in premises of public housing estates paying less than 50% of market rent, they will continue to be eligible for full rental subsidy.

Note: FACs were operated under the Social Welfare Department before harmonization. They usually operate longer service hours.

- (iii) For other eligible KGs, the rental subsidy will be subject to a ceiling and the student enrolment to ensure proper use of public funds. To avoid circumstances where the rental component would become disproportionate to the subsidy package per KG under the new KG education policy, the rental subsidy for these KGs will be subject to "dual" caps at 50% of open market rental, or 15% of the "basic HD unit subsidy", whichever is lower. For KGs currently paying market rent under the existing RRS but will be entitled to less subsidy under the new rental subsidy scheme, a grace period of four years from the implementation of the new policy in the 2017/18 school year will be allowed for these KGs to migrate to the new scheme. The new rental subsidy scheme will apply to them thereafter.

- End -

CONTROLLING OFFICER'S REPLY**EDB400****(Question Serial No. 3490)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In respect of the kindergartens in Hong Kong in each of the past 3 school years, by district, what are the numbers of enrolment applications, the numbers of students admitted, the amount of application fee collected from each student and the total amount of application fee collected? Please provide a breakdown by 18 districts.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 8)

Reply:

According to regulation 61(1) of the Education Regulations (Cap. 279A), schools must first obtain the written approval of the Permanent Secretary for Education before collecting any fees, including entrance examination fee (commonly known as application fee). To streamline schools' administrative procedures, the Education Bureau (EDB) has set a ceiling for application fee of kindergartens (KGs) and given blanket approval for KGs to collect application fee within the approved ceiling, with the actual level determined by individual KGs having regard to their own circumstances. KGs that wish to collect application fee exceeding the approved ceiling are required to seek prior approval from EDB. As student admission is a school-based matter, KGs are not required to provide EDB with information on the number of admission applications received, the total amount of application fee collected and number of students admitted each year. In view of the above, EDB is unable to provide the required information. Notwithstanding this, the enrolment (in particular in Nursery classes) may partly reflect the situation. According to the information collected through the annual Student Enrolment Survey, the number of KG students by level in the past three school years (2013/14, 2014/15 and 2015/16) by district is tabulated at Appendix.

Number of Students in Kindergartens by District and by Grade Level from the 2013/14 to 2015/16 School Years

Districts	2013/14				2014/15				2015/16			
	Nursery	Lower Class	Upper Class	All Grades	Nursery	Lower Class	Upper Class	All Grades	Nursery	Lower Class	Upper Class	All Grades
Central & Western	1 864	1 830	1 818	5 512	1 925	1 849	1 740	5 514	2 247	2 102	1 708	6 057
Wan Chai	2 272	2 138	2 015	6 425	2 349	2 181	2 022	6 552	2 341	2 269	2 081	6 691
Eastern	4 008	3 940	3 845	11 793	4 300	4 022	3 676	11 998	4 470	4 173	3 714	12 357
Southern	1 639	1 702	1 432	4 773	1 654	1 614	1 520	4 788	1 696	1 644	1 480	4 820
Yau Tsim Mong	2 039	1 982	1 860	5 881	2 225	2 049	1 925	6 199	2 285	2 242	1 942	6 469
Sham Shui Po	2 875	2 757	2 698	8 330	3 162	2 970	2 803	8 935	3 260	3 242	2 940	9 442
Kowloon City	7 843	7 606	7 189	22 638	8 134	7 644	7 095	22 873	8 369	8 130	7 104	23 603
Wong Tai Sin	2 316	2 337	2 429	7 082	2 489	2 412	2 424	7 325	2 652	2 559	2 433	7 644
Kwun Tong	3 632	3 839	4 034	11 505	4 128	3 772	4 001	11 901	4 294	4 223	3 852	12 369
Sai Kung	2 878	2 660	2 646	8 184	3 087	2 880	2 530	8 497	3 376	3 094	2 707	9 177
Sha Tin	4 321	4 213	3 949	12 483	4 790	4 406	3 993	13 189	5 331	4 926	4 203	14 460
Tai Po	2 223	1 943	1 964	6 130	2 276	2 250	1 880	6 406	2 425	2 295	2 145	6 865
North	3 924	3 831	3 898	11 653	4 501	4 082	3 980	12 563	4 239	4 590	4 141	12 970
Yuen Long	5 474	5 345	5 393	16 212	5 779	5 671	5 377	16 827	6 070	5 952	5 730	17 752
Tuen Mun	3 940	3 971	3 827	11 738	4 524	4 221	3 985	12 730	4 611	4 642	4 137	13 390
Tsuen Wan	2 055	2 095	2 083	6 233	2 306	2 009	2 071	6 386	2 547	2 350	2 036	6 933
Kwai Tsing	3 322	3 270	3 134	9 726	3 576	3 393	3 177	10 146	3 864	3 630	3 279	10 773
Islands	1 199	1 240	1 106	3 545	1 164	1 313	1 091	3 568	1 246	1 252	1 128	3 626
All Districts	57 824	56 699	55 320	169 843	62 369	58 738	55 290	176 397	65 323	63 315	56 760	185 398

Notes:

- (1) Figures refer to the position as at mid-September of the respective years.
 (2) Figures cover students studying in kindergarten-cum-child care centres.

- End -

CONTROLLING OFFICER'S REPLY

EDB401

(Question Serial No. 3494)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) As chancellor of the 8 local universities, what duties and powers does the Chief Executive have?
- (b) In the past 3 years, did the Chief Executive give his advice to universities on the list of honorary doctorates to be conferred by exercising his powers as the chancellor of the 8 local universities? If yes, which year was that and what were the details?
- (c) In the past 3 years, did the Chief Executive give his advice to universities on the appointment of president/vice-chancellor and vice-president/pro-vice-chancellor as well as other academic staff by exercising his powers as the chancellor of the 8 local universities? If yes, which year was that and what were the details?
- (d) Will the University Grants Committee earmark resources for conducting a review on the roles, duties and powers of the Chief Executive as university chancellor in 2016-17 and 2017-18? If yes, what are the details and estimated expenditures? If no, what are the reasons?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 37)

Reply:

According to the respective ordinances governing the eight University Grants Committee (UGC)-funded institutions, the Chief Executive is the Chancellor, the purpose of which is to maintain the linkages between the Government and the institutions and to demonstrate the Government's support to the higher education sector. Relevant provisions in the ordinances and statutes of the institutions specify the powers and duties of the Chancellor in order to meet the needs of the institutions. The Chief Executive has the statutory power and responsibility to carry out the duties specified in relevant provisions in the ordinances.

As regards appointment of presidents/vice-chancellors, vice-presidents/pro-vice-chancellors as well as other academic staff, according to the respective ordinances of the UGC-funded institutions, the appointment power rests with their respective councils. Neither the CE/Chancellor nor the Government has any role to play in staff appointment matters.

The statutory system of having the CE as the Chancellor of the UGC-funded institutions has been operating effectively over the years. Neither the Government nor the UGC has earmarked resources for conducting a review on this system.

- End -

CONTROLLING OFFICER'S REPLY**EDB402****(Question Serial No. 3495)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Territory-wide System Assessment (TSA), please inform this Committee:

- (a) What were the annual expenditure of Primary 3 (P3), Primary 6 (P6) and Secondary 3 (S3) TSA in the past 3 years?
- (b) What are the estimated expenditure of P3, P6 and S3 TSA respectively in 2016-17?
- (c) In 2016-17, the Government will invite about 50 schools to participate in P3 TSA. What are the details and estimated expenditure?
- (d) What are the member list, the attendance rate of each member, number of meetings and expenditure of the committee appointed to review TSA in 2015-16? What are the work plan and estimated expenditure of the committee in 2016-17?
- (e) Will the Government retain or cancel the entire TSA in 2016-17 and 2017-18 for public consultation? If yes, what are the details and estimated expenditure? If no, why?
- (f) Did the Bureau investigate the condition of test drilling for TSA in primary and secondary schools in the past 3 years? If yes, what were the details and expenditure? If no, why?
- (g) Did the Bureau conduct any survey and collect parents' views on TSA in the past 3 years? If yes, what were the details and expenditure? If no, why?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 39)

Reply:

(a) to (g)

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment (BCA) project, including Territory-wide System Assessment (TSA). The payment to the HKEAA is settled annually in compliance with the terms of the contract and service items (including item setting, printing and administration fees on administering schools' participation in the assessment). The expenditure on TSA under the contract is set out in the following table:

Contract period	Expenditure on TSA (\$ million)	Average expenditure per year (\$ million)
2011-2014 (4 years)	220	55
2015-2018 (4 years)	296	74

The expenditure on P3, P6 and S3 TSA under the 2011 to 2014 contract is \$76 million, \$68 million and \$76 million respectively.

The Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on TSA in late October 2015. Two working groups were set up under the Committee to conduct in-depth studies of the reporting and administration and the papers and question design of TSA respectively. The Committee submitted the report in February 2016 to EDB reaffirming the intent and value of the establishment of TSA and recognising the functional use of TSA data to provide feedback to learning and teaching and to facilitate the formulation of measures to support learning. The report has set out the short-term, medium/long term recommendations. The EDB has accepted the report of the Committee. The report has been uploaded onto the website (<http://www.edb.gov.hk/attachment/en/curriculum-development/tsa/report.pdf>).

Four Committee meetings were held from December 2015 to February 2016 to review TSA. Membership list of the Committee is at Annex. The attendance rates of members of the four meetings range from 71% to 81%.

In conducting the review on TSA, the Committee attaches great importance to the views of stakeholders. In particular, a number of parent sessions have been set up to meet various groups of parents, including district parent-teacher associations, parent concern groups and parents of 18 districts in regional seminars. A seminar open to all parents was also organised to introduce TSA to them and collect their views.

The costs incurred for the above work was absorbed within the resources of the EDB.

To address various concerns in the community about TSA (including over-drilling, different stakeholders' perception of the stakes involved and the provision of support to schools and students), the Committee has proposed in the recommendations a package of various improvement and support measures addressing specific concerns, including improvement on item and assessment design, trying out different formats of school report, provision of training on enhancing assessment literacy of the education sector, online learning and teaching tools and exemplars as well as the promotion of communication among different stakeholders. Besides, the EDB will strengthen internal guidelines stating explicitly that the EDB will not use TSA data to assess the performance of a school (e.g. External School Review). From the 2016/17 school year, TSA should be removed from the focus questions under "8.1 Academic Performance" of the "Performance Indicators" to alleviate schools' concerns. In addition, provision on schools' good use of TSA data to provide feedback to learning and teaching should be further emphasised under "3.3 Performance Assessment".

On Primary 3 TSA, the Committee recognises that the assessment paper and question design could be adjusted and different formats of school reports could be adopted. The Committee suggests that the related arrangements should be tested out in the form of a tryout in 2016. In addition, professional support strategies would be provided to schools to enhance their knowledge and skills in homework policy, assessment literacy such as using assessment data to improve curriculum planning, learning and teaching, using diversified assessment methods to align with learning targets in school curricula and providing students with quality feedback with a view to improve learning effectiveness.

The Hong Kong Examinations and Assessment Authority issued letters on 29 February 2016 to invite 50 primary schools to participate in the 2016 Tryout Study (Primary 3) and they are of different types (i.e. about 10 per cent of the primary schools in the territory with each participating as a unit). Schools are invited on the basis of various factors including districts, types of schools (government, aided, Direct Subsidy Scheme) and school size to ensure representativeness, reliability and validity of the tryout study. The invited schools of the tryout study can consider if they would participate with reference to their school-based situations. Other schools are also encouraged to take part on a voluntary basis. At the present stage, schools are being invited to sign up for the tryout study. The number of schools taking part in the tryout study and relevant expenditure is yet to be finalised.

**Membership list of the Coordinating Committee on Basic Competency
Assessment and Assessment Literacy**

Chairperson

Deputy Secretary for Education

Ex-officio Members

Principal Assistant Secretary (Education Infrastructure), Education Bureau

Principal Assistant Secretary (Curriculum Development)/ Principal Education Officer (Curriculum Development) , Education Bureau

Secretary General of the Hong Kong Examinations and Assessment Authority*

Executive Director of the Hong Kong Education City Limited

Members

Professor Carol CHAN	Professor, Faculty of Education, The University of Hong Kong
Ms CHAN Cheuk-lin, Irene	Principal, Po Leung Kuk Chee Jing Yin Primary School
Dr CHAN So-yee, Zoe	Curriculum Leader, L.K.W.F.S.L. Wong Yiu Nam Primary School
Mr CHEUNG Yung-pong, Langton*	Principal, S.K.H. St. James' Primary School
Dr CHONG Siu-man, Ambrose	Principal, Lai King Catholic Secondary School
Professor HAU Kit-tai	Choh-Ming Li Professor, The Chinese University of Hong Kong
Ms Martina KAN	Chinese Panel Head, St. Francis' Canossian School
Mr LAI Tsz-man*	Principal, Kwok Man School
Dr Winnie LAI	Faculty of Education, The University of Hong Kong
Ms LAM Sau-lan, Anna	Vice Panel Head of English Department, Caritas Chong Yuet Ming Secondary School
Mr LAM Yat-fung, James*	Principal, Lions College
Ms LEE Suet-ying*	Principal, Ho Yu College and Primary School (Sponsored by Sik Sik Yuen)
Mr LEUNG Wai-cheong	Vice-Principal, St. Anthony's School
Professor MOK Mo-ching, Magdalena	Chair Professor, The Hong Kong Institute of Education
Ms SIN Yuk-chun, Rosita	Chinese Panel Head, Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College
Mr TONG Sau-chai, Henry*	Chairman, Committee on Home-School Cooperation

* Joining the Committee in October 2015

- End -

CONTROLLING OFFICER'S REPLY

EDB403

(Question Serial No. 3517)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) The Bureau appointed the Hong Kong Institute of Vocational Education (Sha Tin) to conduct an independent questionnaire survey in late 2013 to collect information about the duties, workload and training needs of laboratory technicians in aided secondary schools. What were the purposes, findings, study period and expenditures of the survey?
- (b) Has the report on survey findings been made public? If yes, what are the channel and date of disclosure? If no, why?
- (c) Does the Bureau plan to launch a laboratory technicians downsizing programme in all aided secondary schools? If yes, what is the specific plan? What is the estimated expenditure? Has the school sector been consulted?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 211)

Reply:

- (a) The survey aimed to collect information about the duties of laboratory technicians, and identify the training needs for the laboratory technicians with the full implementation of the senior secondary curriculum under the New Academic Structure. The survey revealed that the laboratory technicians performed mainly the duties listed in the Code of Aid. They also provided support to the implementation of science related activities (such as science extra-curricular activities and science competitions). Furthermore, they provided support to non-science related tasks in their schools. The survey was conducted in the 2013/14 school year and the total expenditure was \$391,950.
- (b) The gist of survey results has been uploaded to the webpage of Science Education Section, EDB in April 2015. Please refer to <http://www.edb.gov.hk/en/curriculum-development/kla/science-edu/whats-new.html>
- (c) To facilitate the smooth implementation of science curricula in schools under the New Academic Structure, the provision of laboratory technicians from the 2009/10 school year to 2015/16 school year has been frozen. In the midst of the latest development in curriculum implementation of science education and "Science, Technology, Engineering and Mathematics" (STEM) related activities, the duties of laboratory technician should also be updated.

Since early June 2015, EDB has been adopting the established channels to communicate with stakeholders (including principal associations/school councils, science teachers and the three laboratory technician unions), and a total of 14 meetings were held. Matters related to updating of the duties of

laboratory technicians and the calculation of the provisions of laboratory technicians in schools were discussed.

To align with the development of the ongoing renewal of the school curriculum, EDB has recently announced the extension of the arrangements for freezing the provision of laboratory technicians to the end of 2016/17 school year. It is expected that the updated duties of laboratory technician and the updated calculation for the provision of laboratory technicians will be announced in the coming school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB404****(Question Serial No. 3533)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(a) The Government introduced the Mainland University Study Subsidy Scheme in the 2014/15 academic year to enable needy Hong Kong students pursuing studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions to receive grants during the study period of their programmes. What are the details, the number of beneficiary and expenditures involved each year?

(b) In 2016-17, will the Government earmark resources for working on the recognition of Mainland university qualifications in Hong Kong? If yes, what are the details and estimated expenditures of such work?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 263)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

In the 2014/15 academic year, subsidy was provided to 263 students under MUSSS, with 152 receiving the full-rate subsidy and the remaining 111 receiving the half-rate subsidy. The total amount of subsidy granted was about \$3.1 million. As for the 2015/16 academic year, subsidy was provided to 479 students (including subsidy renewal and newly approved applications), with 304 receiving the full-rate subsidy and the remaining 175 receiving the half-rate subsidy. The total amount of subsidy granted was about \$5.9 million.

According to our understanding, over 3 000 Hong Kong students are admitted to the first year of undergraduate study in the Mainland every year. To provide Hong Kong students with more opportunity to articulate into undergraduate study and ensure that they will not be denied access to higher education due to a lack of means, we have advanced the review of MUSSS as to how to expand its scope to benefit more students studying in the Mainland, including those who are pursuing undergraduate study in those Mainland institutions participating in the Admission Scheme. We plan to brief the Legislative Council Panel on Education in April 2016 on the results of review of the MUSSS and enhancements to be introduced to the scheme starting from the 2016/17 academic year.

To promote co-operation between the Mainland and Hong Kong in education and student exchanges, a Memorandum of Understanding between the Mainland and Hong Kong on Mutual Recognition of Academic Degrees in Higher Education (MoU) was signed between the Ministry of Education and the then Education and Manpower Bureau of the Hong Kong Special Administrative Region in July 2004. The MoU facilitates the mutual recognition of academic qualifications awarded in both places for the purpose of further studies in recognised Mainland and Hong Kong higher education institutions with powers to award degrees at Bachelor's level or above. The list of recognised higher education institutions in both places are attached as Annex to the MoU and updated regularly.

Recognition of individual qualifications is essentially a matter for the users to decide. In general, it is up to individual employers (in both the public and private sectors) or professional bodies to decide whether a particular qualification obtained by an applicant should be regarded as meeting the requirements for filling the relevant job position or membership registration.

- End -

CONTROLLING OFFICER'S REPLY**EDB405****(Question Serial No. 3553)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) The review of the subvention arrangement for the English Schools Foundation (ESF) was completed. The Education Bureau has decided that starting from the 2016/17 school year, the recurrent subvention to ESF schools will be phased out in 13 years. What is the progress of the phasing out arrangement? Has the Bureau received any request for help from parents, teachers or students? If yes, what is the number of cases?
- (b) For each of the past 5 years, what were the respective numbers of non-Chinese speaking students with special educational needs studying in ESF's mainstream schools and its special school, the number of school places provided by these schools, as well as the number of people waiting for the school places?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 284)

Reply:

- (a) The review of the subvention arrangement for the English Schools Foundation (ESF) was completed in mid-2013. As reported to the Legislative Council Panel on Education in July 2013, the recurrent subvention for ESF's mainstream primary and secondary schools of \$249.7 million will be maintained for three years from the 2013/14 to 2015/16 school years. Starting from the 2016/17 school year, the annual recurrent subvention will be phased out within 13 years at an average amount of \$19.2 million per year until the 2028/29 school year. The existing recurrent subvention of \$28.3 million a year for students with special education needs (SEN) in ESF's mainstream schools as well as its special school will be excluded from the phasing out arrangement and frozen at the current level pending further review. We have not received any requests for assistance in relation to the phasing out arrangement since the announcement of the agreed phasing-out arrangement with ESF in mid-2013.
- (b) Based on ESF's return to the annual student enrolment survey conducted by the Education Bureau (EDB), statistics between the 2011/12 and 2015/16 school years on (i) the total number of students with SEN in its mainstream schools and the special school; (ii) the total number of places in learning support centres in its mainstream schools; as well as (iii) the number of places in its special school, with breakdown by primary and secondary levels, are set out in the **Annex**. We do not have readily available information on the number of non-Chinese speaking students with SEN in ESF schools, or the actual number of students on the waitlist for SEN places in ESF schools.

**Numbers of students with special educational needs (SEN)
studying in schools operated by the English Schools Foundation (ESF)**

School Year (P – Primary; S – Secondary)	2011/12		2012/13		2013/14		2014/15		2015/16	
	P	S	P	S	P	S	P	S	P	S
Number of students with SEN (including mainstream schools and the special school)	143	202	141	232	139	239	136	256	230*	435*
Number of school places in the learning support centres in mainstream schools	84	81	98	92	105	108	105	112	105	113
Number of places in the special school	33	30	33	30	34	36	34	36	26	44

* ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and offer three broad options, viz. mainstream classes, learning support centres and special school, to cater for the needs of these students. ESF has advised that they have standardised their practice by requiring all ESF schools to include in their returns to the student enrolment survey for 2015/16 not only students with SEN at learning support centres in mainstream schools and the special school, but also some in mainstream classes who require minimum teaching and learning adjustments, which lead to the increase in the number of students with SEN for 2015/16.

- End -

CONTROLLING OFFICER'S REPLY

EDB406

(Question Serial No. 3554)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

- (a) Regarding the Education Bureau's efforts to enhance the development of Hong Kong as a regional education hub in the 2015/16 school year, what are the details of the work and expenditure involved?
- (b) Regarding the Education Bureau's efforts to enhance the development of Hong Kong as a regional education hub for the 2016/17 school year, what are the work plans, manpower arrangements and estimated expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 285)

Reply:

- (a) In recent years, we have been taking steps to enhance the development of Hong Kong as a regional education hub by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we have implemented a basket of measures, including doubling the non-local student quotas of publicly-funded sub-degree, undergraduate and taught postgraduate programmes to 20% (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number), establishing the HKSAR Government Scholarship Fund (Scholarship Fund) to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs, allowing non-local sub-degree students to take up mandatory, study/curriculum-related internship in Hong Kong, extending student exchange from degree and above programmes to sub-degree programmes, providing local students of sub-degree and degree programmes with means-tested grant to participate in exchange activities outside Hong Kong, enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation as well as aligning the permitted period of stay of non-local students with the normal duration of their study programmes.

As regards diversification, we have introduced in recent years a number of measures to facilitate the sustainable development of the self-financing post-secondary sector. These measures include –

- (i) Land Grant Scheme (LGS), which provides land sites and vacant government premises at nominal premium/rent to non-profit-making self-financing post-secondary institutions. Since the launch of the LGS in 2002, 11 sites and six vacant school premises have been allocated;
- (ii) Start-up Loan Scheme, which provides interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing

premises operating in sub-optimal environment, such as refurbishing vacant school premises. Of the total commitment of \$9 billion, loans amounting to \$7.3 billion have been approved;

- (iii) The Self-financing Post-secondary Education Fund, with a total injection of \$3.52 billion, is set up as an endowment fund that generates recurrent income to provide scholarships to students pursuing full-time locally-accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education; and
- (iv) Research Endowment Fund, which includes an earmarked injection of \$3 billion to support the self-financing degree sector in enhancing its academic and research development.

Our efforts have started to bear fruit. In the 2014/15 academic year, about 31 700 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies. Moreover, there were about 5 600 incoming students on exchange in our publicly-funded institutions and 6 200 students taking part in exchange activities outside Hong Kong in the same year, i.e. around one out of four of our undergraduate students has the opportunity to go on exchange during their study period.

The above initiatives are regular policy work of the Education Bureau (EDB) hence the implementation is funded by our existing resources.

- (b) Starting from the 2016/17 academic year, the following new initiative will be implemented to further promote internationalisation of our institutions and enhance the development of Hong Kong as a regional education hub:
 - (i) Starting from the 2012/13 academic year, the Government set up a Targeted Scholarship Scheme (TSS) under the Scholarship Fund to offer up to 10 scholarships per year to students from the targeted regions (i.e. ASEAN countries, India and Korea) to encourage them to pursue studies in Hong Kong. In December 2015, the Government announced the provision of 10 additional offers for students from Indonesia under the existing TSS starting from the 2016/17 academic year so as to attract outstanding students from Indonesia to pursue undergraduate studies in Hong Kong and facilitate academic exchanges and connection of the two places. Under this new scheme, namely, the Hong Kong Scholarship for “Belt and Road” Students (Indonesia), which forms part of the existing TSS, up to 10 scholarships will be offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. Thus, the expenditure involved for the first academic year will be at most \$1.2 million.
 - (ii) To encourage more outstanding students from countries and regions along the “Belt and Road” to pursue studies in Hong Kong, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income thus generated to further increase the number of additional offers for the Hong Kong Scholarship for “Belt and Road” Students to 100 by phases. We note that there are views in the community that the Government should also provide scholarship to Hong Kong students to encourage them to pursue study in the universities along the Belt and Road region. The Government will take this into account in working out the detailed proposals.

The scholarship to be granted under the Hong Kong Scholarship for “Belt and Road” Students will only be used to cover the tuition fees payable by the students, subject to a ceiling of \$120,000 per student per annum, and it will be funded by the investment income generated from the Scholarship Fund. Administration of the scholarship will be funded by existing resources of EDB. The manpower and related expenditure will be subsumed under the establishment and provision for EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB407

(Question Serial No. 3555)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau states that it will advance the review of the Mainland University Study Subsidy Scheme with a view to expanding the scope of the scheme to support more needy Hong Kong students who are pursuing undergraduate studies in those Mainland higher education institutions participating in the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions, starting from the 2016/17 academic year. What are the details, estimated expenditures and expected number of beneficiary?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 286)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

According to our understanding, over 3 000 Hong Kong students are admitted to the first year of undergraduate study in the Mainland every year. To provide Hong Kong students with more opportunity to articulate into undergraduate study and ensure that they will not be denied access to higher education due to a lack of means, we have advanced the review of MUSSS as to how to expand its scope to benefit more students studying in the Mainland, including those who are pursuing undergraduate study in those Mainland institutions participating in the Admission Scheme. We plan to brief the Legislative Council Panel on Education in April 2016 on the results of review of the MUSSS and enhancements to be introduced to the scheme starting from the 2016/17 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB408

(Question Serial No. 3556)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau stated its plan to set up a Gifted Education Fund of \$800 million. What are the details and estimated expenditure of the plan? How many students are expected to be benefited?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 287)

Reply:

We plan to set up the Gifted Education Fund (the Fund) to enhance the development of gifted education so as to enrich the talent pool and enhance the competitiveness of Hong Kong, in particular, to support the Hong Kong Academy for Gifted Education to nurture exceptionally gifted students. Details regarding the use of the Fund are being worked out.

Education Bureau has adopted a broad definition of giftedness from the perspective of multiple intelligences, and a three tier model of gifted education. Among the three tiers, Level 1 and Level 2 take place mainly in schools. Level 1 refers to using pedagogies that could make good use of the potential of students in creativity, critical thinking, problem solving or leadership in classrooms, and Level 2 refers to offering pull-out programmes in disciplinary or interdisciplinary areas for the more able students within the school. Level 3 refers to the provision of learning opportunities for exceptionally gifted students by very specialist training outside the school setting.

Under the above-mentioned broad meaning of giftedness, we cannot be specific at this stage about the number of students to benefit from the Fund.

- End -

CONTROLLING OFFICER'S REPLY

EDB409

(Question Serial No. 3557)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau indicated that it would provide financial and professional support on a pilot basis to local public sector and Direct Subsidy Scheme schools having formed sister schools with their counterparts in the Mainland in 2016-17. What are the details and the estimated expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 288)

Reply:

The Chief Executive announced in the 2015 Policy Address to launch a three-year pilot scheme from the 2015/16 school year through which financial and professional support will be provided to local public sector and Direct Subsidy Scheme primary and secondary schools, including special schools, that have formed sister schools with their counterparts in the Mainland to support the multifaceted development of sister school activities.

To this end, the Education Bureau has earmarked a total provision of \$200 million for the implementation of the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and Mainland ("the Pilot Scheme"). Under the Pilot Scheme, upon vetting and approval of the applications, a successful applicant school will be provided with a fixed grant of \$120,000 per annum within the three-year implementation period starting from the 2015/16 school year. We will also provide professional support to schools through pairing up of sister schools, organising sharing sessions and related programmes, collecting and disseminating good practices, etc. Implementation details will be announced through a circular to be issued to schools in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB410

(Question Serial No. 3559)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Government indicated that it will introduce the Hong Kong Scholarship for Belt and Road Students with a view to attracting outstanding students from the Belt and Road regions to pursue undergraduate study in Hong Kong starting from the 2016/17 academic year. In this connection, please advise:

- a) the total amount of the scholarship;
- b) the maximum amount of scholarship per student;
- c) the estimated number of beneficiaries;
- d) the award criteria.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 301)

Reply:

Starting from the 2012/13 academic year, the Government set up a Targeted Scholarship Scheme (TSS) under the HKSAR Government Scholarship Fund (Scholarship Fund) to offer up to 10 scholarships per year to students from the targeted regions (i.e. ASEAN countries, India and Korea) to encourage them to pursue studies in Hong Kong. In December last year, the Government announced the provision of 10 additional offers for students from Indonesia under the existing TSS starting from the 2016/17 academic year so as to attract outstanding students from Indonesia to pursue undergraduate studies in Hong Kong and facilitate academic exchanges and connection of the two places. Under this new scheme, namely, the Hong Kong Scholarship for "Belt and Road" Students (Indonesia), which forms part of the existing TSS, up to 10 scholarships will be offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. Thus, the expenditure involved for the first academic year will be at most \$1.2 million. Same as the TSS, the scholarship will be offered to students who are enrolled in publicly-funded degree programmes in Hong Kong. Participating publicly-funded institutions will, having regard to the recommendations of the Indonesian Government, nominate students for selection by the Steering Committee of the Scholarship Fund. Selection will be based on a number of factors including the student's academic achievement and other attributes such as leadership qualities and potential.

To encourage more outstanding students from countries and regions along the "Belt and Road" to pursue studies in Hong Kong, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income thus generated to further increase the number of additional offers for the Hong Kong Scholarship for "Belt and Road" Students to 100 by phases. We note that there are views in the community that the Government should also provide scholarship to Hong Kong students to

encourage them to pursue study in the universities along the Belt and Road regions. The Government will take this into account in working out the detailed proposals.

- End -

CONTROLLING OFFICER'S REPLY

EDB411

(Question Serial No. 3560)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

- (a) Regarding the EDB's "support to the 57th International Mathematical Olympiad 2016", what were the details of work, expenditure and staff arrangement in the past?
- (b) In 2016, what are the plan, staff arrangement and estimated expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 302)

Reply:

- (a) As the supporting organisation of the 57th International Mathematical Olympiad 2016 (IMO 2016), Education Bureau (EDB) has been working with the International Mathematical Olympiad Hong Kong Committee Limited (Host Organisation) and the Hong Kong University of Science and Technology (Host University) through regular meetings in order to provide professional views, and to monitor the planning as well as the event logistics closely, with a view to ensuring smooth delivery of IMO 2016.

EDB has pledged to offer financial support on three major items, namely: (i) medals and souvenirs for the winners, (ii) printing materials for publicity of IMO 2016, and (iii) official opening and closing of IMO 2016 and the hospitality package ancillary to these two ceremonies. The estimated expenditure is \$3 million.

- (b) EDB will continue to support IMO 2016 through providing professional views, liaising with the Host Organisation, the Host University and other stakeholders, monitoring the preparation and implementation of the event, including managing the planning of the event logistics, and promoting the event in the school sector. All the expenditure on the manpower in EDB, including a designated project officer for this project, is absorbed by EDB's recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB412

(Question Serial No. 3561)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What are the work, manpower arrangement and estimated financial provision of the Education Bureau for the International Civic and Citizenship Education Study 2016?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 303)

Reply:

The Education Bureau (EDB) has commissioned a research institute in 2014 to administer the International Civic and Citizenship Education Study (ICCS) 2016 (hereafter called the Study). The Main Survey of the Study is being carried out in Hong Kong in the 2015/16 school year and EDB will continue monitoring its progress. The estimated expenditure in the 2016-17 financial year will be \$0.6 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB413****(Question Serial No. 3562)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- a) Please list the total expenditure and total recurrent expenditure on education, as well as their percentage shares in the Government's total public expenditure and total recurrent expenditure over the past three years.
- b) The estimated total expenditure and estimated total recurrent expenditure on education in 2016-17, as well as their estimated percentage shares in the Government's total public expenditure and total recurrent expenditure.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 304)

Reply:

The total expenditure and total recurrent expenditure on education, as well as their respective percentage share of the Government's total public expenditure and total recurrent expenditure from 2013-14 to 2016-17 are as follows –

	Total expenditure on education		Total recurrent expenditure on education	
	Amount	% share of total public expenditure	Amount	% share of recurrent government expenditure
	\$ million	%	\$ million	%
2013-14	76,392	16.7	63,458	22.3
2014-15	73,724	17.4	67,803	22.2
2015-16 Revised Estimate	79,122	17.1	72,453	22.2
2016-17 Estimate	84,024	16.0	74,695	21.5

- End -

CONTROLLING OFFICER'S REPLY

EDB414

(Question Serial No. 3563)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (4) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

According to the Bureau, during the 2016/17 school year, it will provide free lunch at schools for eligible needy primary students in special schools, what are the details, estimated expenditure and number of students expected to benefit from it?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 305)

Reply:

For the 2016/17 school year, we have earmarked a provision of about \$223 million to provide free lunch at school for needy primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector schools (including special schools) or primary schools under the Direct Subsidy Scheme. Regarding special schools, based on past experience, not all eligible students would join the programme. This is mostly because some special schools provide boarding service including lunch and some others have received funding or lunch subsidy of similar nature from other charities or organisations. For budgetary purposes, it is estimated that about 580 eligible primary students in special schools would benefit from the programme in the 2016/17 school year with an estimated expenditure of about \$2.2 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB415

(Question Serial No. 3564)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What were the numbers of ethnic minority students in Hong Kong in the past 3 years? (Please provide a breakdown by categories of ethnic minorities)

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 306)

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking ethnic minority students studying in public sector and Direct Subsidy Scheme primary and secondary schools in the past 3 years (i.e. from the 2013/14 to 2015/16 school years) is tabulated at Annex A and Annex B respectively. The number of ethnic minority students studying at kindergartens from the 2013/14 to 2015/16 school years is tabulated at Annex C.

**Number of non-Chinese speaking ethnic minority students by ethnicity studying in primary schools
from the 2013/14 to 2015/16 school years**

	2013/14	2014/15	2015/16
Indonesian	76	98	115
Filipino	1 275	1 285	1 290
Indian	962	923	944
Pakistani	2 921	3 029	3 021
Nepalese	1 346	1 434	1 572
Japanese	69	83	95
Thai	141	143	158
Korean	25	37	44
Other Asian	42	201	230
White	428	492	496
Others	476	363	373
Total	7 761	8 088	8 338

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of non-Chinese speaking ethnic minority students by ethnicity studying in secondary schools
from the 2013/14 to 2015/16 school years**

	2013/14	2014/15	2015/16
Indonesian	38	47	57
Filipino	1 365	1 448	1 510
Indian	1 147	1 196	1 223
Pakistani	2 394	2 607	2 848
Nepalese	1 174	1 269	1 325
Japanese	70	66	57
Thai	87	107	115
Korean	45	57	50
Other Asian	48	181	205
White	138	180	218
Others	447	354	390
Total	6 953	7 512	7 998

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of ethnic minority students studying in kindergartens
from the 2013/14 to 2015/16 school years**

	2013/14	2014/15	2015/16
Indonesian	69	76	97
Filipino	642	641	626
Indian	1 033	1 078	1 142
Pakistani	1 414	1 486	1 503
Nepalese	950	954	966
Japanese	834	772	756
Thai	100	104	80
Korean	257	284	261
Other Asian	228	429	386
White	3 839	3 245	3 220
Others	1 304	1 299	1 444
Total	10 670	10 368	10 481

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data cover ethnic minority students regardless of their spoken language.

- End -

CONTROLLING OFFICER'S REPLY

EDB416

(Question Serial No. 3565)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- a) Regarding strengthening schools' internal management and reducing teachers' administrative workload, what are the details and expenditures of the efforts made in the 2015/16 school year?
- b) Regarding strengthening schools' internal management and reducing teachers' administrative workload, what are the specific work plan and estimated expenditures of the 2016/17 school year?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 307)

Reply:

(a) and (b)

To support schools to strengthen their administration management, as well as to streamline procedures, thereby enhancing efficiency and unleashing teachers' capacity, the Education Bureau (EDB) has launched the Pilot Project on Strengthening Schools' Administration Management (Pilot Project) since the 2011/12 school year. Each participating school is provided with professional support and a grant of \$0.45 million for trying out appropriate measures to enhance school administration.

A total of 132 public sector schools have participated in the Pilot Project in four phases, with the last phase to be completed by the end of 2016. The expenditure involving the last batch of schools is estimated at about \$16.2 million.

Based on the successful experience and good foundation of the Pilot Project, EDB will enhance the Web-based School Administration and Management System, as well as continue to consolidate and disseminate the good school practices of the Pilot Project with a view to benefiting more schools. Besides, all public sector and Direct Subsidy Scheme schools which have not participated in the Pilot Project before were provided with a one-off grant of \$0.25 million in March 2016 to enable them to initiate improvement measures for enhancing school administration in the coming two school years. The total expenditure incurred is about \$214 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB417

(Question Serial No. 3566)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the collection of tuition fees and intake of students by self-financing post-secondary institutions, please advise of the following:

- (a) the respective total amount of application fees and enrolment deposits collected by self-financing post-secondary institutions, as well as the total amount of non-refundable enrolment deposits paid by students who subsequently declined offers in the past 3 academic years, with a breakdown by academic year and institution;
- (b) the respective number of places and actual student intake of self-financing post-secondary institutions in the past 2 academic years, with a breakdown by institution and programme type (e.g. sub-degree, top-up degree and degree programmes);
- (c) whether reviews have been scheduled for the 2016/17 academic year to look at the supply of and demand for programme places and the operation of programmes offered by self-financing post-secondary institutions, as well as the future development of these institutions; if yes, the details and findings of the reviews; if no, whether the Administration will embark on a review in the short term; if it will, the details of the work plan; if it will not, the reasons for that; and
- (d) given that the progressive drop in secondary student population in the next few years will have direct impact on the student enrolment and even viability of self-financing post-secondary institutions, whether the Administration has formulated targeted measures to support self-financing post-secondary institutions in exploring new development directions; if yes, the details of such measures; if no, the reasons for that.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 308)

Reply:

(a) and (b)

Based on the data provided by institutions offering full-time locally-accredited self-financing sub-degree and undergraduate programmes, the information on application fees and enrolment deposits collected by each of the institutions from the 2012/13 to 2014/15 academic years is in **Annex A**. Based on the data provided by the institutions, the estimated and actual intakes of self-financing sub-degree, top-up degree and undergraduate programmes by institution in the last two academic years are in **Annex B**.

(c) and (d)

With regard to monitoring the operation and development of the self-financing post-secondary institutions, the Government places the focus on enhancing transparency, strengthening quality assurance, promoting

good governance and safeguarding the interest of students. To further enhance transparency, the Committee on Self-financing Post-secondary Education (CSPE) launched the Concourse website (www.cspe.edu.hk) in December 2013 to provide comprehensive information and statistics of the self-financing post-secondary education sector, which helps enhance transparency and accountability. The Education Bureau (EDB) has been publicising the estimated intake places of institutions offering self-financing sub-degree and undergraduate programmes in each academic year through the Information Portal for Accredited Post-secondary Programmes website (www.ipass.gov.hk) and the Concourse website.

While self-financing post-secondary institutions are diverse in size, character and mission, good governance and quality assurance are of pivotal importance to the healthy and sustainable development and operation of the self-financing sector. To further promote the enhancement of governance and quality assurance for the sector, CSPE has promulgated the Code of Good Practices on Governance and Quality Assurance for Self-financing Post-secondary Education Sector in June 2015 for all self-financing post-secondary institutions to adopt on a voluntary basis. The key aspects covered by the Code are institutional governance; programme design and delivery; and staff, other resources and student support. Implementation of the Code will enhance the quality, transparency and sustainable development of the self-financing post-secondary education sector.

Furthermore, EDB has been communicating and discussing with institutions on various occasions the strategies and issues relating to the consolidation on both the quality and quantity of their programmes in the light of declining student population proceeding to post-secondary education in the coming years. Meanwhile, institutions are reminded to remain prudent in launching new programmes taking into consideration the availability of similar programmes and the demand for programmes to be offered.

**Total of Application Fees and Enrolment Deposits Collected by Institutions Offering Full-time Locally-accredited Self-financing Post-secondary Programmes
from the 2012/13 to 2014/15 Academic Years**

Institution	2012/13 Academic Year			2013/14 Academic Year			2014/15 Academic Year		
	Application Fee (\$)	Enrolment Deposits ^[1] (\$)		Application Fees (\$)	Enrolment Deposits ^[1] (\$)		Application Fees (\$)	Enrolment Deposits ^[1] (\$)	
Caritas Bianchi College of Careers	44,600	430,000	(50,000)	36,900	595,300	(45,000)	31,900	425,000	(65,000)
Caritas Institute of Community Education	-	-	-	-	-	-	-	163,200	-
Caritas Institute of Higher Education	70,250	1,160,000	(180,000)	92,600	720,000	(115,000)	171,600	930,000	(25,000)
Centennial College	45,000	1,185,000	(385,000)	86,250	1,760,000	(590,000)	88,950	1,075,000	(285,000)
Chu Hai College of Higher Education	245,000	6,125,000	(1,365,000)	396,700	2,715,000	(925,000)	380,200	2,570,000	(665,000)
City University of Hong Kong	1,860,000 [#]	-	-	2,067,000 [#]	-	-	128,000	-	-
City University of Hong Kong – Community College of City University	3,100,000	17,600,000	(900,000)	1,900,000	17,700,000	(432,000)	1,300,000	12,300,000	(580,000)
City University of Hong Kong – School of Continuing and Professional Education	95,200	-	-	98,000	-	-	103,600	-	-
Hang Seng Management College	860,000	16,524,000	(3,528,000)	1,303,330	4,762,000	(1,190,000)	1,442,860	8,436,000	(2,178,000)
HKCT Institute of Higher Education	-	-	-	-	-	-	-	45,000	-
HKU SPACE Po Leung Kuk Stanley Ho Community College	2,103,300	17,495,000	(2,345,000)	909,200	6,230,000	(1,180,000)	716,800	6,775,000	(765,000)
Hong Kong Adventist College	3,000	8,000	(4,400)	-	-	-	-	-	-
Hong Kong Art School	91,800	515,000 [*]	(40,000)	70,400	630,000	(75,000)	58,000	560,000	(20,000)
Hong Kong Baptist University	288,300	3,154,000	(525,000)	288,600	3,126,000	(586,000)	318,300	3,603,000	(504,000)
Hong Kong Baptist University – School of Continuing Education	1,137,400	775,000	(70,000)	1,367,600	635,000	(135,000)	2,008,200	695,000	(120,000)
Hong Kong Baptist University – College of International Education	1,992,600	13,755,000	(2,010,000)	1,432,800	6,785,000	(1,260,000)	1,116,200	7,835,000	(1,115,000)
Hong Kong College of Technology	187,680	1,545,000	(135,000)	%	%	%	19,680	1,765,000	(115,000)
Hong Kong Institute of Technology	110,250	898,690	(42,610)	102,500	1,538,320	(134,480)	45,750	1,184,080	(98,400)
Hong Kong Nang Yan College of Higher Education	-	28,500	-	-	53,200	(1,900)	-	82,600	(17,600)
Hong Kong Shue Yan University	2,270,000	260,000	-	1,208,600	-	-	1,375,800	-	-
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	54,000 [@]	25,220,000	(815,000)	303,000 [*]	6,665,000	(639,000)	218,000 [*]	3,140,000	(305,000)
Pui Ching Academy	-	-	-	4,950	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design	7,063	306,125	(19,375)	3,850	290,625	(50,375)	2,992	189,875	(23,250)
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1,130,700	10,355,000	(669,000)	1,452,400	6,987,000	(1,207,000)	1,381,000	7,910,000	(1,161,000)
The Hong Kong Institute of Education	468,400	6,476,920	(774,140)	373,500	5,995,720	(667,370)	468,150	5,993,090	(707,640)
The Hong Kong Polytechnic University	882,900	9,306,015	(443,500)	808,200	10,515,325	(684,375)	694,650	7,799,000	(604,500)
The Hong Kong Polytechnic University – Hong Kong Community College	4,536,769	29,630,000	(1,730,000)	2,726,850	24,281,000	(4,721,000)	2,630,550	22,426,250	(4,086,250)
The Hong Kong Polytechnic University – School of Professional Education and Executive Development	261,450	6,316,000	(946,000)	517,350	6,068,000	(613,000)	579,000	9,189,000	(1,184,000)
The Open University of Hong Kong	1,354,400	3,285,000	(150,000)	1,211,200	1,290,000	(160,000)	1,524,600	1,205,000	(225,000)

Institution	2012/13 Academic Year			2013/14 Academic Year			2014/15 Academic Year		
	Application Fee (\$)	Enrolment Deposits ^[1] (\$)		Application Fees (\$)	Enrolment Deposits ^[1] (\$)		Application Fees (\$)	Enrolment Deposits ^[1] (\$)	
The Open University of Hong Kong – Li Ka Shing Institute of Professional and Continuing Education	-	2,081,000	(199,000)	127,500	2,967,000	(231,000)	168,800	3,891,000	(260,500)
The University of Hong Kong - HKU School of Professional and Continuing Education	1,200	165,000	(40,000)	2,700	1,635,000	(225,000)	64,050	2,975,000	(365,000)
The University of Hong Kong – HKU SPACE Community College	5,251,350	32,279,982	(6,340,000)	2,656,950	14,445,000	(3,770,000)	2,088,400	15,626,000	(3,205,000)
Tung Wah College	695,600	5,190,000	(495,000)	866,600	4,820,000	(650,000)	736,400	4,830,000	(615,000)
Vocational Training Council (VTC)	^	19,815,000	+	^	20,920,000	+	^	21,335,000	+
Yew Chung Community College	21,400	405,000	-	49,300	245,000	(30,000)	48,900	485,000	(50,000)
YMCA College of Careers	3,350	201,600	-	9,250	115,000	-	12,000	145,000	-

Notes:

[1] The figures in brackets represent enrolment deposits that have not eventually become part of tuition fees.

“-” indicates no such programme is offered or no such fee is charged by the institution.

“#” includes the application fees for University Grants Committee (UGC)-funded or self-financing senior year places of Business Administration programmes.

“~” excludes degree programmes provided by the institution.

“%/” The institution does not have such figures.

“@” Application fees are only applicable for non-local applicants in this academic year.

“*” Application fees are applicable to both local and non-local applicants.

“^” As a common application arrangement is adopted for both its publicly-funded and self-financing programmes, VTC cannot provide the figures for application fees for self-financing programmes separately.

“+” VTC will automatically turn enrolment deposits into part of tuition fees at the beginning of the academic year regardless of whether the applicants have taken up its offers.

**Estimated Intakes and Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institutions from the 2014/15 to 2015/16 Academic Years**

Institution	2014/15 Academic Year						2015/16 Academic Year					
	Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes ^[1]		
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Sub-degree ^[2]	First-Year-first-degree	Top-up Degree	Sub-degree ^[2]	First-year-first-degree	Top-up Degree
Caritas Bianchi College of Careers	290	-	-	191	-	-	270	-	-	162	-	-
Caritas Institute of Community Education	60	-	-	36	-	-	296	-	-	69	-	-
Caritas Institute of Higher Education	340	660	200	207	307	130	300	360	345	173	283	121
Centennial College	-	320	320	-	105	119	-	440	320	-	75	60
Chu Hai College of Higher Education	-	880	-	-	381	-	-	1 030	-	-	169	-
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 600	-	1 848	2 457	-	1 794	2 500	-	1 930	3 397	-	1 123
Gratia Christian College	-	-	-	-	-	-	-	180	-	-	52	-
Hang Seng Management College	140	1 513	99	85	1 479	89	-	1 282	215	-	983	143
HKCT Institute of Higher Education	-	20	20	-	@	@	-	25	25	-	0	8
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 000	-	-	1 252	-	-	1 900	-	-	1 272	-	-
Hong Kong Art School ^[2]	80	65	-	60	61	-	80	65	-	41	132	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 957	120	900	1 861	132	982	1 993	120	1 450	1 949	132	1 076
Hong Kong College of Technology	1 005	-	-	268	-	-	375	-	-	209	-	-
Hong Kong Institute of Technology	300	250	170	230	193	248	300	100	191	238	13	102
Hong Kong Nang Yan College of Higher Education	90	120	40	5	8	15	90	120	80	12	25	13
Hong Kong Shue Yan University	-	1 323	-	-	1 262	-	-	1 283	-	-	1 306	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 665	-	-	601	-	-	680	-	-	503	-	-
Pui Ching Academy	260	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	225	-	-	129	-	-	300	-	-	141	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 500	-	415	1 171	-	387	1 400	-	455	1 111	-	219
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	-	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	226	380	139	212	358	126	126	379	139	119	291	134
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 000	-	2 230	3 591	-	2 133	3 640	-	2 065	3 769	-	1 326
The Hong Kong University of Science and Technology	-	45	-	-	41	-	-	45	-	-	49	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 035	1 796	1 256	856	1 779	1 341	1 440	1 460	1 380	1 042	1 530	1 401
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	4 220	50	292	2 911	71	349	3 500	120	731	2 773	53	487
Tung Wah College	200	710	305	78	394	181	150	710	305	110	372	118
Vocational Training Council	3 740	660	2 340	3 570	494	2 594	3 030	650	2 705	3 002	480	3 190

Institution	2014/15 Academic Year						2015/16 Academic Year					
	Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes ^[1]		
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Sub-degree ^[2]	First-Year-first-degree	Top-up Degree	Sub-degree ^[2]	First-year-first-degree	Top-up Degree
Yew Chung Community College	180	-	-	84	-	-	120	-	-	107	-	-
YMCA College of Careers	90	-	-	32	-	-	90	-	-	37	-	-

Notes:

[1] Provisional figures as at late October 2015. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

“-” Denotes no relevant programmes were offered.

“@” Figures are not provided by institution due to incomplete admission cycle.

- End -

CONTROLLING OFFICER'S REPLY

EDB418

(Question Serial No. 3567)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Regarding the tuition fee reimbursement mechanism put in place by the Education Bureau to provide a flat-rate academic expenses grant for needy students pursuing eligible full-time programmes below sub-degree level and which has been regularised starting from the 2014/15 academic year, please advise:

- a) the details, eligible programmes, assessment criteria, manpower resources, number of beneficiaries and expenditure involved for 2015-16;
- b) the estimated expenditure and number of beneficiaries for 2016-17.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 309)

Reply:

In the 2013/14 academic year, the Community Care Fund launched a programme to enhance the support for eligible students pursuing below sub-degree programmes in two aspects, including the introduction of a tuition fee reimbursement mechanism, and provision of a flat-rate academic expenses grant for students. The Government has regularised the programme starting from the 2014/15 academic year.

In order to ensure the quality of the programmes, student beneficiaries should meet all the criteria below –

- (a) they are pursuing full-time programmes below sub-degree level;
- (b) they are pursuing Government-subvented programmes; for self-financing programmes, the following conditions must be satisfied –
 - (i) the programmes are accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications;
 - (ii) the tuition fee levels are approved by the Education Bureau; and
 - (iii) the programmes are accepted by the Civil Service Bureau as meeting the entry qualification of civil service grades requiring Level 2 in five subjects, including Chinese Language and English Language, in the Hong Kong Diploma of Secondary Education examination;
- (c) they are eligible for full or half grant assistance under the means-test mechanism of the Working Family and Student Financial Assistance Agency (WFSFAA); and

- (d) their families are not recipients of the Comprehensive Social Security Assistance (CSSA), since “school fees and school-related expenses” are already covered by the “special grants” under CSSA.

In addition to the above criteria, only students pursuing full-year programmes will be eligible for the flat-rate academic expenses grant.

For the 2015/16 academic year, students meeting the above criteria (a)-(d) are those pursuing Diploma Yi Jin (DYJ) programme and subvented programmes below sub-degree level offered by the Vocational Training Council (VTC), as well as the self-financed Diploma of Foundation Studies programme offered by VTC. Some of these programmes are full-year programmes and some are not. Students eligible to receive full or half grant under the means-test mechanism of the WFSFAA will be eligible to receive reimbursement of 100% or 50% of the tuition fees respectively. However, it is worthy to note that students pursuing DYJ programme are already entitled to tuition fee reimbursement under WFSFAA’s existing student financial assistance scheme, and are therefore not covered by the tuition fee reimbursement scheme above.

If students pursue programmes of duration at one year or above, they may also receive full or half level of the flat-rate academic expenses grant. For reference, eligible students are entitled to a full-grant of \$2,236 or a half-grant of \$1,118 in the 2015/16 academic year. The amount of the flat rate grant will be subject to annual price adjustment.

For the 2015/16 academic year, the estimated expenditure for the programme is about \$54 million, and about 2 900 and 4 000 students will receive the tuition fee reimbursement and flat-rate academic expenses grant respectively. The expenditure only covers the financial assistance to students and the Government will provide administrative support using existing manpower resources.

The information for the 2016/17 academic year is not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB419

(Question Serial No. 3568)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

- a) What were the details and expenditure in overseeing the Hong Kong Examinations and Assessment Authority in each of the past 5 years?
- b) What are the detailed plan and estimated expenditure in overseeing the Hong Kong Examinations and Assessment Authority in 2016-17?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 310)

Reply:

(a)&(b)

The Hong Kong Examinations and Assessment Authority (HKEAA) is a statutory body set up in 1977 under the HKEAA Ordinance (Cap.261). Within the broad policy framework set by the Government in respect of its statutory functions, the HKEAA enjoys autonomy in its day-to-day operation. It is governed by the HKEAA Council with members drawn from various sectors, including tertiary institutions, schools, business and the Government. In respect of the Government's general monitoring role, the Education Bureau (EDB) is represented on the HKEAA Council and its committees. HKEAA is also required to submit its annual estimates of income and expenditure and programme of its proposed activities to the Government for approval, and to table its annual audited accounts and report of activities at the Legislative Council every year, under the HKEAA Ordinance (Cap.261). As regards specific monitoring of the use of one-off non-recurrent grant to HKEAA for specific projects, the EDB will, apart from being represented on the relevant committees, require HKEAA to report progress of the projects on a regular basis. The manpower and administrative costs for the EDB's monitoring role have been absorbed within the existing resources of the EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB420****(Question Serial No. 3569)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the old-style school premises commonly known as “matchbox-style school premises”, please advise of the following:

- (1) the current number, locations, commissioning dates and usage of “matchbox-style school premises” of public sector schools;
- (2) whether any timetable is drawn up to phase out all the existing “matchbox-style school premises”; if yes, the timetable and details; if no, whether the Administration will consider drawing up such a timetable and work plan; if it will, the details; if it will not, the reasons for that; and
- (3) given that at present, the school premises of some public sector schools that are subject to space constraints can hardly meet the current standards even if improvement works are carried out, whether the Administration will consider according priority to these schools in the allocation of vacant school premises to increase the space of their school premises; if yes, the specific arrangements; if no, the reasons for that.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 311)

Reply:

(1) At present, there are about 850 ordinary public sector primary and secondary school premises built in different periods in accordance with the standards at the time of construction, which cover various facilities and have been changing over the years. Nevertheless, existing school premises in operation are required to comply with prevailing statutory requirements. As at November 2015, over 200 of them were built according to prevailing standards.

Among the schools built in different periods, cuboidal shaped school premises were constructed between mid-1960s and 1980 at public housing estates for primary school use. These school premises are often referred to as “matchbox-style school premises”. At present, 28 public sector primary schools are operating in such premises. Details of the location and age of the school premises of are provided in the table below.

(Table): Information of the 28 matchbox-style school premises

Region	School	District	Age of the school premises
Hong Kong	1	Hong Kong East	39
Kowloon	2	Sham Shui Po	43
	3	Wong Tai Sin	38
	4	Wong Tai Sin	51
	5	Kwun Tong	37
	6	Kwun Tong	47
	7	Kwun Tong	47
	8	Kwun Tong	47
	9	Kwun Tong	47
	10	Kwun Tong	48
New Territories	11	Kwai Tsing	38
	12	Kwai Tsing	43
	13	Kwai Tsing	45
	14	Kwai Tsing	44
	15	Kwai Tsing	40
	16	Kwai Tsing	39
	17	Kwai Tsing	39
	18	Tsuen Wan	40
	19	Tsuen Wan	40
	20	Tsuen Wan	40
	21	Tsuen Wan	36
	22	Shatin	40
	23	Shatin	38
	24	Shatin	37
	25	Shatin	40
	26	Tuen Mun	38
	27	Tuen Mun	36
	28	Tuen Mun	36

(2) & (3) Over the years, the Education Bureau (EDB) has put in place various measures to enhance the facilities of school premises according to the needs of existing schools, so as to improve their teaching and learning environment. In addition to daily maintenance including major repairs projects, these measures mainly include the School Improvement Programme (SIP) implemented between 1994 and 2006, reprovisioning programme, redevelopment programme and minor improvement projects.

SIP, one of the recommendations of the Education Commission in its Report No. 5, was introduced in 1994 to progressively upgrade the teaching and learning environment of schools so as to provide additional space and facilities for teaching, out-of-class activities and supporting services for both teachers and students. Phase One to three of SIP focused on upgrading the schools' facilities for teaching, learning and administrative needs. Phase Four and the Final Phase aimed to upgrade the schools' facilities to the prevailing standards where technically feasible. The scope of improvement works for individual schools under SIP varied according to the schools' vision and mission, characteristics, the facilities in place and site conditions. Between 1994 and 2006, about 700 ordinary public sector schools built according to the planning standards when the schools were constructed have their school facilities enhanced through one of the five phases of SIP. Among the 28 primary schools mentioned above, all except one have benefited from the SIP (with 12 of them participating in Phase Four or the Final Phase of the Programme).

For reprovisioning of existing schools to new school premises built on reserved school sites or vacant school premises (VSP) which are suitable for this purpose, allocation is generally done through open and competitive bidding under the School Allocation Exercises (SAE). All eligible school sponsoring bodies in the territory can apply for reprovisioning of existing schools under their sponsorship when SAE for reprovisioning purpose are launched from time to time. When assessing the applications, condition of the existing school premises is one of the factors of consideration. Among the 28 primary schools mentioned above, six have submitted applications in SAE for reprovisioning launched in the past five years and two of them have been allocated new premises. It is worth noting that suitable school sites and VSP for reprovisioning purpose are not evenly distributed throughout the territory and may not be in the same district with the schools seeking for reprovisioning.

For in-situ redevelopment projects, interested schools would indicate their intention for redevelopment to EDB which would assess whether it is worth supporting based on a set of eligibility criteria including the technical feasibility in light of site constraint, quality of education provided, sustainability of the school under consideration, availability of suitable decanting premises, readiness of the school, etc. We also need to take into account the available manpower and foreseeable school building commitments within EDB, as well as the likely capacity constraints of the construction sector as gauged from past experience when deciding on the number of projects to be supported. We are now working on seven in-situ redevelopment projects with funding secured for three of them. We will consider taking up additional projects having regard to the progress of the school projects in hand as well as the redevelopment projects committed so far, funding availability under the Public Works Programme in recent years and the demand from schools for redevelopment.

We are mindful that the need and intention for redevelopment and reprovisioning varies among schools. Neither the age nor the size of the school premises can be the only factor for consideration.

As for minor improvement works, EDB applies for block allocations under the Capital Works Reserve Fund every year to implement such works so as to improve the facilities of schools in need. Examples included construction of additional classrooms and administrative and teaching facilities, installation of lifts, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB421

(Question Serial No. 3585)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Government has granted start-up loans to various post-secondary institutions. In this connection, what are the amount of loans obtained by and the loan repayment situation of each institution at present?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 329)

Reply:

In 2001, the Government launched the Start-up Loan Scheme (SLS) to provide interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and/or re-provision existing premises operating in sub-optimal environment. Loans granted under SLS should be repaid by equal instalments over 10 years from the date of the final drawdown, save for cases where approval has been granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years. As at March 2016, 39 loans amounting to a total of about \$7.3 billion were approved. 13 loans have been fully repaid and the total amount of outstanding loan is about \$4.5 billion. Details of the approved loans and loan repayment are set out at Annex.

**List of Loans Approved under the
Start-up Loan Scheme for Post-secondary Education Providers
(as at 8 March 2016)**

No.	Applicant	Operator	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
1	The University of Hong Kong	HKU School of Professional and Continuing Education	35,402,000	0	July 2012
2	The University of Hong Kong*	HKU School of Professional and Continuing Education	176,124,000	28,450,800	March 2022
3	Hong Kong Baptist University	School of Continuing Education	86,201,000	0	May 2012
4	The Hong Kong Polytechnic University	Hong Kong Community College	32,700,000	0	July 2013
5	Lingnan University	The Community College at Lingnan University	10,597,000	0	July 2013
6	Lingnan University*	The Community College at Lingnan University	205,735,000	61,720,496	April 2024
7	The Hong Kong Institute of Education	School of Continuing and Professional Education	15,000,000	0	April 2013
8	The Chinese University of Hong Kong	School of Continuing and Professional Studies	135,274,000	0	September 2012
9	Caritas-Hong Kong	Caritas Bianchi College of Careers	15,000,000	0	September 2012
10	City University of Hong Kong	Community College of City University	44,756,000	0	July 2013
11	Vocational Training Council	School of Business and Information Systems	266,400,000	0	March 2012
12	International Education and Academic Exchange Foundation Company Limited	Hong Kong Institute of Technology	7,148,000	0	February 2013
13	Education and Learning Institute (Hong Kong) Limited	The Hong Kong Learning Community College	4,000,000	0	September 2005
14	The University of Hong Kong*	HKU School of Professional and Continuing Education	279,256,000	136,525,154	September 2026
15	Hong Kong Baptist University*	School of Continuing Education	359,200,000	175,608,885	February 2027

No.	Applicant	Operator	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
16	Caritas - Hong Kong*	Caritas Bianchi College of Careers	188,000,000	122,200,000	January 2029
17	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	424,714,000	276,064,100	November 2028
18	The Chinese University of Hong Kong-Tung Wah Group of Hospitals Community College*#	The Chinese University of Hong Kong-Tung Wah Group of Hospitals Community College	346,050,000	169,180,000	January 2027
19	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	458,100,000	320,670,000	September 2029
20	City University of Hong Kong*	Community College of City University and City University of Hong Kong	599,500,000	0	August 2013
21	Po Leung Kuk*	HKU SPACE Po Leung Kuk Community College	254,000,000	165,100,000	January 2029
22	The Open University of Hong Kong	The Open University of Hong Kong	120,000,000	36,000,000	October 2018
23	HKCT Group Limited	Hong Kong College of Technology	10,875,000	0	September 2012
24	Hang Seng School of Commerce	Hang Seng Management College	32,400,000	6,480,000	January 2018
25	The Chinese University of Hong Kong	School of Continuing and Professional Studies	22,743,000	4,548,600	November 2017
26	Hong Kong Arts Centre	The Hong Kong Art School	5,500,000	2,200,000	September 2019
27	HKCT Group Limited	Hong Kong College of Technology	29,000,000	14,500,000	December 2020
28	The University of Hong Kong	HKU School of Professional and Continuing Education	40,344,000	24,206,400	February 2022
29	Chu Hai College of Higher Education	Chu Hai College of Higher Education	350,000,000	350,000,000	Subject to date of final drawdown
30	The Open University of Hong Kong	The Open University of Hong Kong	317,000,000	253,600,000	February 2024
31	Hang Seng School of Commerce	Hang Seng Management College	308,000,000	215,600,000	February 2023
32	International Education and Academic Exchanges	Hong Kong Institute of Technology	11,000,000	9,900,000	March 2024

No.	Applicant	Operator	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
	Foundation Company Limited				
33	The Chinese University of Hong Kong	School of Continuing and Professional Studies	40,000,000	28,000,000	February 2023
34	Caritas - Hong Kong	Caritas Institute of Higher Education	300,000,000	300,000,000	Subject to date of final drawdown
35	Vocational Training Council	Technological and Higher Education Institute of Hong Kong	670,000,000	670,000,000	Subject to date of final drawdown
36	Hong Kong Arts Centre	Hong Kong Art School	2,500,000	2,000,000	January 2024
37	Hang Seng School of Commerce	Hang Seng Management College	800,000,000	800,000,000	Subject to date of final drawdown
38	HKCT Group Limited	Hong Kong College of Technology and HKCT Institute of Higher Education	30,000,000	30,000,000	October 2025
39	Chu Hai College of Higher Education	Chu Hai College of Higher Education	250,000,000	250,000,000	Subject to date of final drawdown
Total			7,282,519,000	4,452,554,435	

Note: Outstanding Loan Amount refers to the Approved Loan Amount (i.e. including the amount approved but not yet disbursed to institutions) less repayment from institutions.

* Loans with approval granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years.

Loan transfer to Tung Wah Group of Hospitals was approved by the Education Bureau in July 2012.

- End -

CONTROLLING OFFICER'S REPLY

EDB422

(Question Serial No. 3586)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

(a) Please provide a list of the programmes ceased to operate by each self-financing institution in the past 3 years with the respective reasons.

(b) In this connection, how many students were affected by each of the above programme?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 330)

Reply:

According to the information provided by institutions for the purpose of publishing in the Information Portal for Accredited Post-secondary Programmes (iPASS) under the Education Bureau, the lists of full-time locally-accredited self-financing sub-degree, undergraduate and top-up degree programmes which ceased to operate by institutions from the 2014/15 to 2016/17 academic years are at Annex. We do not have readily available information on the reasons behind the cessation of those programmes or in relation to (b).

**List of Full-time Locally-Accredited Self-financing Programmes Ceased to Operate by Institution
in the 2014/15 Academic Year**

Institution	Name of Programme	Level
Caritas Institute of Higher Education	Higher Diploma in Human Services	Sub-degree
City University of Hong Kong	Bachelor of Arts (Honours) in English for the Professions	Top-up degree
	Bachelor of Arts (Honours) in Integrated Strategic Communication	Top-up degree
	Bachelor of Arts (Honours) in Language Studies	Top-up degree
	Bachelor of Business Administration (Honours) in Management Science	Top-up degree
	Bachelor of Business Administration (Honours) in Managerial Statistics	Top-up degree
	Bachelor of Business Administration (Honours) in Service Operations Management	Top-up degree
	Bachelor of Social Sciences (Honours) in International Studies	Top-up degree
City University of Hong Kong - Community College of City University	Associate of Science in Applied Business Statistics	Sub-degree
City University of Hong Kong - School of Continuing and Professional Education	Bachelor of Science (Honours) in Business Information Technology	Top-up degree
HKU SPACE Community College	Associate Degree of Arts	Sub-degree
	Associate of Applied Science in Practical Chinese Medicine	Sub-degree
HKU SPACE Po Leung Kuk Stanley Ho Community College	Associate of Applied Social Sciences in Human Resource Management and Development (Foundation Programme)	Sub-degree
	Associate of Applied Social Sciences in Psychology (Foundation Programme)	Sub-degree
	Associate of Applied Social Sciences in Criminal Justice and Law Enforcement (Foundation Programme)	Sub-degree
	Associate of Applied Social Sciences in Youth and Social Services (Foundation Programme)	Sub-degree
	Associate of Applied Social Sciences in Communication, Public Relations and Journalism (Foundation Programme)	Sub-degree
	Higher Diploma in Real Estate Management (Foundation Programme)	Sub-degree
	Higher Diploma in Fashion Styling and Image Design (Foundation Programme)	Sub-degree
	Higher Diploma in Business (Management) (Foundation Programme)	Sub-degree
	Higher Diploma in Business (Accounting) (Foundation Programme)	Sub-degree
	Higher Diploma in Business (Accounting and Financial Planning) (Foundation Programme)	Sub-degree
	Higher Diploma in Business (Accounting and Accounting Technologies) (Foundation Programme)	Sub-degree
	Higher Diploma in Business (Management and Psychology) (Foundation Programme)	Sub-degree
	Higher Diploma in Nutrition and Food Management (Foundation Programme)	Sub-degree
	Higher Diploma in Medical and Health Products Management (Foundation Programme)	Sub-degree

Institution	Name of Programme	Level
	Higher Diploma in Sport and Recreation Management (Foundation Programme)	Sub-degree
Hong Kong Adventist College	Associate in Business	Sub-degree
Hong Kong Baptist University - School of Continuing Education	Higher Diploma in Early Childhood Education (2-year)	Sub-degree
Hong Kong College of Technology	Higher Diploma in Business Administration (China Business)	Sub-degree
	Higher Diploma in Business Administration (China Business) (Foundation Year Entry)	Sub-degree
	Higher Diploma in Business Administration (Marketing) (Foundation Year Entry)	Sub-degree
	Higher Diploma in Business Administration (Finance) (Foundation Year Entry)	Sub-degree
	Higher Diploma in Creative Design (Integrated Graphic Communication) (Foundation Year Entry)	Sub-degree
	Higher Diploma in Accounting (Additional Minor in Banking)	Sub-degree
	Higher Diploma in Accounting (Additional Minor in Banking) (Foundation Year Entry)	Sub-degree
Hong Kong Institute of Technology	Associate Degree of Business Administration - Foundation Year	Sub-degree
Lingnan University - Lingnan Institute of Further Education	Higher Diploma in Purchasing and Logistics	Sub-degree
	Higher Diploma in Events Management (E-Applications)	Sub-degree
	Higher Diploma in Computer Information Systems (Application Support)	Sub-degree
	Higher Diploma in Computer Studies (PC System and Network Administration)	Sub-degree
	Higher Diploma in Computer Studies	Sub-degree
	Higher Diploma in Banking and Securities	Sub-degree
The Open University of Hong Kong	Bachelor of Arts (Hons) in Chinese Language and Literature (Full-time) - Year 3 Entry	Top-up degree
Tung Wah College	Higher Diploma in Nursing	Sub-degree
Vocational Training Council	Higher Diploma in Business with Design Management	Sub-degree
	Higher Diploma in International Hospitality Management - Level 4 (4-year Programme)	Sub-degree
	Higher Diploma in Management and Legal Studies	Sub-degree
	Higher Diploma in Communication and New Media Management	Sub-degree
YMCA College of Careers	Higher Diploma in Business Studies	Sub-degree
	Higher Diploma in Accounting Studies	Sub-degree

**List of Full-time Locally-Accredited Self-financing Programmes Ceased to Operate by Institution
in the 2015/16 Academic Year**

Institution	Name of Programme	Level
Community College of City University	Associate of Business Administration (China Business Management)	Sub-degree
	Associate of Business Administration (International Business Management)	Sub-degree
	Associate of Science in Applied Business Statistics	Sub-degree
Hang Seng Management College	Associate in Business Administration	Sub-degree
HKU SPACE Community College	Higher Diploma in Accounting and Higher Diploma in Financial Information Management (Double Award)	Sub-degree
	Higher Diploma in Business (Corporate Administration and Management)	Sub-degree
	Higher Diploma in Business (Economics)	Sub-degree
	Higher Diploma in Business (Financial Services)	Sub-degree
	Higher Diploma in Business (Global Business Management)	Sub-degree
	Higher Diploma in Business (Marketing and Media)	Sub-degree
	Higher Diploma in Corporate Communications and Management	Sub-degree
	Higher Diploma in Environmental Studies and Occupational Safety	Sub-degree
	Higher Diploma in Logistics and Transport Operations	Sub-degree
	Higher Diploma in Product Design Technology	Sub-degree
Hong Kong Baptist University	Higher Diploma in Acting for Film and Television	Sub-degree
	Higher Diploma in Post-production	Sub-degree
	Higher Diploma in Production Techniques (Cinematography, Lighting and Art Direction)	Sub-degree
	Higher Diploma in Script Writing and Directing	Sub-degree
Hong Kong Baptist University - College of International Education	Associate of Science (Business Information Systems)	Sub-degree
Hong Kong College of Technology	Higher Diploma in Accounting (Banking)	Sub-degree
	Higher Diploma in Accounting (China Accounting)	Sub-degree
	Higher Diploma in Accounting (Financial Studies)	Sub-degree
	Higher Diploma in Computer Studies (Network and Security)	Sub-degree
	Higher Diploma in Computer Studies (Software Development)	Sub-degree
	Higher Diploma in Corporate Communication and Language Studies (Chinese)	Sub-degree
	Higher Diploma in Corporate Communication and Language Studies (English)	Sub-degree
	Higher Diploma in Corporate Communication and Language Studies (Japanese)	Sub-degree
	Higher Diploma in Corporate Communication and Language Studies (Korean)	Sub-degree
	Higher Diploma in Event Management	Sub-degree
	Higher Diploma in Management of Sports, Fitness and Health	Sub-degree
Hong Kong Nang Yan College of Higher Education	Associate in Visual Communication Design	Sub-degree
Lingnan University - The Community College at Lingnan University	Associate of Arts (Chinese Media Writing)	Sub-degree
	Associate of Arts (Cultural Studies and Communication)	Sub-degree
	Associate of Arts (Translation)	Sub-degree
	Associate of Arts (Visual Arts)	Sub-degree
	Associate of Business Studies (Accounting)	Sub-degree
	Associate of Business Studies (Business Management)	Sub-degree
	Associate of Business Studies (Financial Services)	Sub-degree

Institution	Name of Programme	Level
	Associate of Business Studies (Human Resource Management)	Sub-degree
	Associate of Business Studies (Marketing)	Sub-degree
	Associate of Business Studies (Tourism Management)	Sub-degree
	Associate of Social Sciences (Applied Youth Studies)	Sub-degree
	Associate of Social Sciences (Behavioural Science)	Sub-degree
	Associate of Social Sciences (Economics and Finance)	Sub-degree
	Associate of Social Sciences (General Studies)	Sub-degree
	Associate of Social Sciences (Guidance and Counselling)	Sub-degree
	Associate of Social Sciences (Public Policy and Administration)	Sub-degree
	Associate of Social Sciences (Sociology)	Sub-degree
Lingnan University - Lingnan Institute of Further Education	Higher Diploma in Banking and Securities	Sub-degree
	Higher Diploma in Elderly Health and Care	Sub-degree
	Higher Diploma in Japanese Studies	Sub-degree
	Higher Diploma in Tourism	Sub-degree
	Higher Diploma in Youth Counselling	Sub-degree
Pui Ching Academy	Higher Diploma in Business Administration	Sub-degree
	Higher Diploma in Creative Media Technology	Sub-degree
	Higher Diploma in Creative Product Design	Sub-degree
	Higher Diploma in Information and Communications Technology	Sub-degree
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Higher Diploma in Business and Service Management	Sub-degree
	Higher Diploma in Corporate Management and Business Information Systems	Sub-degree
	Higher Diploma in Digital Animation and Creative Media	Sub-degree
	Higher Diploma in International Business	Sub-degree
	Higher Diploma in Trilingual Studies (English-Chinese-Japanese/Korean) for Business Communication	Sub-degree
	Higher Diploma in Visual Merchandising	Sub-degree
The Hong Kong Institute of Education	Higher Diploma in Social Work	Sub-degree
	Associate of Arts (Music)	Sub-degree
The Hong Kong Polytechnic University - Hong Kong Community College	Associate in Design (Product Design)	Sub-degree
The Hong Kong Polytechnic University – School of Professional Education and Executive Development	Bachelor of Science (Honours) in Applied Sciences (Decision Sciences)	Top-up degree
The Open University of Hong Kong	Bachelor of Business Administration in Accounting (Full-time)	Undergraduate
	Bachelor of Business Administration in Banking and Finance (Full-time)	Undergraduate
	Bachelor of Business Administration in China Business (Full-time)	Undergraduate
	Bachelor of Business Administration in Corporate Administration (Full-time)	Undergraduate
	Bachelor of Business Administration in Human Resource Management (Full-time)	Undergraduate
	Bachelor of Business Administration in International Business (Full-time)	Undergraduate
	Bachelor of Business Administration in Management (Full-time)	Undergraduate
	Bachelor of Business Administration in Marketing (Full-time)	Undergraduate

Institution	Name of Programme	Level
The Open University of Hong Kong – Li Ka Shing Institute of Professional and Continuing Education	Higher Diploma in Fashion Studies	Sub-degree
Tung Wah College	Associate of Social Science	Sub-degree
Vocational Training Council	Higher Diploma in Beauty Science	Sub-degree
	Higher Diploma in Business Psychology and Management	Sub-degree
	Higher Diploma in Cultural Business and Exhibition Management	Sub-degree
	Higher Diploma in Mobile and Social Media Management	Sub-degree
	Higher Diploma in Optical Technology	Sub-degree
	Higher Diploma in Podiatry Studies	Sub-degree
Yew Chung Community College	Associate Degree in Early Childhood Education	Sub-degree
	Associate Degree in Visual Communication Design and Sustainability	Sub-degree
	Associate of Arts Degree	Sub-degree

**List of Full-time Locally-Accredited Self-financing Programmes to Cease Operation by Institution
in the 2016/17 Academic Year[#]**

Institution	Name of Programme	Level
HKU SPACE Community College	Higher Diploma in Business (Marketing and Management)	Sub-degree
	Higher Diploma in Business (Sales, Marketing and Advertising)	Sub-degree
	Higher Diploma in Business Information Systems	Sub-degree
	Higher Diploma in Chinese Medicine	Sub-degree
	Higher Diploma in Dental Hygiene	Sub-degree
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Business (Accounting and Accounting Technologies)	Sub-degree
	Higher Diploma in Business (Accounting and Banking)	Sub-degree
	Higher Diploma in Business (Accounting and Financial Planning)	Sub-degree
	Higher Diploma in Business (Accounting)	Sub-degree
	Higher Diploma in Business (Management and e-Commerce)	Sub-degree
	Higher Diploma in Business (Management and Psychology)	Sub-degree
	Higher Diploma in Business (Management)	Sub-degree
	Associate of Applied Social Sciences in Human Resource Management and Development	Sub-degree
Hong Kong Art School	Higher Diploma in Applied and Media Arts	Sub-degree
Hong Kong Baptist University	Higher Diploma in Acting for Film and Television (Acting Techniques Specialization)	Sub-degree
	Higher Diploma in Cinematic Arts (Directing Specialization)	Sub-degree
	Higher Diploma in Cinematic Arts (Script Writing Specialization)	Sub-degree
	Higher Diploma in Film Production Techniques (Cinematography and Lighting Specialization)	Sub-degree
	Higher Diploma in Post-production (Editing and Sound Mixing Specialization)	Sub-degree
Hong Kong Baptist University – College of International Education	Associate of Science (Computing Studies)	Sub-degree
Hong Kong Nang Yan College of Higher Education	Associate in Real Estate Management	Sub-degree
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Higher Diploma in Business and Corporate Administration	Sub-degree
	Higher Diploma in Commercial Design	Sub-degree
	Higher Diploma in Financial Services	Sub-degree
	Higher Diploma in Health Products Management	Sub-degree
	Higher Diploma in Popular Culture and Media Studies	Sub-degree
The Hong Kong Institute of Education	Associate of Applied Science (Sports Coaching and Management)	Sub-degree
	Associate of Education (Liberal Studies)	Sub-degree
The Hong Kong Polytechnic University - Hong Kong Community College	Associate in Applied Social Sciences (Social Welfare)	Sub-degree
	Associate in Business (China Business)	Sub-degree
	Associate in Statistics and Computing for Business	Sub-degree
The Open University of Hong Kong–Li Ka Shing Institute of Professional and Continuing Education	Higher Diploma in Accounting	Sub-degree
	Higher Diploma in Business Administration and Management (Professional Accounting / Banking and Finance / Marketing)	Sub-degree
	Higher Diploma in Business Management	Sub-degree
	Higher Diploma in Environmental Management and Public Health	Sub-degree
	Higher Diploma in Financial Services	Sub-degree
	Higher Diploma in MICE and Event Management	Sub-degree

Institution	Name of Programme	Level
	Higher Diploma in Social Sciences	Sub-degree
	Higher Diploma in Social Services	Sub-degree
Tung Wah College	Associate of Business	Sub-degree
Vocational Training Council	Higher Diploma in Advertising and Brand Management	Sub-degree
	Higher Diploma in International Trade	Sub-degree

Note:

Based on the provisional programme information provided by institutions as at end of February 2016.

- End -

CONTROLLING OFFICER'S REPLY

EDB423

(Question Serial No. 3587)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

How many schools in Hong Kong have currently formed sister schools with schools in the Mainland? Regarding the sister schools formed between Hong Kong and the Mainland, does the Bureau have any guidelines or measures to assess the effectiveness?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 331)

Reply:

Since 2004, 334 schools (including 136 primary schools, 193 secondary schools and 5 special schools) in Hong Kong have participated in the Sister School Scheme and formed 489 pairs of sister schools with their counterparts in the Mainland through the coordination of the Education Bureau (EDB). In addition, many schools in Hong Kong have formed sister schools with their counterparts in the Mainland on their own initiative and through other means and no reporting of this kind of pairing up to EDB is required. As such, we do not have the total number of schools in Hong Kong that have paired up with their counterparts in the Mainland. Hitherto, no designated funding has been provided for sister school exchange activities which are arranged by schools concerned on their own, with reference to their development needs and circumstances. Over the years, EDB has collected views from participating Hong Kong schools through different means, such as surveys, sharing sessions and seminars conducted from time to time as well as day-to-day contacts. Feedback from participating schools is generally positive towards the Scheme. It is generally agreed that sister schools have served as a platform and network for professional interflow and cooperation between local and Mainland schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB424****(Question Serial No. 3854)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) What were the respective numbers of teachers in long whole-day kindergartens, whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes in the past 3 years?
- (b) What were the numbers and percentages of teacher wastage in long whole-day, whole-day and half-day kindergartens, their length of service, salaries, academic qualifications and average age in the past 3 years?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 334)

Reply:

- (a) The respective number of serving teachers in local whole-day (WD) kindergartens (KGs), half-day (HD) KGs and KGs with both HD and WD classes in the 2013/14, 2014/15 and 2015/16 school years is tabulated below:

School Year	2013/14	2014/15	2015/16 (Note 1)
No. of teachers in local WD KGs	2 197	2 309	2 416
No. of teachers in local HD KGs	3 246	3 546	3 856
No. of teachers in local KGs with both HD and WD classes	6 169	6 231	6 206

Separately, the number of serving teachers in former aided child care centres (FACs) (Note 2) in the 2013/14, 2014/15 and 2015/16 school years is tabulated below:

School Year	2013/14	2014/15	2015/16 (Note 1)
No. of teachers in FACs (Note 2)	2 235	2 319	2 411

- (b) The number and percentage of wastage; average years of service, average salary, academic qualifications and average age of serving KG teachers in local WD KGs, HD KGs and KGs with both HD and WD classes in the 2013/14, 2014/15 and 2015/16 school years are tabulated below:

2013/14 school year

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage (Note 3) (%)	136 (6.5%)	263 (8.2%)	491 (8.5%)
Average years of service	12.9	13.8	13.9
Average salary per month	\$20,904	\$20,340	\$18,271
Number of teachers with Certificate in Early Childhood Education or above	2 090	2 776	5 305
Average age	35.0	36.7	36.9

2014/15 school year

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage (Note 3) (%)	161 (7.3%)	280 (8.6%)	627 (10.2%)
Average years of service	12.8	13.5	13.5
Average salary per month	\$21,443	\$21,136	\$18,982
Number of teachers with Certificate in Early Childhood Education or above	2 235	3 097	5 591
Average age	34.9	36.5	36.4

2015/16 school year (Note 1)

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage (Note 3) (%)	158 (6.8%)	328 (9.2%)	554 (8.9%)
Average years of service	12.7	13.6	13.4
Average salary per month	\$23,212	\$22,534	\$20,140
Number of teachers with Certificate in Early Childhood Education or above	2 343	3 382	5 647
Average age	34.9	36.6	36.1

Separately, the number and percentage of wastage; average years of service, average salary, academic qualifications and average age of serving KG teachers in FACs (Note 2) in the 2013/14, 2014/15 and 2015/16 school years are tabulated below:

Teachers in FACs (Note 2)			
School year	2013/14	2014/15	2015/16 (Note 1)
Number of wastage (Note 3) (%)	146 (6.8%)	169 (7.6%)	163 (7.0%)
Average years of service	12.8	12.6	12.5
Average salary per month	\$20,664	\$21,197	\$22,956
Number of teachers with Certificate in Early Childhood Education or above	2 140	2 258	2 351
Average age	34.8	34.7	34.7

Note:

1. The figures of the 2015/16 school year are provisional.
2. The FACs were operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.
3. “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers in local KGs/FACs as at mid-September of the preceding school year. “Drop-out teacher” refers to the teachers who had served in a local KG/FAC as at mid-September of the preceding school year but no longer served in any KG as at mid-September of the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB425

(Question Serial No. 3855)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the pre-primary education, please provide, by District Council districts, the number of non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (PEVS), the number of kindergartens not joining the PEVS, the number of school places they offered and their average school fees in the past 3 years.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 335)

Reply:

The number of local non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) and the number of school places and average school fees of these KGs by District Council district in the past 3 years are tabulated at Appendix 1. For local KGs not joining the PEVS, relevant information is tabulated at Appendix 2.

Number of local non-profit-making kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) and number of school places and average school fees of these KGs by District Council district from the 2013/14 to 2015/16 school years

District	2013/14 school year				2014/15 school year				2015/16 school year			
	No. of KGs	No. of School Places (Note)	Average School Fees		No. of KGs	No. of School Places (Note)	Average School Fees		No. of KGs	No. of School Places (Note)	Average School Fees	
			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)
Central & Western	23	4 993	38,800	24,300	23	5 078	42,000	26,600	25	5 377	45,800	29,700
Wan Chai	14	3 418	38,600	21,600	13	2 214	42,400	25,400	13	2 254	47,800	27,800
Eastern	57	10 636	36,600	22,900	57	10 461	39,100	24,800	59	11 006	42,700	28,900
Southern	17	2 799	34,900	21,300	17	2 843	37,500	23,600	18	3 020	40,300	26,500
Sham Shui Po	39	9 523	36,200	21,900	39	9 882	39,300	24,200	39	10 005	43,600	26,800
Yau Tsim Mong	28	4 830	36,400	22,600	28	4 876	40,000	24,500	29	5 324	43,600	27,900
Kowloon City	40	9 063	37,200	23,500	40	9 278	40,200	26,100	42	10 157	43,700	28,800
Wong Tai Sin	44	7 481	32,700	18,200	45	7 629	36,100	21,100	44	7 656	39,800	23,500
Kwun Tong	68	13 527	33,100	20,400	68	13 675	36,200	22,400	66	13 555	39,700	24,900
Tsuen Wan	28	5 654	35,700	22,600	30	5 982	38,500	25,500	31	6 315	42,200	28,400
Tuen Mun	58	12 284	33,600	21,100	57	12 857	36,400	23,100	58	13 017	39,700	25,000
Yuen Long	66	15 808	33,300	20,100	66	16 407	36,600	22,600	69	17 187	39,900	25,000
North	40	10 780	34,200	20,200	40	11 474	37,500	21,700	39	11 365	40,800	23,900
Tai Po	25	5 072	33,800	21,200	25	5 157	37,000	23,500	25	5 492	41,000	25,800
Sha Tin	56	11 798	33,300	21,900	56	12 113	36,000	24,200	55	12 540	39,300	26,000
Sai Kung	41	7 179	34,000	20,800	41	7 199	37,300	23,900	41	7 500	41,100	26,400
Islands	22	3 342	32,400	20,000	22	3 215	35,200	22,200	22	3 235	38,600	24,800
Kwai Tsing	58	11 020	34,700	22,800	57	11 033	38,000	25,400	57	11 290	41,100	27,700

Note: Position as at September of the school year. Accommodation in vacant classroom not counted.

Number of local kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS) and number of school places and average school fees of these KGs by District Council district from the 2013/14 to 2015/16 school years

District	2013/14 school year				2014/15 school year				2015/16 school year			
	No. of KGs	No. of School Places (Note)	Average School Fees		No. of KGs	No. of School Places (Note)	Average School Fees		No. of KGs	No. of School Places (Note)	Average School Fees	
			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)
Central & Western	5	324	99,200	60,800	6	350	104,000	65,600	4	396	102,400	69,900
Wan Chai	7	2 981	71,500	42,700	8	4 309	75,900	38,000	8	4 402	80,300	40,300
Eastern	16	3 844	75,700	50,700	17	3 895	84,700	53,300	12	2 723	78,200	56,900
Southern	8	1 041	81,100	56,500	8	1 050	90,800	60,900	6	835	101,000	63,300
Sham Shui Po	3	645	35,300	20,600	3	703	38,800	23,600	6	872	42,700	29,500
Yau Tsim Mong	7	1 687	49,700	54,100	7	1 644	41,700	56,600	7	1 512	45,000	65,600
Kowloon City	34	14 398	78,300	44,200	35	14 262	80,100	45,200	31	12 815	85,000	46,400
Wong Tai Sin	3	957	38,400	33,300	3	967	42,000	33,700	4	1 016	45,600	35,100
Kwun Tong	2	408	--	29,500	2	408	--	30,300	4	1 005	--	32,900
Tsuen Wan	9	1 579	51,800	36,900	9	1 515	53,200	36,400	9	1 611	53,800	40,600
Tuen Mun	3	566	50,000	29,000	4	697	54,400	31,000	5	1 046	57,400	37,100
Yuen Long	6	1 931	59,000	41,100	5	1 809	72,200	55,400	3	1 093	75,600	52,700
North	6	1 448	55,600	34,100	7	1 640	58,500	35,200	8	2 085	63,100	40,500
Tai Po	7	1 591	62,600	40,800	7	1 671	61,800	43,200	6	1 771	66,800	47,100
Sha Tin	13	2 145	57,100	39,100	13	2 299	62,500	43,300	15	2 856	63,200	47,100
Sai Kung	10	1 946	56,700	40,200	10	1 945	62,100	43,600	7	1 875	69,800	46,200
Islands	3	689	67,300	54,400	3	687	70,700	57,200	3	688	71,600	60,100
Kwai Tsing	3	521	23,300	41,800	3	547	23,300	44,600	2	460	--	49,300

Note: Position as at September of the school year. Accommodation in vacant classroom not counted.

- End -

CONTROLLING OFFICER'S REPLY

EDB426

(Question Serial No. 3856)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

- (a) What were the details and amount of subsidies (including those for the Pre-primary Education Voucher Scheme, Kindergarten and Child Care Centre Fee Remission Scheme, refund of rent, rates and government rent, Child Care Centre Subsidy Scheme and training of principals and teachers) provided by the Government for pre-primary education in the past 3 years?
- (b) What are the details of and the estimated expenditure for subsidies (including those for the Pre-primary Education Voucher Scheme, Kindergarten and Child Care Centre Fee Remission Scheme, refund of rent, rates and government rent, Child Care Centre Subsidy Scheme and training of principals and teachers) provided by the Government for pre-primary education in 2016-17?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 336)

Reply:

(a) and (b)

Details of Government subsidy for pre-primary education are as follows:

- (i) Under the Pre-primary Education Voucher Scheme (PEVS), non-means-tested direct fee subsidy, in the form of voucher, is provided for parents with eligible children studying in kindergartens (KGs) to defray school fees.
- (ii) Fee remission is provided for KG children from needy families under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) on top of the non-means-tested fee subsidy under the PEVS.
- (iii) Rental subsidy is provided under the Rent Reimbursement Scheme to eligible non-profit-making (NPM) KGs to meet the rent expenses. NPM KGs may also claim full refund of rates and government rent for their school premises.
- (iv) Financial assistance is provided under the Child Care Centre Subsidy Scheme (CCCCSS) to eligible NPM child care centres rendering services for children below the age of three.
- (v) Various professional training courses on early childhood education (ECE) are provided for KG principals and teachers for professional upgrading and development. To provide further support for the professional upgrading of principals and teachers, course fee reimbursement was offered for serving KG principals and teachers under the PEVS if they pursue a relevant approved ECE course in the 2012/13 and/or 2013/14 school year(s) and can successfully complete the course before the end of the 2013/14 school year.

The respective expenditure incurred from 2013-14 to 2016-17 are as follows:

	2013-14	2014-15	2015-16	2016-17
	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Revised Estimate)	(Estimate)
(i) PEVS*	2,428.6	2,535.7	2,966.3	3,183.9
(ii) KCFRS	465.8	539.9	548.4	616.8
(iii) Refund of rent, rates and government rent	218.8	238.0	259.2	282.9
(iv) CCCSS	15.2	15.9	15.6	17.6
(v) Principal and teacher training #	1.0	3.7	1.5	0.9

* Including the one-off school development grant for PEVS KGs in the 2013/14 school year.

As for the course fee reimbursement for those who successfully completed the relevant approved courses by the end of the 2013/14 school year, the number of principals and teachers applying for reimbursement in 2014-15 was larger than that in 2013-14 and no payment is required for 2015-16.

- End -

CONTROLLING OFFICER'S REPLY

EDB427

(Question Serial No. 3857)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

How many international schools are currently leasing Government premises? Regarding international schools operated on school premises leased from the Government, please provide the following information in table form:

1. Name of international school
2. School address
3. Number of students
4. Area of school
5. Rent

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 337)

Reply:

According to our record, 11 international schools are currently leasing Government premises. Their school name, address and site area of the leased premises, the number of students at these schools at the premises concerned in the 2015/16 school year and the type of rent payable for the premises are set out at **Appendix**.

**Name of schools leasing Government premises, address and site area of the leased premises,
number of enrolled students at the premises in the 2015/16 school year, and
the type of rent payable for the premises**

School Name	Address	Site Area (about)	No. of Students	Type of Rent
Carmel School	460 Shau Kei Wan Road, Hong Kong	3 380 m ²	96	Nominal
	10-12 Borrett Road, Hong Kong	2 737 m ²	124	Nominal
Christian Alliance PC Lau Memorial International School	Lai Yiu Estate, Kwai Chung, New Territories	4 410 m ²	445	Nominal
German Swiss International School	162 Pok Fu Lam Road, Pok Fu Lam, Hong Kong	2 146 m ²	296	Nominal
French International School	1 Cheung Man Road, Chai Wan, Hong Kong	6 432 m ²	375	Nominal
	68 Gillies Avenue, Hung Hom, Kowloon	1 895 m ²	271	
International College Hong Kong (New Territories)	60 Sha Tau Kok Road, Sha Tau Kok, New Territories	8 180 m ²	274	Nominal
Lantau International School	Cheung Sha Upper Village, Lantau, New Territories	488 m ²	13	Market ^{Note 1}
	113 Tong Fuk Village, Lantau, New Territories	934 m ²	99	
Nord Anglia International School, Hong Kong	11 On Tin Street, Lam Tin, Kowloon	4 555 m ²	639	Nominal
Norwegian International School	170 Kam Shan Road, Tai Po, New Territories	4 550 m ²	140	Nominal
Singapore International School (Hong Kong)	2 Police School Road, Wong Chuk Hang, Hong Kong	4 552 m ²	422	Nominal
The International Montessori School – An IMEF School	Phase III, Ma Hang Estate, Stanley, Hong Kong	4 730 m ²	334	Nominal

School Name	Address	Site Area (about)	No. of Students	Type of Rent
Umah International Primary School	Fung Chi Tsuen, Wang Chau, Yuen Long, New Territories	1 730 m ²	31	Nominal

Note 1 According to the tenancy agreements, the rent cannot be disclosed without consent by the tenant.
Hence, only the type of rent is set out above.

- End -

CONTROLLING OFFICER'S REPLY

EDB428

(Question Serial No. 3858)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- a) What were the respective numbers and percentages of local and non-local students in individual international schools, and the respective tuition fees charged by individual school in the past 3 years?
- b) What were the highest, lowest and median tuition fees charged by international schools last year and this year?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 338)

Reply:

- (a) The number and percentage of local and non-local students of individual international schools from the 2013/14 to 2015/16 school years are set out at **Annex 1**.

Information on the median annual tuition fee of individual schools from the 2013/14 to 2015/16 school years is set out at **Annex 2**.

- (b) The highest, lowest and median tuition fees charged by international schools in the 2014/15 and 2015/16 school years are set out at **Annex 3**.

**Number and percentage of local and non-local students enrolled
in international schools (excluding special school) from the 2013/14 to 2015/16 school years
(based on the student enrolment survey conducted in September of respective years)**

2013/14 school year

Name of school	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Primary-cum-secondary			
American International School	621	80 (12.9 %)	541 (87.1 %)
Australian International School Hong Kong	1 081	75 (6.9 %)	1 006 (93.1 %)
Canadian International School	1 692	261 (15.4 %)	1 431 (84.6 %)
Carmel School	224	9 (4.0 %)	215 (96.0 %)
Chinese International School	1 415	187 (13.2 %)	1 228 (86.8 %)
Christian Alliance PC Lau Memorial International School	832	380 (45.7 %)	452 (54.3 %)
Delia School of Canada	1 323	143 (10.8 %)	1 180 (89.2 %)
Discovery Bay International School	722	21 (2.9 %)	701 (97.1 %)
German Swiss International School (English)	760	167 (22.0 %)	593 (78.0 %)
German Swiss International School (German)	357	4 (1.1 %)	353 (98.9 %)
Harrow International School Hong Kong	821	222 (27.0 %)	599 (73.0 %)
Hong Kong Academy	484	35 (7.2 %)	449 (92.8 %)
Hong Kong International School	2 574	142 (5.5 %)	2 432 (94.5 %)
Hong Kong Japanese School	622	2 (0.3 %)	620 (99.7 %)
Kellett School	918	40 (4.4 %)	878 (95.6 %)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	778	363 (46.7 %)	415 (53.3 %)
Korean International School (English)	321	83 (25.9 %)	238 (74.1 %)
Korean International School (Korean)	157	1 (0.6 %)	156 (99.4 %)
Lyc'ee Francis International (English)	534	52 (9.7 %)	482 (90.3 %)
Lyc'ee Francis International (French)	1 807	0 (0.0 %)	1 807 (100.0 %)
Sear Rogers International School - Peninsula	280	94 (33.6 %)	186 (66.4 %)
Singapore International School (Hong Kong)	1 123	366 (32.6 %)	757 (67.4 %)
Primary			
Beacon Hill School^	538	173 (32.2 %)	365 (67.8 %)
Bradbury School^	717	48 (6.7 %)	669 (93.3 %)
Clearwater Bay School^	717	54 (7.5 %)	663 (92.5 %)

Annex 1 (Cont'd)

Name of school	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Glenealy School^	357	29 (8.1 %)	328 (91.9 %)
Japanese International School (English)	162	24 (14.8 %)	138 (85.2 %)
Japanese International School (Japanese)	512	0 (0.0 %)	512 (100.0 %)
Kennedy School^	899	75 (8.3 %)	824 (91.7 %)
Kingston International School	246	166 (67.5 %)	80 (32.5 %)
Kowloon Junior School^	896	110 (12.3 %)	786 (87.7 %)
Lantau International School	245	6 (2.4 %)	239 (97.6 %)
Norwegian International School	144	81 (56.2 %)	63 (43.8 %)
Peak School^	348	29 (8.3 %)	319 (91.7 %)
Quarry Bay School^	718	135 (18.8 %)	583 (81.2 %)
Shatin Junior School^	898	329 (36.6 %)	569 (63.4 %)
International College Hong Kong Hong Lok Yuen (Primary Section)	316	78 (24.7 %)	238 (75.3%)
The International Montessori School – an IMEF School	264	14 (5.3 %)	250 (94.7 %)
The Harbour School	116	10 (8.6 %)	106 (91.4 %)
Think International School	147	101 (68.7 %)	46 (31.3 %)
Umah International Primary School	56	3 (5.4 %)	53 (94.6 %)
Yew Chung International School	687	340 (49.5 %)	347 (50.5 %)
Secondary			
Concordia International School	83	25 (30.1 %)	58 (69.9 %)
Island School^	1 235	163 (13.2 %)	1 072 (86.8 %)
King George V School^	1 746	109 (6.2 %)	1 637 (93.8 %)
Shatin College^	1 205	391 (32.4%)	814 (67.6 %)
The South Island School^	1 427	219 (15.3 %)	1 208 (84.7%)
West Island School^	1 193	133 (11.1 %)	1 060 (88.9 %)
International College Hong Kong (New Territories)	262	78 (29.8 %)	184 (70.2 %)
Total	35 580	5 650 (15.9 %)	29 930 (84.1 %)

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.
- (2) Schools operated by the English Schools Foundation are indicated by (^).

**Number and percentage of local and non-local students enrolled
in international schools (excluding special school) from the 2013/14 to 2015/16 school years
(based on the student enrolment survey conducted in September of respective years)**

2014/15 school year

Name of School	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Primary-cum-secondary			
American International School	609	88 (14.4%)	521 (85.6%)
Australian International School Hong Kong	1 054	62 (5.9%)	992 (94.1%)
Canadian International School	1 681	264 (15.7%)	1 417 (84.3%)
Carmel School	221	9 (4.1%)	212 (95.9%)
Chinese International School	1 430	206 (14.4%)	1 224 (85.6%)
Christian Alliance PC Lau Memorial International School	914	431 (47.2%)	483 (52.8%)
Delia School of Canada	1 336	145 (10.9%)	1 191 (89.1%)
Discovery Bay International School	713	12 (1.7%)	701 (98.3%)
German Swiss International School (English)	754	165 (21.9%)	589 (78.1%)
German Swiss International School (German)	345	4 (1.2%)	341 (98.8%)
Harrow International School Hong Kong	946	276 (29.2%)	670 (70.8%)
Hong Kong Academy	525	43 (8.2%)	482 (91.8%)
Hong Kong International School	2 585	158 (6.1%)	2 427 (93.9%)
Hong Kong Japanese School	560	0 (0.0%)	560 (100.0%)
Kellett School	1 040	53 (5.1%)	987 (94.9%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	833	415 (49.8%)	418 (50.2%)
Korean International School (English)	322	98 (30.4%)	224 (69.6%)
Korean International School (Korean)	161	0 (0.0%)	161 (100.0%)
Lyc'ee Francis International (English)	530	52 (9.8%)	478 (90.2%)
Lyc'ee Francis International (French)	1 879	5 (0.3%)	1 874 (99.7%)
Nord Anglia International School, HK	477	131 (27.5%)	346 (72.5%)
Sear Rogers International School - Peninsula	280	101 (36.1%)	179 (63.9%)
Singapore International School(Hong Kong)	1 111	346 (31.1%)	765 (68.9%)
Primary			
Beacon Hill School^	539	185 (34.3%)	354 (65.7%)
Bradbury School^	710	81 (11.4%)	629 (88.6%)
Clearwater Bay School^	716	69 (9.6%)	647 (90.4%)
Glenealy School^	357	36 (10.1%)	321 (89.9%)
Japanese International School (English)	165	26 (15.8%)	139 (84.2%)
Japanese International School (Japanese)	469	0 (0.0%)	469 (100.0%)

Annex 1 (Cont'd)

Name of School	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Kennedy School^	899	81 (9.0%)	818 (91.0%)
Kingston International School	252	174 (69.0%)	78 (31.0%)
Kowloon Junior School^	899	144 (16.0%)	755 (84.0%)
Lantau International School	263	5 (1.9%)	258 (98.1%)
Norwegian International School	129	38 (29.5%)	91 (70.5%)
Peak School^	345	33 (9.6%)	312 (90.4%)
Quarry Bay School^	720	150 (20.8%)	570 (79.2%)
Shatin Junior School^	898	348 (38.8%)	550 (61.2%)
International College Hong Kong Hong Lok Yuen (Primary Section)	302	112 (37.1%)	190 (62.9%)
The International Montessori School – an IMEF School	415	17 (4.1%)	398 (95.9%)
The Harbour School	107	0 (0.0%)	107 (100.0%)
Think International School	169	73 (43.2%)	96 (56.8%)
Umah International Primary School	41	2 (4.9%)	39 (95.1%)
Yew Chung International School	729	480 (65.8%)	249 (34.2%)
Secondary			
Concordia International School	95	21 (22.1%)	74 (77.9%)
Island School^	1 248	218 (17.5%)	1 030 (82.5%)
King George V School^	1 776	148 (8.3%)	1 628 (91.7%)
Shatin College^	1 184	443 (37.4%)	741 (62.6%)
The South Island School^	1 408	243 (17.3%)	1 165 (82.7%)
West Island School^	1 220	138 (11.3%)	1 082 (88.7%)
International College Hong Kong (New Territories)	274	84 (30.7%)	190 (69.3%)
Total	36 635	6 413 (17.5%)	30 222 (82.5%)

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.
- (2) Schools operated by the English Schools Foundation are indicated by (^).

**Number and percentage of local and non-local students enrolled
in international schools (excluding special school) from the 2013/14 to 2015/16 school years
(based on the student enrolment survey conducted in September of respective years)**

2015/16 school year

Name of School	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Primary-cum-secondary			
American International School	613	77 (12.6%)	536 (87.4%)
Australian International School Hong Kong	1 049	51 (4.9%)	998 (95.1%)
Canadian International School	1 629	258 (15.8%)	1 371 (84.2%)
Carmel School	220	0 (0.0%)	220 (100.0%)
Chinese International School	1 418	260 (18.3%)	1 158 (81.7%)
Christian Alliance PC Lau Memorial International School	963	459 (47.7%)	504 (52.3%)
Delia School of Canada	1 374	133 (9.7%)	1 241 (90.3%)
Discovery Bay International School	786	26 (3.3%)	760 (96.7%)
German Swiss International School (English)	755	178 (23.6%)	577 (76.4%)
German Swiss International School (German)	337	5 (1.5%)	332 (98.5%)
Harrow International School Hong Kong	1 031	312 (30.3%)	719 (69.7%)
Hong Kong Academy	537	52 (9.7%)	485 (90.3%)
Hong Kong International School	2 677	211 (7.9%)	2 466 (92.1%)
Hong Kong Japanese School	511	0 (0.0%)	511 (100.0%)
Kellett School	1 125	68 (6.0%)	1 057 (94.0%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	868	451 (52.0%)	417 (48.0%)
Korean International School (English)	337	105 (31.2%)	232 (68.8%)
Korean International School (Korean)	151	1 (0.7%)	150 (99.3%)
Lyc'ee Francis International (English)	572	53 (9.3%)	519 (90.7%)
Lyc'ee Francis International (French)	1 894	2 (0.1%)	1 892 (99.9%)
Nord Anglia International School, HK	639	138 (21.6%)	501 (78.4%)
Singapore International School(Hong Kong)	1 118	336 (30.1%)	782 (69.9%)
Primary			
Beacon Hill School^	537	196 (36.5%)	341 (63.5%)
Bradbury School^	713	110 (15.4%)	603 (84.6%)
Clearwater Bay School^	717	113 (15.8%)	604 (84.2%)
Glenealy School^	356	59 (16.6%)	297 (83.4%)
Japanese International School (English)	165	21 (12.7%)	144 (87.3%)
Japanese International School (Japanese)	426	3 (0.7%)	423 (99.3%)

Annex 1 (Cont'd)

Name of School	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Kennedy School^	886	99 (11.2%)	787 (88.8%)
Kingston International School	265	186 (70.2%)	79 (29.8%)
Kowloon Junior School^	897	173 (19.3%)	724 (80.7%)
Lantau International School	215	1 (0.5%)	214 (99.5%)
Norwegian International School	140	36 (25.7%)	104 (74.3%)
Peak School^	342	36 (10.5%)	306 (89.5%)
Quarry Bay School^	720	185 (25.7%)	535 (74.3%)
Shatin Junior School^	898	382 (42.5%)	516 (57.5%)
International College Hong Kong Hong Lok Yuen (Primary Section)	300	212 (70.7%)	88 (29.3%)
The International Montessori School – an IMEF School	426	23 (5.4%)	403 (94.6%)
The Harbour School	139	0 (0.0%)	139 (100.0%)
Think International School	208	115 (55.3%)	93 (44.7%)
Umah International Primary School	31	2 (6.5%)	29 (93.5%)
Yew Chung International School	781	470 (60.2%)	311 (39.8%)
Secondary			
Concordia International School	79	22 (27.8%)	57 (72.2%)
Island School^	1 202	245 (20.4%)	957 (79.6%)
King George V School^	1 782	183 (10.3%)	1 599 (89.7%)
Saint Too Sear Rogers International School	92	45 (48.9%)	47 (51.1%)
Shatin College^	1 180	475 (40.3%)	705 (59.7%)
The South Island School^	1 382	289 (20.9%)	1 093 (79.1%)
West Island School^	1 212	126 (10.4%)	1 086 (89.6%)
International College Hong Kong (New Territories)	274	106 (38.7%)	168 (61.3%)
Total	36 969	7 089 (19.2%)	29 880 (80.8%)

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.
- (2) Schools operated by the English Schools Foundation are indicated by (^).

**Median annual tuition fees in international schools
from the 2013/14 to 2015/16 school years**

Name of School	Median annual tuition fees (\$)					
	2013/14		2014/15		2015/16	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Primary-cum-secondary						
American International School	101,440	119,080	106,500	125,000	112,320	131,800
Australian International School Hong Kong	109,600	129,650	115,900	137,100	122,600	145,000
Canadian International School	115,000	145,000	120,175	156,650	128,000	164,000
Carmel School	123,900	145,500	130,500	153,000	137,000	160,500
Chinese International School	152,200	179,800	162,100	191,500	171,100	202,100
Christian Alliance PC Lau Memorial International School	90,750	121,050	96,150	128,250	101,400	135,250
Delia School of Canada	94,000	100,000	100,000	105,000	106,000	111,000
Discovery Bay International School	91,000	121,000	96,000	127,600	101,800	135,300
German Swiss International School (English)	120,900	145,920	130,100	157,000	134,000	161,700
German Swiss International School (German)	120,900	145,920	130,100	157,000	134,000	161,700
Harrow International School Hong Kong	141,300	161,400	149,637	170,923	157,119	179,469
Hong Kong Academy	139,600	157,400	150,800	170,000	164,100	189,600
Hong Kong International School	155,700	180,200	162,000	187,500	168,500	195,000
Hong Kong Japanese School	34,800	37,800	34,800	37,800	38,400	42,000
Kellett School	123,500	160,800	130,300	169,600	143,300	178,100
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	70,500	91,000	72,000	94,000	74,000	98,000
Korean International School (English)	83,500	94,000	83,500	94,000	89,400	100,000
Korean International School (Korean)	72,000	89,500	72,000	89,500	72,000	89,500
Lyc'ee Francis International (English)	90,688	116,797	97,943	126,141	105,779	136,233
Lyc'ee Francis International (French)	82,242	99,017	88,742	107,058	95,842	115,623
Nord Anglia International School, HK			131,800	147,000	138,390	154,350
Sear Rogers International School - Peninsula	79,200	92,400	79,200	92,400		
Singapore International School(Hong Kong)	102,000	120,000	108,000	126,000	113,000	132,000

Name of School	Median annual tuition fees (\$)		
	2013/14	2014/15	2015/16
Primary			
Beacon Hill School^	70,000	74,100	78,700
Bradbury School^	70,000	74,100	78,700
Clearwater Bay School^	70,000	74,100	78,700
Glenealy School^	70,000	74,100	78,700
Japanese International School (English)	85,750	88,350	91,900
Japanese International School (Japanese)	34,800	34,800	38,400
Kennedy School^	70,000	74,100	78,700
Kingston International School	110,000	115,000	121,000
Kowloon Junior School^	70,000	74,100	78,700
Lantau International School	63,500	68,000	76,000
Norwegian International School	76,300	81,600	86,500
Peak School^	70,000	74,100	78,700
Quarry Bay School^	70,000	74,100	78,700
Shatin Junior School^	70,000	74,100	78,700
International College Hong Kong Hong Lok Yuen (Primary Section)	102,600	106,800	110,500
The International Montessori School – an IMEF School	133,000	133,000	139,000
The Harbour School	128,750	141,600	148,700
Think International School	83,000	87,000	93,500
Umah International Primary School	5,800	5,800	5,800
Yew Chung International School	158,580	169,680	183,250
Secondary			
Concordia International School	88,000	98,000	98,000
Island School^	101,400	105,700	110,600
King George V School^	101,400	105,700	110,600
Shatin College^	101,400	105,700	110,600
The South Island School^	101,400	105,700	110,600
West Island School^	101,400	105,700	110,600
International College Hong Kong (New Territories)	139,250	146,200	150,600
Saint Too Sear Rogers International School			92,400

Notes:

- (1) Schools operated by the English Schools Foundation are indicated by (^).
- (2) In deriving the median, the annual chargeable tuition fee for each of the individual grades in the schools concerned is counted once, irrespective of the number of students enrolled.

**The highest, lowest and median annual tuition fees
charged by international schools in the 2014/15 and 2015/16 school years**

2014/15 school year

	Primary	Secondary
Highest	\$170,923	\$194,200
Lowest	\$5,800	\$37,800
Median*	\$106,500 [#]	\$133,800

2015/16 school year

	Primary	Secondary
Highest	\$183,250	\$204,900
Lowest	\$5,800	\$42,000
Median*	\$111,000	\$141,484

Note:

[#] Figure updated in the light of the revision to the median school fee figures of one of the schools after the original figure was released.

* In deriving the median, the annual chargeable tuition fee for each of the individual grades in the schools concerned is counted once, irrespective of the number of students enrolled.

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CONTROLLING OFFICER'S REPLY**EDB429****(Question Serial No. 3859)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- a) Please give a breakdown of the supply and demand as well as the balance of international school places in Hong Kong by District Council district in the past 5 years.
- b) According to the Bureau's estimation, what will be the supply and demand for international school places in Hong Kong by District Council district in the coming 3 school years starting from 2016/17?
- c) The Bureau states that it will "continue to monitor and facilitate the provision of school places for meeting the needs of the international community in Hong Kong, particularly through allocation of vacant school premises and greenfield sites for international school development". What are the details and the relevant expenditure? Among which, please list out the locations of the vacant school premises and greenfield sites for international school development by district. What will be the numbers of international school places estimated to be increased in the respective districts?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 339)

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including the English Schools Foundation schools and other private international schools), students enrolled and vacancies by the districts in which the international schools are located from the 2011/12 to 2015/16 school years are set out at the **Annex** for illustration purpose.

The consultancy study completed in end 2012 has projected that based on the position of the 2011/12 school year, there will be a shortfall of around 4 200 primary school places in the 2016/17 school year. We expect that the provision of additional international school places through the past School Allocation Exercises, in particular the two recent ones completed in 2013 and 2015 respectively, and planned expansion projects of individual schools will gradually materialise in the coming few years. Based on the latest projection provided by relevant schools where applicable, it is projected that around 4 210 additional places will be available between 2016/17 and 2018/19 school years. It is however worth noting that future provision of additional places among individual schools especially the new ones will be affected by a number of factors such as applications received each year, teacher recruitment, and renovation and construction works involved in school development.

Further to the consultancy study completed in end 2012, we commissioned a new round of the study in October 2014 to update the latest provision of international school places at primary and secondary levels in the territory and to project the supply and demand in the next few years. The study will collect views through surveys from international schools and the business sector as well as the international community in order to have a broader understanding of the concerns of different stakeholders. Such information, coupled

with the past trends of demand for international school places and the forecast changes in economic growth, would be useful reference for projecting the demand from overseas families coming to Hong Kong for work or investment. The study is expected to complete by mid-2016. Subject to the results of the study and availability of suitable sites or vacant school premises for international school development, we will consider whether and when to launch a new round of SAE for international school development.

Recurrent administrative expenditure arising from the monitoring of the supply and demand of international school places, supporting international school expansion projects and the management of school allocation exercises for international school development will be absorbed by the existing resources of this Bureau.

**Number of international school places,
number of students enrolled and vacancies from 2011/12 to 2015/16 school years**

	2011/12			2012/13			2013/14			2014/15			2015/16		
	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies
Hong Kong															
Central & Western	3 814	3 422	392	3 717	3 452	265	3 577	3 138	439	3 542	3 110	432	3 130	2 723	407
Wan Chai	3 275	2 909	366	2 707	2 510	197	3 133	2 991	142	3 226	2 877	349	3 527	3 153	374
Eastern	6 614	5 450	1 164	7 001	5 702	1 299	7 205	6 040	1 165	6 602	5 716	886	6 659	5 721	938
Southern	10 066	9 381	685	10 215	9 479	736	10 204	9 442	762	10 532	9 679	853	10 601	9 779	822
<i>Sub-total</i>	23 769	21 162	2 607	23 640	21 143	2 497	24 119	21 611	2 508	23 902	21 382	2 520	23 917	21 376	2 541
Kowloon															
Yau Tsim Mong	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sham Shui Po	550	532	18	550	529	21	105	83	22	105	95	10	280	171	109
Kowloon City	6 846	6 233	613	7 360	6 475	885	7 475	6 683	792	7 713	6 971	742	7 480	6 921	559
Wong Tai Sin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwun Tong	-	-	-	560	384	176	276	268	8	1 268	1 127	141	1 487	1 356	131
<i>Sub-total</i>	7 396	6 765	631	8 470	7 388	1 082	7 856	7 034	822	9 086	8 193	893	9 247	8 448	799
New Territories															
Sai Kung	720	719	1	720	717	3	1 292	1 201	91	1 314	1 241	73	1 314	1 254	60
Sha Tin	2 124	2 096	28	2 124	2 109	15	2 119	2 103	16	2 120	2 082	38	2 132	2 078	54
Tai Po	1 426	1 016	410	1 475	1 114	361	1 526	1 134	392	1 526	1 065	461	1 352	1 031	321
North	200	168	32	240	207	33	300	262	38	340	274	66	360	274	86
Yuen Long	240	76	164	123	65	58	123	56	67	150	41	109	150	31	119
Tuen Mun	-	-	-	731	657	74	830	821	9	953	946	7	1 032	1 031	1
Tsuen Wan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwai Tsing	-	-	-	-	-	-	417	391	26	434	435	-1	437	445	- 8
Island	1 055	995	60	1 159	974	185	1 102	967	135	1 132	976	156	1 165	1 001	164
<i>Sub-total</i>	5 765	5 070	695	6 572	5 843	729	7 709	6 935	774	7 969	7 060	909	7 942	7 145	797
Total (rounded to the nearest 100)	36 900	33 000	3 900	38 700	34 400	4 300	39 700	35 600	4 100	40 900	36 600	4 300	41 100	37 000	4 100

Notes:

- (1) Figures include English Schools Foundation (ESF) schools and private international schools but not the special school operated by ESF.
- (2) Figures refer to position as at September of the respective years.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by the schools concerned.

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CONTROLLING OFFICER'S REPLY

EDB430

(Question Serial No. 3895)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What were the estimated and actual intakes of the self-financing post-secondary programmes offered by local self-financing post-secondary institutions in the past 3 years? Please provide a breakdown by academic year and post-secondary institution.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 401)

Reply:

On the basis of the information provided by institutions, the number of estimated intakes and actual intakes of full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes by institution from the 2013/14 to 2015/16 academic years is set out at **Annexes A and B**.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2013/14 to 2015/16 Academic Years**

Institution	2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree ^[2]	Top-up Degree	Total
Caritas Bianchi College of Careers	400	-	-	400	290	-	-	290	270	-	-	270
Caritas Institute of Community Education	-	-	-	-	60	-	-	60	296	-	-	296
Caritas Institute of Higher Education	400	360	80	840	340	660	200	1 200	300	360	345	1 005
Centennial College	-	240	320	560	-	320	320	640	-	440	320	760
Chu Hai College of Higher Education	-	725	-	725	-	880	-	880	-	1 030	-	1 030
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 500	-	1 634	5 134	3 600	-	1 848	5 448	2 500	-	1 930	4 430
Gratia Christian College	-	-	-	-	-	-	-	-	-	180	-	180
Hang Seng Management College	140	801	69	1 010	140	1 513	99	1 752	-	1 282	215	1 497
HKCT Institute of Higher Education	-	-	-	-	-	20	20	40	-	25	25	50
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 040	-	-	2 040	2 000	-	-	2 000	1 900	-	-	1 900
Hong Kong Adventist College	40	-	-	40	-	-	-	-	-	-	-	-
Hong Kong Art School	55	65	-	120	80	65	-	145	80	65	-	145
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 055	-	730	2 785	1 957	120	900	2 977	1 993	120	1 450	3 563
Hong Kong College of Technology	1 030	-	-	1 030	1 005	-	-	1 005	375	-	-	375
Hong Kong Institute of Technology	662	210	130	1 002	300	250	170	720	300	100	191	591
Hong Kong Nang Yan College of Higher Education	300	-	-	300	90	120	40	250	90	120	80	290
Hong Kong Shue Yan University	-	1 500	-	1 500	-	1 323	-	1 323	-	1 283	-	1 283
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	2 000	-	-	2 000	1 665	-	-	1 665	680	-	-	680
Pui Ching Academy	150	-	-	150	260	-	-	260	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	175	-	175	-	225	-	225	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 650	-	270	1 920	1 500	-	415	1 915	1 400	-	455	1 855
The Hong Kong Institute of Education	250	355	112	717	226	380	139	745	126	379	139	644
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 000	-	1 877	5 877	4 000	-	2 230	6 230	3 640	-	2 065	5 705
The Hong Kong University of Science and Technology	-	-	-	-	-	45	-	45	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	740	371	886	1 997	1 035	1 796	1 256	4 087	1 440	1 810	1 380	4 630

Institution	2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree ^[2]	Top-up Degree	Total
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	4 220	50	200	4 470	4 220	50	292	4 562	3 500	120	731	4 351
Tung Wah College	300	710	205	1 215	200	710	305	1 215	150	710	305	1 165
Vocational Training Council	5 056	495	1 235	6 786	3 740	660	2 340	6 740	3 030	930	2 705	6 665
Yew Chung Community College	420	-	-	420	180	-	-	180	120	-	-	120
YMCA College of Careers	40	-	-	40	90	-	-	90	90	-	-	90

Notes:

[1] Excludes sub-degree programmes provided under the old academic structure.

[2] Figures include subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors.

“-” Denotes no relevant programmes were offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2013/14 to 2015/16 Academic Years**

Institution	2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree ^[3]	Top-up Degree	Total
Caritas Bianchi College of Careers	215	-	-	215	191	-	-	191	162	-	-	162
Caritas Institute of Community Education	-	-	-	-	36	-	-	36	69	-	-	69
Caritas Institute of Higher Education	216	73	64	353	207	307	130	644	173	283	121	577
Centennial College	-	154	77	231	-	105	119	224	-	75	60	135
Chu Hai College of Higher Education	-	309	-	309	-	381	-	381	-	169	-	169
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 370	-	1 673	5 043	2 457	-	1 794	4 251	3 397	-	1 123	4 520
Gratia Christian College	-	-	-	-	-	-	-	-	-	52	-	52
Hang Seng Management College	106	755	65	926	85	1 479	89	1 653	-	1 053	143	1 196
HKCT Institute of Higher Education	-	-	-	-	-	@	@	@	-	0	8	8
HKU SPACE Po Leung Kuk Community College	992	-	-	992	1 252	-	-	1 252	1 272	-	-	1 272
Hong Kong Adventist College ^[4]	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	54	42	-	96	60	61	-	121	41	132	-	173
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 750	-	693	2 443	1 861	132	982	2 975	1 949	132	1 076	3 157
Hong Kong College of Technology	336	-	-	336	268	-	-	268	209	-	-	209
Hong Kong Institute of Technology	587	71	127	785	230	193	248	671	238	13	102	353
Hong Kong Nang Yan College of Higher Education	20	-	-	20	5	8	15	28	12	25	13	50
Hong Kong Shue Yan University	-	1 495	-	1 495	-	1 262	-	1 262	-	1 306	-	1 306
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 333	-	-	1 333	601	-	-	601	503	-	-	503
Pui Ching Academy ^[5]	3	-	-	3	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	178	-	178	-	129	-	129	-	141	-	141
School of Continuing and Professional Studies, The Chinese University of Hong Kong	979	-	295	1 274	1 171	-	387	1 558	1 111	-	219	1 330
The Hong Kong Institute of Education	181	350	109	640	212	358	126	696	119	291	134	544
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	3 810	-	1 776	5 586	3 591	-	2 133	5 724	3 769	-	1 326	5 095
The Hong Kong University of Science and Technology	-	-	-	-	-	41	-	41	-	49	-	49
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	626	264	920	1 810	856	1 779	1 341	3 976	1 042	1 880	1 401	4 323
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 532	57	230	2 819	2 911	71	349	3 331	2 773	53	487	3 313

Institution	2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree ^[3]	Top-up Degree	Total
Tung Wah College	231	475	165	871	78	394	181	653	110	372	118	600
Vocational Training Council	3 662	522	1 227	5 411	3 570	494	2 594	6 658	3 002	760	3 190	6 952
Yew Chung Community College	44	-	-	44	84	-	-	84	107	-	-	107
YMCA College of Careers	23	-	-	23	32	-	-	32	37	-	-	37

Notes:

[1] Provisional figures as at early October 2015. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] Figures include intakes under the Study Subsidy Scheme for Designated Professions/Sectors.

[4] Hong Kong Adventist College ceased to accept intake with effect from the 2013/14 academic year.

[5] Pui Ching Academy eventually decided not to offer any programmes in the 2014/15 academic year. As a result, there were no student intakes in this academic year.

“-” Denotes no relevant programmes were offered.

@ Figures not provided by institution due to incomplete recruitment cycle.

- End -

CONTROLLING OFFICER'S REPLY

EDB431

(Question Serial No. 3937)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Will the Administration consider providing additional grants for primary and secondary schools to employ substitute teachers in 2016-17? If yes, what are the rate of increase and the estimated expenditure involved? If no, what are the reasons?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 482)

Reply:

At present, aided schools are provided with funding to employ supply or temporary teachers to substitute regular teachers on approved leave. Aided schools which have yet to establish incorporated management committees (non-IMC schools) may claim reimbursement from the Education Bureau (EDB) on a case-by-case basis for the appointment of daily-rated supply teachers to substitute regular teachers taking approved leave for 3 to 89 days. For approved leave of 90 days or more, schools may apply to EDB for reimbursement for hiring temporary teachers on monthly term. As regards aided schools with incorporated management committees (IMC schools), they are provided with the Teacher Relief Grant (TRG) for appointing supply teachers in general to substitute regular teachers on approved leave less than 30 days instead of claiming reimbursement on a case-by-case basis. For other approved leave of 30 to 89 days and of 90 days or more, IMC schools may claim reimbursement from EDB for the appointment of daily-rated supply teachers and monthly pay temporary teachers as appropriate like the non-IMC schools.

According to the latest (i.e. 2013/14 school year) financial statements submitted by schools, most of the schools had surplus in respect of their TRG accounts. Only two IMC schools ran into deficit and they were able to deploy the surplus of the Expanded Operating Expenses Block Grant (EOEBG) to cover the related expenses. We will continue to keep in view the implementation of TRG and review the current arrangement where necessary.

- End -

CONTROLLING OFFICER'S REPLY

EDB432

(Question Serial No. 5856)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (1) Director of Bureau's Office
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

What were the respective numbers of duty visits outside Hong Kong made by the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education since their assumption of office? Please give the following information for each of their duty visits outside Hong Kong.

- (1) Date;
- (2) Destination;
- (3) Purpose and main itinerary;
- (4) Number of official entourage;
- (5) Number of non-official entourage;
- (6) Hotel accommodation and room class;
- (7) Airline and fare class of air ticket;
- (8) Effectiveness; and
- (9) Total expenditure incurred.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 167)

Reply:

Information about duty visits outside Hong Kong made by Secretary for Education (SED) and Political Assistant to Secretary for Education (PA/SED) as well as Under Secretary for Education (US(Ed)) since their assumption of office in 2012 are at Annexes A to B respectively.

Duty visits outside Hong Kong by SED and his entourage are conducted in strict compliance with the relevant Government requirements and have delivered results. Through in-depth exchanges with the education officers, academics and education sector of the places visited, we had gained more thorough understanding of their good practices and valuable experiences, which served as a useful source of reference for us to formulate major education policies, such as the 15-year free education, vocational education and e-learning, in recent years. Furthermore, SED had also showcased internationally Hong Kong's achievements in education, broadened and strengthened ties and cooperation with these places, and consolidated Hong Kong's role as a regional education hub to facilitate exchange of talents. SED had been invited from time to time to attend international education forums and seminars held in various countries/places to exchange views on education policy, discuss the future developments in education policy/teaching profession, and explore bilateral co-operation opportunities with education officials as well as educators from around the world. In almost all his duty visits outside Hong Kong, SED had exchanges with and listened to the views of students from Hong Kong. In addition, the rapid development of our country in various areas such as its economy and technology in recent years together with the

implementation of the “Belt and Road” initiative have presented new and unprecedented opportunities for Hong Kong. Through duty visits to and exchanges with the Mainland, SED had enhanced education co-operation and strengthened the ties between the two places, thereby providing more and wider opportunities for progression and development for Hong Kong students.

**Duty visits outside Hong Kong made by
Secretary for Education from 2012-13 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit (Note 1)	Total expenditure incurred by SED and official entourage from SED's Office (\$)(Note 2)
2012-13 (4)	<ul style="list-style-type: none"> • Courtesy call on the Ministry of Education in Beijing • To attend a ceremonial function in the Mainland • To attend an education forum in the United Kingdom • To promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Canada and the USA 	1 - 2	565,090
2013-14 (10)	<ul style="list-style-type: none"> • To learn about kindergarten education and information technology in education in Korea, Singapore and Australia • To officiate and/or address in international forum/seminars in Singapore and United Kingdom and exchange views on education policies, co-operation and development, etc. with Minister of Education of other countries, local educational officials and institutions as well as students • Goodwill visits to education authorities and officials in Shenzhen, Guangzhou and Nansha to exchange views on the latest development on the educational front and visit local schools • To lead a delegation of education professionals and sector representatives to Shanghai and Beijing for professional exchange • To visit Indonesia for boosting educational co-operation and exchange with member states of the Association of Southeast Asian Nations and promoting Hong Kong's role as a regional education hub • To lead a delegation from the education sector to attend an international convention in Shanghai • To attend an international summit in New Zealand and to have bilateral meetings with Minister of Education of other countries 	1 - 2	688,414

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit (Note 1)	Total expenditure incurred by SED and official entourage from SED's Office (\$)(Note 2)
2014-15 (10)	<ul style="list-style-type: none"> To visit Belgium and Finland to observe the education systems and good practices of European countries and visit Malaysia to enhance the education link with the ASEAN country and promote Hong Kong's role as an education hub To lead the "Passing on the Torch" Mainland Exchange Programme to Beijing and Shanghai to participate in visits and exchange activities To lead a delegation of the education sector to Ningbo for exchanges, and give opening remarks/witness the signing of higher education cooperation documents and sister school agreements To meet with Shenzhen Municipal Education Bureau officials to exchange views and deepen cooperation on education issues To officiate a ceremony and address in an education forum in Hangzhou and witness the signing of sister school agreements To lead an education delegation to study the vocational education systems and good practices in promoting young persons' career development in Germany and Switzerland To lead a delegation of secondary school students to participate in "Passing on the Torch" Mainland Exchange Programme in Nanjing To meet with Guangdong Party Secretary and Shenzhen Party Secretary To attend an international summit in Canada 	1 - 2	729,038
2015-16 (13)	<ul style="list-style-type: none"> To meet with officials of the Ministry of Education in Beijing, Beijing Municipal Education Commission, Shenzhen Municipal Education Bureau, Department of Education of Guangdong Province and Zhongshan Municipal Government to exchange views on educational issues and co-operation To deliver a speech at the 10th anniversary celebratory event of the United International College, and to hold discussion with officials of the Zhuhai Municipal Education Bureau To lead Hong Kong university students to a career and life planning education programme and visit enterprises in Huizhou and Shunde 	1 - 3	482,820

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit (Note 1)	Total expenditure incurred by SED and official entourage from SED's Office (\$)(Note 2)
	<ul style="list-style-type: none"> To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities to exchange views with university leaders and Hong Kong students To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp, and to pay a courtesy visit to the Ministry of Education in Beijing To visit the United States and Belgium to exchange views with overseas funding and research agencies in the higher education sector on education and research policies and funding strategies To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression in Beijing To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde To attend an international education conference, and to hold discussion with officials of the Ministry of Education of Singapore To join a delegation of presidents or vice-presidents of the eight University Grants Committee-funded institutions for a visit to Guangdong Province, and to attend a Guangdong and Hong Kong university presidents' forum in Guangzhou To officiate at an opening ceremony of a national competition of extra-curricular academic and technological projects by university students in Guangzhou 		

* The above duty visits lasted for one to eight days per trip.

Notes :

- (1) The entourage included the Political Assistant to Secretary for Education in one visit in 2013-14, two visits in 2014-15 and five visits in 2015-16. He also separately made a duty visit with other officers of the Bureau to the Netherlands in 2012-13 and another visit to Shenzhen in 2015-16, incurring a total expenditure of \$20,112.
- (2) The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

**Duty visits outside Hong Kong made by
Under Secretary for Education from 2012-13 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by US(Ed) and official entourage from SED's Office (\$) (Note)
2012-13 (3)	<ul style="list-style-type: none"> To attend an international meeting in Korea To attend meetings and ceremonies on the Sichuan School Reconstruction Projects and inspect school reconstruction 	-	29,469
2013-14 (1)	<ul style="list-style-type: none"> To pay a courtesy visit to Shenzhen Education Bureau 	-	2,328
2014-15 (4)	<ul style="list-style-type: none"> To attend international conference/seminar in the USA and Japan To lead a delegation of the education sector to Beijing for professional exchanges To attend a working meeting of the Guangdong-Hong Kong Cooperation Joint Conference in Guangzhou 	-	106,527
2015-16 (5)	<ul style="list-style-type: none"> To lead a delegation to participate in interflow activities for the "Passing on the Torch" Platform Programme Series in Nanjing To attend an international conference and visit local schools in Australia To visit Zhongshan National Defense Education Base and exchange views on the organisation of a student camp for Hong Kong students To serve as the guest of honour at the contract signing ceremony for the Guangzhou-Hong Kong Sister Schools 10th Anniversary Sharing cum Guangdong-Hong Kong Sister School Scheme 2015 To sign a Memorandum of Understanding on education cooperation between Hong Kong and Indonesia, and launch a new scholarship scheme for Indonesian students 	-	84,748

* The above duty visits lasted for one to five days per trip.

Note : The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

- End -

CONTROLLING OFFICER'S REPLY**EDB433****(Question Serial No. 5857)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) In 2015-16, what were the resources and work for improving the learning and teaching of the English Language in primary schools by the Education Bureau (EDB)?
- (b) EDB has indicated that it will continue to improve the learning and teaching of the English Language in primary schools in 2016-17. What are the details of the work and estimated expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 168)

Reply:

(a) and (b)

In the 2015-16 financial year, we have been implementing various measures for improving the learning and teaching of English Language in primary schools. The estimated expenditure in 2015-16 financial year is \$434.38 million, of which \$32.95 million is from the Language Fund. In 2016-17 financial year, we will continue to improve the learning and teaching of English Language in primary schools. The estimated expenditure for the initiatives in 2016-17 financial year is \$445.65 million, of which \$32.74 million is from the Language Fund.

Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		

No.	Name of Project	Details
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme in Primary Schools (PNET Scheme)	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	English Alliance	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.
*3.	Sponsorship Projects	To engage community partners in organising language-related events/competitions in the community.

* Initiatives funded by Language Fund

** Initiative is funded out of Head 173 Student Financial Assistance Agency

- End -

CONTROLLING OFFICER'S REPLY

EDB434

(Question Serial No. 5858)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

(a) Up to 2015-16, how many primary schools in the territory have yet to provide school-based educational psychology service?

(b) The EDB said that it will continue to expand the School-based Educational Psychology Service to cover all public sector primary schools by the 2016/17 school year. What are the details and estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 169)

Reply:

(a) and (b)

In the 2015/16 school year, 401 public sector primary schools are receiving the School-based Educational Psychology Service (SBEPS), covering about 88% of all public sector primary schools. The remaining 53 public sector primary schools will be covered in the 2016/17 school year when the SBEPS extends to cover all public sector primary and secondary schools by then. The Government will also further enhance the SBEPS by progressively improving the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with special educational needs. In the 2016/17 school year, about 30 primary and secondary schools will receive enhanced SBEPS. In the 2017/18 school year, the number of schools that will receive enhanced SBEPS will increase to 80. The estimated expenditure incurred for the provision of SBEPS in public sector primary and secondary schools in the 2016/17 school year is about \$141 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB435

(Question Serial No. 5859)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Please provide a list of the number of students with special education needs (SEN) in public sector primary schools by districts. (Please tabulate the number by district council districts)
- (b) Please provide a list of the number of students with SEN in secondary schools by districts. (Please tabulate the number by district council districts).

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 170)

Reply:

(a) and (b)

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools in the 2015/16 school year are 19 830 and 19 640 respectively. As the provision of support services for students with SEN does not have relationship with the district in which they live or study, breakdown of the number of students with SEN by district can be misleading. Hence, we have not compiled such figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB436

(Question Serial No. 5860)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

- (a) What measures were taken by the Education Bureau (EDB) to support needy primary school students in 2015-16? What was the expenditure involved?
- (b) EDB has indicated that it will continue to subsidise schools and non-profit making organisations to organise after-school activities for supporting needy students under the School-based After-school Learning and Support Programmes in 2016-17. What are the contents and estimated expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 171)

Reply:

- (a) The Education Bureau (EDB) has implemented various student financial assistance programmes to ensure that no student in Hong Kong will be denied access to education due to a lack of means. The Student Finance Office of the Working Family and Student Financial Assistance Agency administers a number of means-tested financial assistance schemes for needy primary students. Needy primary students may apply for assistance under the School Textbook Assistance Scheme for assistance to purchase textbooks and meet other school-related expenses; the Student Travel Subsidy Scheme to meet expenses of home-school travels; and the Subsidy Scheme for Internet Access Charges for Internet learning at home. In the 2015/16 school year (as at 31 January 2016), around \$602.6 million has been disbursed.
- (b) To support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development, EDB has implemented the School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Schemes.

To enhance the opportunity of needy students to participate in after-school activities, EDB has, starting from the 2014/15 school year, among other arrangements, increased the discretionary quota for participating schools under the Programme from 10% to 25% to benefit more students who are not in receipt of Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Schemes but identified by schools as needy. Besides, eligible participating schools (i.e. having a

utilisation rate of 80% or above of the provision in the previous year) have been provided with an incentive funding under the School-based Grant (which is calculated at an annual rate of \$600 per eligible student vis-à-vis \$400 in other schools and includes an additional 25% of the provision). The total provision for the Programme is about \$240 million in the 2016/17 school year, which is shared almost equally by the two Grants.

- End -

CONTROLLING OFFICER'S REPLY

EDB437

(Question Serial No. 5861)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- (a) In respect of facilitating the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students in schools, what were the details and expenditure for 2015-16?
- (b) How does the Education Bureau evaluate the effectiveness of the “Chinese Language Curriculum Second Language Learning Framework”?
- (c) In respect of facilitating the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students in schools, what are the work plans and estimated expenditure for 2016-17?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 172)

Reply:

- (a) & (c) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and the creation of an inclusive learning environment in schools. Estimated expenditure for the related support measures for the 2015/16 and 2016/17 school years is tabulated at Annex.
- (b) EDB has consulted teachers and language experts when formulating the “Learning Framework” and will continue to collect views from various stakeholders about its effectiveness and that of the supporting materials. We will be reviewing the “Learning Framework” on an on-going basis and refine it in due course after consolidating different views and collecting learning and teaching experience in different school context. At the curriculum level, the “Learning Framework” would be reviewed, as appropriate, at an interval of 3 years, when a cycle of learning at each Key Stage (e.g. Primary 1 - 3, Primary 4 - 6, Secondary 1 - 3) has been completed. Besides, EDB will, based on the research framework drawn up in light of advice from research and language experts, continue to collect and analyse data to evaluate the effectiveness of the support measures for NCS students and refine them as appropriate.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2015/16 and 2016/17 school years**

Support measures	Estimated expenditure in the 2015/16 school year (\$ million)	Estimated expenditure in the 2016/17 school year (\$ million)
Enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	223.9 Note	244.8 Note
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note	3.0 Note
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7	4.0
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.6	2.9
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.9	7.5

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	2.09	2.34
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Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB438

(Question Serial No. 5862)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

The Bureau indicates that it will further enhance the ratio of graduate teacher posts in public sector primary schools to 60% and 65% in 2016-17 and 2017-18 respectively. What are the details and estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 173)

Reply:

Pursuant to the increase in the ratio of graduate teacher posts from 50% to 55% in public sector primary schools in the 2015/16 school year, the Education Bureau (EDB) will further enhance the ratio to 60% and 65% in the 2016/17 and 2017/18 school years respectively. Under this enhancement measure, the additional full year cost is estimated to be \$328 million. In line with the existing arrangements, public sector primary schools will fill the additional graduate teacher posts by regrading qualified serving non-graduate teachers in accordance with their school-based selection criteria and mechanism and with reference to EDB's guidelines.

- End -

CONTROLLING OFFICER'S REPLY

EDB439

(Question Serial No. 6184)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- a) In the past 3 years, the Education Bureau (EDB) implemented a series of targeted relief measures in light of the temporary decline of the secondary 1 student population. What were the details and expenditure involved?
- b) In 2016-17, the EDB will continue to implement the above measures. What are the details and expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 202)

Reply:

(a) & (b)

The package of targeted relief measures the Education Bureau (EDB) implemented since the 2013/14 school year aims at preserving the stability and strengths of the schools as well as the teaching force in the period of the transient decline in Secondary 1 (S1) student population. In gist, the targeted relief measures include:

- i. a progressive reduction of the number of students allocated per S1 class by “2-1-1” / “1-1-1” under a district-/school-based approach in the 3 school years from 2013/14 to 2015/16;
- ii. relaxing the “not less than 3 S1 classes” requirement under which only schools operating 1 S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to 1 or 2 to participate in the next Secondary School Places Allocation exercise with a cap of 3 S1 classes; and
- iii. extending the retention period from 1 year to 3 years for surplus teachers arising from packing of S1 classes in the 3 school years from 2013/14 to 2015/16.

To further stabilise the teaching force, the Chief Executive has announced in the 2016 Policy Address that schools with surplus teachers arising from reduction of S1 classes in the 2013/14 and 2014/15 school years, if in need, may apply to extend the retention period for these surplus teachers up to the 2017/18 school year. The expenditure for putting in place the targeted relief measures is subsumed under the overall expenditure of EDB, and a breakdown of the expenditure in the past 3 school years and the estimated expenditure for the 2016/17 school year in this regard are not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB440****(Question Serial No. 6185)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- a) According the Education Bureau (EDB), in the 2016/17 school year, it will allow schools to turn the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts. What are the details and expenditure involved?
- b) Has the EDB evaluated the influence on contract posts by turning the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts? If yes, how many contract teachers will be affected according to the evaluation?
- c) Has the EDB evaluated the influence on the life planning policy by turning the Career and Life Planning Grant into regular teaching posts? If yes, what are the details? If no, what are the reasons?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 203)

Reply:

(a) & (b)

As announced by the Chief Executive in the 2016 Policy Address, public sector secondary schools may turn the existing Senior Secondary Curriculum Support Grant (SSCSG) and Career and Life Planning Grant (CLPG) into regular teaching posts starting from the 2016/17 school year to enhance the implementation of the senior secondary curriculum and to strengthen life planning education and related guidance services. The measure aims to provide schools with more stable teacher manpower to enhance the respective policies. As situations vary from school to school and some schools may have already made arrangements for deploying the grants, for example, to employ contract teachers, acquire outside services or employ specialized staff, the decision of turning the grants or not is entirely school-based. In this regard, we are unable to provide information on the expenditure involved or evaluate the impact on the contract teachers at this stage. We will review the measure in the coming two years.

(c)

Teachers filling the regular posts converted from the CLPG should assist in enriching and expanding the scope of career guidance service and enhancing the quality of life planning education. For schools which opt to retain the CLPG, the ambit of the CLPG remains unchanged. The policy of life planning education is not confined to the provision of CLPG to schools. EDB has also taken measures to strengthen professional support for schools and teachers in providing life planning and career guidance services for students, such as increasing the number of structured teacher training places, organising seminars / workshops on specific themes, promoting professional exchanges among schools and teachers, conducting advisory visits to provide professional advice to schools, engaging business organisations to provide

students with career exploration opportunities via the Business School Partnership Programme, disseminating updated information on further studies and career opportunities on the webpage, issuing a Guide on Life Planning Education and Career Guidance for Secondary Schools for reference, etc. EDB will continue to provide the above enhanced support measures, and will make vigorous effort to promote life planning education, including forging more business partners to expand the variety and scale of career exploration activities for students, arranging activities for parents to enhance their understanding about the importance of life planning education and nurturing the culture of supporting the young generation in life planning. We will continue to pay advisory visits to all eligible secondary schools by the 2016/17 school year. Information collected will serve as useful feedback to inform the future planning of life planning education.

- End -

CONTROLLING OFFICER'S REPLY

EDB441

(Question Serial No.6186)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (4) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- (a) What were the wastage rates of teachers in special schools in the past 5 years?
- (b) Regarding the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools, what are the work and expenditure involved in the 2015/16 school year? What are the work and expenditure in this area for the 2016/17 school year?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 204)

Reply:

- (a) The wastage rates of teachers in special schools in the 2010/11 to 2014/15 school years are 7.8%, 5.4%, 7.9%, 6.3% and 6.8% respectively.
- (b) Special Schools cum Resource Centres (SSRCs) place emphasis on empowering teachers of mainstream schools in catering for their students with special educational needs through cross-fertilization of expertise and networking. There are 10 SSRCs providing support services for the mainstream schools through on-site consultation, lesson observation, case conferences, school-based workshops/seminars, and sharing of resource materials, etc. in the 2015/16 and 2016/17 school years. The SSRCs also conduct district-based seminars and workshops for sharing of good practices. Besides, there are 7 schools for social development (SSD) serving as Resource Centres [SSRCs(SSD)] in the 2015/16 and 2016/17 school years. The SSRCs(SSD) provide support for their leavers in their first year of returning to mainstream schools and for the mainstream schools concerned to facilitate the smooth integration of these students into the school life. The expenditure on the SSRCs for the 2015/16 and 2016/17 school years is estimated to be \$4.0 million and \$4.6 million respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB442****(Question Serial No. 6187)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the free kindergarten education policy:

- (a) How much consultation work was done by the Education Bureau (EDB) for the education sector and the public in the 2015/16 school year? What were the details and expenditure involved?
- (b) Has EDB conducted a survey on the rental of kindergarten premises? If yes, what are the findings and the expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 205)

Reply:

- (a) The Committee on Free Kindergarten Education (Committee) was set up in April 2013 to examine the various related issues and recommend practicable and sustainable proposals for implementing free quality kindergarten (KG) education. The Committee submitted its Report to the Education Bureau (EDB) in May 2015. Having regard to the recommendations of the Committee, and views collected through public consultation from June to July 2015, the Chief Executive announced in the 2016 Policy Address the implementation of free quality KG education policy starting from the 2017/18 school year. Since the announcement, EDB has conducted about 30 meetings/briefing sessions with various stakeholders including KG operators/sponsoring bodies, KG principals and teachers, relevant educational organisations, the public (including parents), non-governmental organisations, etc. to collect their feedback on the new policy and views on the implementation details. Major features of the new policy, including the objectives, the rationale in calculating each component of the subsidy, measures in enhancing the quality of KG education in particular improvement in the teacher-pupil ratio, teachers' professional development, remuneration and career ladder, catering for students' diverse needs, monitoring and quality assurance, revision of the "Guide to Pre-primary Curriculum", etc. were discussed. EDB will continue to meet different stakeholders with a view to formulating the specific implementation details. It is scheduled to announce the details in the third quarter of 2016. The expenditure incurred for the consultation activities conducted by EDB has been subsumed under EDB's overall expenditure.
- (b) EDB commissioned the "Consultancy Study on Rental and Related Issues on Kindergarten Premises" in July 2014. It was recommended that, basically, the eligibility criteria for rental subsidy should tie in with those criteria for joining the future KG education policy. Besides, given that the rental charges among different KGs vary considerably, there should be a ceiling on the amount of rental subsidy to be provided for each eligible KG, and the level of rental subsidy should be determined by the KG's fill-up rate, as under the existing Rent Reimbursement Scheme, to ensure prudent use of public funds. The

findings and proposals have been provided for consideration of the Committee. In June 2015, the executive summary of the consultancy report was provided to the Legislative Council Subcommittee to Study the Implementation of Free KG Education under the Panel on Education. The expenditure on this consultancy study is \$998,000.

- End -

CONTROLLING OFFICER'S REPLY

EDB443

(Question Serial No. 6191)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In the 2016/17 school year, the Bureau will invite about 50 schools to participate in the Territory-wide System Assessment (TSA) with a view to trying out the improved test items for Primary 3. What are the school selection criteria, details and expenditure of the manpower involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 210)

Reply:

The Hong Kong Examinations and Assessment Authority issued letters on 29 February 2016 to invite 50 primary schools to participate in the 2016 Tryout Study (Primary 3) and they are of different types (i.e. about 10 per cent of the primary schools in the territory with each participating as a unit). Schools are invited on the basis of various factors including districts, types of schools (government, aided, Direct Subsidy Scheme) and school size to ensure representativeness, reliability and validity of the tryout study. The invited schools of the tryout study can consider if they would participate with reference to their school-based situations. Other schools are also encouraged to take part on a voluntary basis. At the present stage, schools are being invited to sign up for the tryout study. The number of schools taking part in the tryout study and relevant expenditure is yet to be finalised.

- End -

CONTROLLING OFFICER'S REPLY**EDB444****(Question Serial No. 6192)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Bureau plans to implement the free kindergarten education policy to replace the Pre-primary Education Voucher Scheme (PEVS) with effect from the 2017/18 school year. In this connection, please provide:

- (a) the number of students expected to be able to benefit from totally free kindergarten education.
- (b) the number of students in non-profit-making kindergartens that still have to pay school fee.
- (c) the estimated funding for the provision of rental assistance to kindergartens.
- (d) the progress and timetable of implementation.
- (e) whether it will consider to include kindergarten premises in land planning in the long run.

Asked by: Hon Kenneth CHAN Ka-lok (Member Question No. 212)

Reply:

(a) to (d)

The free quality kindergarten (KG) education policy will be implemented in the 2017/18 school year and the Education Bureau (EDB) will continue to provide direct fee subsidies to parents of eligible children enrolled in KGs under the Pre-primary Education Voucher Scheme in the 2016/17 school year. For the new policy to be implemented in the 2017/18 school year, EDB is formulating the implementation details in consultation with various stakeholders. Details will be released in the third quarter of 2016. Estimated funding for individual measures such as rental subsidy under the new policy is not yet available at this stage. Similarly, the number of students studying in KGs offering free KG places and the number of students in non-profit-making KGs who need to pay school fee will be affected by various factors like distribution of various modes of services, parental choices on the modes of services and types of KGs, etc.. Relevant information is not available at this stage.

(e)

According to the Hong Kong Planning Standards and Guidelines, the need for setting up KGs is taken into account in housing estates and large-scale private development projects where space is allocated for such uses. The current standard for provision of KG places is 730 half-day (HD) and 250 whole-day (WD) places for every 1 000 children in the age group of three to under six. This planning standard will be reviewed and revised as necessary to 500 WD and 500 HD places as a long-term goal to increase WD places to meet the increasing demand and to support working parents.

With a view to increasing the number of KGs that will not have to charge any school fees to defray rental expenses, a stable supply of Government-owned quality KG premises is crucial. For achieving this and as a long-term strategy, adequate space would be earmarked for KG use in new public housing estates with new demand, and available KG space identified for relocation of existing KGs that require substantial

improvement to their physical accommodation. We will also explore the feasibility of increasing Government-owned KG premises in accordance with the established mechanisms for site search and/or premises allocation as appropriate. The feasibility of co-location of KGs and primary schools will also be explored. As it involves a number of complicated issues touching on design, management, operational matters, etc., we will further examine the feasibility on a case-by-case basis in consultation with relevant bureaux or departments.

- End -

CONTROLLING OFFICER'S REPLY**EDB445****(Question Serial No. 6193)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

How many teachers did the Education Bureau arrange to participate in exchange activities on the Mainland in each of the past 3 years? Please set out the places, themes and expenditures of the exchange activities.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 213)

Reply:

The required information on the Mainland exchange activities for teachers is provided in the table below:

Financial year	Expenditure (\$million) @	Number of teacher participants (rounded down to the nearest ten)	Places of exchanges	Themes/Activities (Note)
2013-14	2.0	370	Beijing, Hangzhou, Shanghai, Xian	School visits, cultural visits, seminars, lesson observations, professional exchange, etc.
2014-15 [#]	1.0	240	Beijing, Hangzhou, Xian, Xiamen	
2015-16 [*]	1.5	260	Beijing, Nanning, Shanghai	

@ Staffing resources in the provision of these activities are absorbed by the recurrent expenditure of the EDB

Actual figures revised from last year's estimates

* Provisional figures

Note: The objectives of the exchange activities are to widen local teachers' horizons and foster their understanding of the latest educational, economic, social and cultural developments in the Mainland, and to enhance their professional competence in learning and teaching through professional exchange with their counterparts.

- End -

CONTROLLING OFFICER'S REPLY**EDB446****(Question Serial No. 6194)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) What were the activity details and expenditures of the implementation of national education by the Education Bureau in the past 3 years?
- (b) What are the contents of plans and estimated expenditure of the implementation of national education by the Education Bureau for the 2016/17 school year?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 214)

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources as well as provision of Mainland exchange opportunities to complement students' learning in relevant Areas/subjects, etc. Apart from offering opportunities for students to join Mainland exchange programmes (MEPs) and arranging professional exchange programmes for teachers, the professional support measures include providing expert advice and collaborating with schools in related curriculum planning and implementation of values education. While staffing and expenditure for most of these items are absorbed by the recurrent expenditure of the Education Bureau, expenditure in respect of subsidising MEPs for primary and secondary school teachers and students can be separately identified. Expenditure on MEPs in the past three school years (from 2013/14 to 2015/16) and the 2016/17 school year is as follows:

School Year	Expenditure (\$million) [@]	
	Programmes for students	Programmes for teachers
2013/14	37.2	1.3
2014/15 [#]	52.7	1.1
2015/16 [*]	70.5	1.5
2016/17 ⁺⁺	101.9	1.3

- [@] Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau
- [#] Actual figures revised from last year's estimates
- ^{*} Provisional figures
- ⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB447

(Question Serial No. 6195)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Regarding the New Senior Secondary curriculum, please advise:

- (a) Did the Education Bureau undertake any review or reform of the New Senior Secondary curriculum in the 2015/16 school year? If yes, what were the review findings, reform details and expenditures involved?
- (b) Will the Education Bureau undertake any review or reform of the New Senior Secondary curriculum in the 2016/17 school year? If yes, what will be the work plans and estimated expenditures?
- (c) Did the Education Bureau undertake any review or reform of the Liberal Studies under the New Senior Secondary curriculum in the 2015/16 school year? If yes, what were the review findings, reform details and expenditures involved?
- (d) Will the Education Bureau undertake any review or reform of the Liberal Studies under the New Senior Secondary curriculum in the 2016/17 school year? If yes, what will be the work plans and estimated expenditures? Will any public consultation be conducted on this?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 215)

Reply:

(a) to (d)

The Education Bureau (EDB), Curriculum Development Council, and the Hong Kong Examinations and Assessment Authority (HKEAA) jointly conducted the New Academic Structure Review on the senior secondary curriculum and assessment from 2012 to 2015. The review was completed in the 2014/15 school year, with recommendations made on trimming/streamlining/updating curriculum contents and public assessment including School-based Assessment. The recommendations, including those on Liberal Studies, were reported to the Panel on Education of this Council on 15 July 2015.

Future review of the curriculum and assessment of each subject, including Liberal Studies, will be conducted following the renewal cycle of each subject or curriculum area as appropriate in response to contemporary trends and needs arising from social and economic changes. As a usual practice, EDB and HKEAA will consult different stakeholders when reviewing the curriculum and assessment of senior secondary subjects in future.

Since the review was carried out by EDB in-house, the cost was subsumed under EDB's overall expenditure. A separate breakdown of the expenses incurred is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB448

(Question Serial No. 6196)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the New Senior Secondary curriculum, please advise:

- (a) Did the Education Bureau undertake any review or reform of the Chinese Language subject under the New Senior Secondary curriculum in the 2015/16 school year? If yes, what were the review findings, reform details and expenditures involved?
- (b) Will the Education Bureau undertake any review or reform of the Chinese Language subject under the New Senior Secondary curriculum in the 2016/17 school year? If yes, what will be the work plans and estimated expenditures? Will any public consultation be conducted on this?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 216)

Reply:

(a) and (b)

As part of the New Academic Structure Medium-term review, the curriculum review on the subject of Chinese Language was completed in July 2015. Twelve classical set texts have been introduced in the curriculum starting from the 2015/16 school year, leading to Hong Kong Diploma of Secondary Education Examination in 2018. There will be no further curriculum reform on Chinese Language in the 2016/17 school year. As an ongoing practice, the Education Bureau will continue to engage various stakeholders to collect their views and feedback on curriculum and assessment issues. The expenditure required will be absorbed by the recurrent provisions.

- End -

CONTROLLING OFFICER'S REPLY**EDB449****(Question Serial No. 6197)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) What are the number of schools offering New Senior Secondary Applied Learning courses, the number of courses offered, the number of student applications by level, the total number of students taking Applied Learning courses and the amount of subsidy provided by the Government in the past 3 years?
- (b) What are the implementation plan of providing New Senior Secondary Applied Learning and the estimated expenditure for the 2016/17 school year?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 217)

Reply:

(a) Each cohort of New Senior Secondary Applied Learning (ApL) courses lasts for 2 years and Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) courses lasts for 3 years. From 2012/13 to 2014/15 school year, 4 cohorts of ApL courses (2011-13, 2012-14, 2013-15 and 2014-16 cohorts) have been offered to students. The number of schools offering ApL courses, the number of courses offered, the number of student applications, the total number of students taking ApL courses and the amount of subsidy provided by the Government are as follows:

Cohort	2011-13	2012-14	2013-15	2014-16
Number of schools offering New Senior Secondary ApL courses	298	318	315	316
Number of courses offered	35	35	37	36
Number of student applications (Note: student can only apply to start at S5, application by level (S6) is thus not applicable.)	10 139	10 254	8 649	8 086
Total number of students taking ApL courses	6 061	5 782	5 047	4 791

Starting from the 2014/15 school year, ApL(C) is first introduced for the 2015-17 cohort. The amount of subsidy (Diversity Learning Grant and Student Grant for ApL(C)) provided by the Government from 2012/13 to 2014/15 school year is as follows:

School Year	2012/13	2013/14	2014/15
Diversity Learning Grant (\$ million)	49	51	50
Student Grant for ApL(C) (\$ million)	NA	NA	2*

* It refers to the Student Grant for the 2 ApL(C) courses offered under 2015-17 cohort to 181 Secondary 4 students from 14 schools in the 2014/15 school year.

(b) The New Senior Secondary ApL has been implemented since the 2010/11 school year. The Education Bureau supports schools through providing implementation handbook and prospectus, arranging briefing sessions and professional development programmes, organising course exhibitions and making arrangements for taster programmes with a view to enabling students to have informed choices. An E-system has also been developed to facilitate the application process and implementation in schools. In addition, the Government provides Diversity Learning Grant and Student Grant for ApL(C) to support secondary schools in offering ApL and ApL(C) courses respectively. As stated in the 2016 Policy Address, the Government has accepted all the recommendations of the Task Force on Promotion of Vocational Education and will actively consider how to implement them. To this end, full subsidy will be provided for students to take ApL courses in the 2016/17 school year and beyond. The estimated expenditure of Diversity Learning Grant for the 2016/17 school year is \$65 million and the estimated expenditure of Student Grant for ApL(C) for the 2016/17 school year is \$8 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB450

(Question Serial No. 6202)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- a) In the 2015-16 school year, the Education Bureau conducts Quality Review for kindergartens joining the Pre-primary Education Voucher Scheme (PEVS). What are the details and expenditure? How many kindergartens are involved?
- b) In the 2016-17 school year, the Bureau states that it will continue to conduct Quality Review for kindergartens joining the PEVS. What will be the details and estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 238)

Reply:

a) & b)

The existing Quality Assurance Framework for kindergartens (KGs) comprises School Self-evaluation (SSE) and Quality Review (QR). All KGs under the Pre-primary Education Voucher Scheme are required to conduct ongoing SSE for school development and accountability purposes. KGs should prepare development plans and conduct holistic review on their state of performance by making reference to the Performance Indicators (Pre-primary Institutions) issued by the Education Bureau (EDB).

EDB arranges QR to make professional judgement on the overall performance of KGs. Apart from scrutinising the School Reports and stakeholder survey results submitted by KGs, the review team of EDB conducts on-site visits to KGs to validate their findings in SSE. The QR reports will be issued to the KGs and uploaded onto the EDB website, which is linked to the KG Profile, to facilitate parents in making informed choices of kindergarten for their children.

EDB plans to conduct QR for 123 KGs in 2015/16 school year. All the QRs are conducted by EDB staff and the relevant expenditure is subsumed in the overall expenditure of EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB451

(Question Serial No. 6203)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- (a) For the past 3 years, what are the total number of participants and expenditure on professional training and support programmes to school leaders, middle managers and teachers on implementing the Senior Secondary (SS) Curriculum?
- (b) In 2016-17, what are the work plan and estimated expenditure on the above-mentioned training and support programmes?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 239)

Reply:

(a) & (b)

To support the implementation of the senior secondary (SS) curriculum under the New Academic Structure (NAS) and the Hong Kong Diploma of Secondary Education (HKDSE) Examination (including School-based Assessment), the Education Bureau (EDB) continues to provide training, support as well as resource materials for school leaders, middle managers and teachers. A series of professional development programmes (PDPs) under different themes has been organised every year to suit different needs of school leaders, middle managers and teachers. For 2013-14, the total number of participants in PDPs is about 23 600 and the actual expenditure is about \$4.4 million. For 2014-15, the total number of participants in PDPs is about 18 800 with an actual expenditure of about \$3.3 million. For 2015-16, the total number of participants in PDPs is about 13 300 whilst the actual expenditure is about \$4.4 million. The estimated expenditure on PDPs in 2016-17 is about \$2.9 million. The decrease in estimated expenditure for 2016-17 as compared with the last financial year is attributable to the fact that PDPs were purposefully enhanced in 2015-16 to help teachers implement the recommendations of the NAS Review.

Apart from the scheduled PDPs, EDB continues to provide school-based professional support service to enhance the professional capacity of teachers. Learning and teaching resource materials (e.g. curriculum and assessment guides, supplementary notes, learning and teaching packages) for the SS subjects were developed during the last few years to support school leaders, middle managers and teachers in the implementation of SS curriculum. There is continuous updating of resource materials such as exemplars and resource packages to meet teachers' needs. Since the provision of school-based professional support and resources materials is carried out by EDB and the cost is subsumed under EDB's overall expenditure, a separate breakdown on the staffing and financial implications is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB452

(Question Serial No. 6204)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- a) In the past 3 years, what were the details of the work in which the Education Bureau (EDB) worked with the Committee on Professional Development of Teachers and Principals in enhancing the professional development of the teaching profession at different career stages and the expenditure incurred;
- b) For 2016-17, what are the EDB's work plan in respect of the above work and the estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 240)

Reply:

(a) The Committee on Professional Development of Teachers and Principals (COTAP), reconstituted from the then Advisory Committee on Teacher Education and Qualifications (ACTEQ) since 1 June 2013, is tasked with advising the Government on policies and strategies to enhance the competencies and capabilities of the teaching profession at various career stages. Since its setup, COTAP has conducted meetings with stakeholders from various groups, including school councils, heads' and deputy heads' associations, school sponsoring bodies, educational bodies, teachers' association, parents, kindergarten sector and teacher education institutions, to understand better their views on the professional development needs of teachers and school leaders as well as issues of concern. COTAP has then drawn up a number of areas of focus under an overarching project "T-excel@hk" as the first phase of its work and published its first Progress Report in early 2015. Given that EDB has been providing the secretarial support to COTAP, and the related expenditure so far incurred is mainly the preparation work involved for the implementation of the "T-excel@hk", we could not identify the expenditure separately as it has been subsumed under the overall expenditure of EDB.

(b) COTAP will continue to schedule stakeholder group meetings and focus group sessions to solicit the views of the sector in order to further develop, prioritise and implement in phases the various areas of focus under the "T-excel@hk", having regard to feasibility, availability of resources, etc. For example, consultation sessions will be held from end of 2016 to solicit stakeholders' comments on the work on T-standard⁺ which will provide a clear reference for teacher preparation and continuing professional development. Subject to the formulation of the work plan, the estimated expenditure would be available.

- End -

CONTROLLING OFFICER'S REPLY**EDB453****(Question Serial No. 6205)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Regarding the provision of teacher training and development of resource materials by the Education Bureau (EDB) to support schools in the implementation of the senior secondary academic structure in the 2015/16 school year, what are the details and expenditure involved?
- (b) Regarding the provision of teacher training and development of resource materials by EDB to support schools in the continued implementation of the senior secondary academic structure for the 2016/17 school year, what are the work plans and estimated expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 241)

Reply:

(a) & (b)

To support the implementation of the senior secondary (SS) curriculum under the New Academic Structure (NAS) and the Hong Kong Diploma of Secondary Education (HKDSE) Examination (including School-based Assessment), the Education Bureau (EDB) continues to provide training, support as well as resource materials for school leaders, middle managers and teachers. A series of professional development programmes (PDPs) under different themes has been organised every year to suit their different training needs. The programmes aim to enhance their capacity in curriculum leadership, management, whole-school curriculum planning as well as curriculum planning and evaluation at Key Learning Area (KLA) and subject levels. Besides, continual support is provided for teachers on effective learning and teaching strategies, especially those with cross-KLA nature such as catering for learner diversity, enhancing assessment literacy, strengthening reading across the curriculum, promoting information literacy, effective use of e-learning resources as well as STEM education (through Science, Technology and Mathematics Education KLAs). For 2015-16, the actual expenditure on teacher training is about \$4.4 million. The estimated expenditure on teacher training for 2016-17 is about \$2.9 million. The decrease in estimated expenditure for 2016-17 as compared with the last financial year is attributable to the fact that PDPs were purposefully enhanced in 2015-16 to help teachers implement the recommendations of the NAS Review.

Apart from the scheduled PDPs, EDB continues to provide school-based support service to enhance the professional capacity of teachers. Learning and teaching resource materials (e.g. curriculum and assessment guides, supplementary notes, learning and teaching packages) for the SS subjects were developed during the last few years to support school leaders, middle managers and teachers in the implementation of the SS curriculum. There is continuous updating of resource materials such as exemplars and resource packages to meet teachers' needs. Since the provision of school-based professional support and resource materials is carried out by EDB and the cost is subsumed under EDB's overall expenditure, a separate breakdown on the staffing and financial implications is not available.

Note: Over the past years, expenditure for teacher training is expressed in terms of financial year. For consistency and comparison, expenditure figures for teacher training in financial years are provided.

- End -

CONTROLLING OFFICER'S REPLY

EDB454

(Question Serial No. 6206)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In respect of the kindergartens (KGs) in each District Council district in each of the past 3 school years, (i) the number of enrolment applications received and the total amount of application fees collected by each KG on average, (ii) the name of the KG among them which collected the highest application fee and the amount involved, and (iii) the name of the KG among them which collected the highest total amount of application fees and the amount involved.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 242)

Reply:

According to regulation 61(1) of the Education Regulations (Cap. 279A), schools must first obtain the written approval of the Permanent Secretary for Education before collecting any fees, including entrance examination fee (commonly known as application fee). To streamline schools' administrative procedures, the Education Bureau (EDB) has set a ceiling for application fee of kindergartens (KGs) and given blanket approval for KGs to collect application fee within the approved ceiling, with the actual level determined by individual KGs having regard to their own circumstances. KGs that wish to collect application fee exceeding the approved ceiling are required to seek prior approval from EDB. As student admission is a school-based matter, KGs are not required to provide EDB with information on the number of admission applications received and the total amount of application fee collected. In view of the above, EDB is unable to supply the information.

- End -

CONTROLLING OFFICER'S REPLY**EDB455****(Question Serial No. 6207)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the applications received by the Education Bureau for the collection of an application fee or registration fee exceeding the ceiling stipulated by the Bureau in the past three school years, what are the respective numbers of application received, the names of schools, the amounts of application fee or registration fee proposed to be collected, the grounds for making the application, and the application outcome. Please provide the details of each application.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 243)

Reply:

The respective number of applications received and approved by the Education Bureau (EDB) in the past three school years (i.e. 2012/13, 2013/14 and 2014/15) for collection of an application fee or registration fee by kindergartens (KGs) which exceeds the approved ceilings is set out at the Appendix. It is not appropriate to disclose application details of individual KGs (including their names, the proposed amount of application fee or registration fee, as well as grounds and outcome of their applications) as they cover data concerning KGs' operation and internal matters. That said, EDB has included information on the permissible amount of application fee and registration fee of individual KGs in the online version of the Profile of Kindergartens and Kindergarten-cum-Child Care Centres for access by parents and the public.

Number of applications received and approved by EDB for collection of an application fee or registration fee exceeding the approved ceilings in the 2012/13, 2013/14 and 2014/15 school years

(1) Application Fee

School Year	Number of Applications	Number of Applications Approved
2012/13	3	3
2013/14	29	18
2014/15	5	5

(2) Registration Fee

School Year	Number of Applications	Number of Applications Approved
2012/13	1	0
2013/14	5	3
2014/15	12	1

- End -

CONTROLLING OFFICER'S REPLY

EDB456

(Question Serial No. 6208)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

In the past 3 school years, what were the amounts of registration fee collected by local kindergartens as well as the total amounts of registration fee that had not become part of the school fees? Please provide a breakdown by kindergartens.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 244)

Reply:

According to regulation 61(1) of the Education Regulations (Cap. 279A), schools must first obtain the written approval of the Permanent Secretary for Education before collecting any fees, including pupil registration fee. To streamline schools' administrative procedures, the Education Bureau (EDB) has set a ceiling for registration fee of kindergartens (KGs) and given blanket approval for KGs to collect registration fee within the approved ceiling. KGs that wish to collect registration fee exceeding the approved ceiling are required to seek prior approval from EDB. As student admission is a school-based matter, KGs are not required to provide EDB with information on the total amount of registration fee collected and the total amount of registration fee forfeited for cases where the parents subsequently decline the school places offered for their children. In view of the above, EDB is unable to provide the required information.

- End -

CONTROLLING OFFICER'S REPLY

EDB457

(Question Serial No. 6209)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Will the Government consider comprehensively reviewing the requirement on collection of application fees and registration fees by kindergartens as well as the mechanism for vetting and approval of applications for collection of an application fee or registration fee exceeding the relevant ceiling in 2016-17? If it will, what are the details, latest progress and estimated expenditure of the review? If not, what are the reasons for that?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 245)

Reply:

According to regulation 61(1) of the Education Regulations (Cap. 279A), schools must obtain the written approval of the Permanent Secretary for Education before collecting any fees, including entrance examination fee (commonly known as application fee) and pupil registration fee. To streamline schools' administrative procedures, the Education Bureau (EDB) has set the approved ceilings for application fee and registration fee of kindergartens (KGs) and given blanket approval for KGs to collect the fees within the respective approved ceilings. In early 2014, EDB conducted a review of the approved ceilings of application fee and registration fee and issued a circular in April 2014 to notify KGs of the revised approved ceilings. We have no plan to conduct another review for the moment.

KGs that wish to collect application fee or registration fee at a level exceeding the approved ceilings are required to seek prior approval from EDB with justifications. EDB will consider each application in the light of the specific situation of individual KGs and the justifications they put forward, including the additional expenses incurred for handling applications and admission related matters. The vetting process has been under regular review and will be revised when necessary.

- End -

CONTROLLING OFFICER'S REPLY

EDB458

(Question Serial No. 6210)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- (a) Please tabulate the number of non-Chinese speaking (NCS) students who studied in mainstream schools (including kindergartens, primary schools, secondary schools and tertiary institutions) in the past 3 years.
- (b) What were the details of the Education Bureau's support measures for NCS students in the 2015/16 school year and the expenditure and manpower so involved?
- (c) What are the Education Bureau's work programmes on the support measures for NCS students in the 2016/17 school year and the expenditure and manpower so involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 246)

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students from the 2013/14 to 2015/16 school years is tabulated at Annex A.
- (b) & (c) The support measures for NCS students in the 2015/16 and 2016/17 school years and the estimated expenditure are tabulated at Annex B.

**Number of non-Chinese speaking (NCS) students
from the 2013/14 to 2015/16 school years**

Level	2013/14 school year	2014/15 school year	2015/16 school year
Pre-primary (K1 to K3)	12 029	11 933	11 982
Primary (Primary 1 – 6)	8 290	8 697	8 958
Secondary (Secondary 1 – 6)	7 576	8 224	8 782

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
5. Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and undergraduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. However, statistics with breakdown by local and non-local NCS students are not available.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2015/16 and 2016/17 school years**

Support measures	Estimated expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 school year \$ million
Enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	223.9 Note 1	244.8 Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note 1	3.0 Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7	4.0
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.6	2.9
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.9	7.5

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	2.09	2.34
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	2.58	1.72
<p>Support for kindergartens admitting NCS students -</p> <p>(a) University-School Support Programmes financed by the Education Development Fund:</p> <p>(i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years</p> <p>(ii) a 2-year project to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years</p> <p>(b) School-based professional support services</p>	<p>0.7</p> <p>Note 2</p> <p>Note 1</p>	<p>-</p> <p>Note 2</p> <p>Note 1</p>

Notes:

- These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
- The estimated expenditure of the USP project is \$6.3 million and \$1.8 million for the 2015/16 and 2016/17 school years respectively. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure for kindergartens and primary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB459****(Question Serial No. 6211)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Please tabulate the number of non-Chinese speaking (NCS) students with special educational needs (SEN) who studied in mainstream schools (including kindergartens, primary schools, secondary schools and tertiary institutions) in the past 3 years.
- (b) What were the details of the Education Bureau's support measures for NCS students with SEN in the 2015/16 school year and the expenditure and manpower so involved?
- (c) What are the Education Bureau's work programmes on the support measures for NCS students with SEN in the 2016/17 school year and the expenditure and manpower so involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 247)

Reply:

(a)

As support services for children with special educational needs (SEN) at pre-primary levels are provided by the Social Welfare Department, EDB does not maintain data on non-Chinese speaking (NCS) students with SEN at kindergarten levels. The number of NCS students with SEN in public sector mainstream primary and secondary schools in the 2013/14, 2014/15 and 2015/16 school years is set out at Appendix 1. We do not maintain such data for tertiary institutions. Thus, we are unable to provide the requested figures for the institutions.

(b) & (c)

The Government is committed to supporting the integration of NCS students (including those with SEN) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language. A breakdown of the estimated expenditure of the major support measures for NCS students, which are also applicable to NCS students with SEN, in the 2015/16 and 2016/17 school years is tabulated at Appendix 2.

EDB has also been providing public sector schools with additional resources, professional support and teacher training to help them cater for the students with SEN, including NCS students with SEN. The additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, top-up fund, etc. Schools should deploy school resources holistically and flexibly to render appropriate support

services to students with SEN based on their needs, such as employing additional teachers, teaching assistants or hiring professional services. EDB also arranges teacher professional development and school networking for sharing of good practices, and develops teaching resources for use of teachers and parents. In addition, the professional staff of EDB pays regular visits to schools to render professional advice on their support policies and measures, teaching strategies, resource deployment, etc. Professional support is also provided through assessment and consultation services of educational psychologists, speech therapists and audiologists to help schools cater for students with SEN. All NCS students with SEN benefit from the above support and services. For budgetary purpose, the total estimated expenditure on additional support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2015/16 and 2016/17 school years is \$1,315 million and \$1,369 million respectively.

As the support services are provided to cater for all the students with SEN, we are not able to apportion the expenditure specifically on NCS students with SEN.

Number of non-Chinese speaking (NCS) students with special educational needs (SEN) in public sector mainstream primary and secondary schools in the 2013/14, 2014/15 and 2015/16 school years

School Year	Number of NCS Students with SEN	
	Primary Schools	Secondary Schools
2013/14	236	101
2014/15	233	116
2015/16	304	158

Notes:

1. Figures above denote the position as at September of the respective school years.
2. Figures cover those students whose home language is known to EDB and is NOT Chinese regardless of their ethnicity.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2015/16 and 2016/17 school years**

Support measures	Estimated expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 school year \$ million
Enhanced funding support and enhanced school-based professional support have been provided to facilitate schools' implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and support of NCS students in learning Chinese language as well as creation of an inclusive environment in schools. Eligible schools may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	223.9 Note 1	244.8 Note 1
Development of the "Learning Framework" and the supporting learning and teaching materials for implementation starting from the 2014/15 school year	3.0 Note 1	3.0 Note 1
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	3.7	4.0
Summer Bridging Programme for NCS students in primary schools Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	2.6	2.9
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.9	7.5

Support measures	Estimated expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 school year \$ million
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	2.09	2.34
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	2.58	1.72
<p>Support for kindergartens admitting NCS students -</p> <p>(a) University-School Support Programmes financed by the Education Development Fund:</p> <p>(i) a 3-year project to support kindergartens to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years</p> <p>(ii) a 2-year project to support NCS students in kindergartens in the transition to primary schools from the 2015/16 to 2016/17 school years</p> <p>(b) School-based professional support services</p>	<p>0.7</p> <p>Note 2</p> <p>Note 1</p>	<p>-</p> <p>Note 2</p> <p>Note 1</p>

Notes:

- These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including University-School Support Programme (USP) projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
- The estimated expenditure of the USP project is \$6.3 million and \$1.8 million for the 2015/16 and 2016/17 school years respectively. As this USP project is provided for both kindergartens and primary schools, a breakdown of expenditure for kindergartens and primary schools is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB460

(Question Serial No. 6212)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (4) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Over the past 3 years, what were the respective numbers of students per class, the unit cost of each subsidised place and the student-to-teacher ratio by year in schools for children with mild, moderate and severe intellectual disabilities?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 248)

Reply:

The average number of students per class, average unit cost per school place and student-to-teacher ratio in schools for children with mild intellectual disability, schools for children with moderate intellectual disability and schools for children with severe intellectual disability in the 2013/14 to 2015/16 school years are set out at the Appendix.

**Average Number of Students per Class, Average Unit Cost per School Place and Student-to-Teacher Ratio
in Schools for Children with Mild Intellectual Disability, Schools for Children with Moderate Intellectual Disability
and Schools for Children with Severe Intellectual Disability in the 2013/14 to 2015/16 School Years**

School Type	2013/14 School Year			2014/15 School Year			2015/16 School Year		
	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio
Mild Intellectual Disability ^{Note}	15.0	\$145,500	6.3 : 1	14.3	\$171,000	5.9 : 1	14.1	\$171,500	5.8 : 1
Moderate Intellectual Disability ^{Note}	9.3	\$218,000	4.1 : 1	9.3	\$239,500	4.1 : 1	9.3	\$253,000	4.0 : 1
Severe Intellectual Disability	7.1	\$281,000	3.9 : 1	6.9	\$313,000	3.8 : 1	6.9	\$329,000	3.8 : 1

Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include 7 schools for children with MiID and children with MoID.

- End -

CONTROLLING OFFICER'S REPLY**EDB461****(Question Serial No. 6213)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding Education Bureau's provision of life planning and career guidance services to special schools and schools for children with intellectual disability, what were the details, staff arrangements and expenditures involved in the past 2 years? What are the related work plans and estimated expenditure for the 2016/17 school year?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 249)

Reply:

Starting from the 2014/15 school year, Education Bureau (EDB) has provided public sector schools (including special schools) and Direct Subsidy Scheme Schools operating classes at senior secondary levels with a recurrent Career and Life Planning Grant (CLPG) to strengthen life planning education for secondary students. The CLPG per school is benchmarked to the mid-point salary of the Graduate Master pay scale. The expenditure for the provision of the CLPG to special schools for the 2014/15 school year is \$29.6 million while the estimated expenditure for the 2015/16 school year is \$30.8 million. The estimated expenditure for the 2016/17 school year is 30.8 million. The prime aim of providing CLPG is to enhance the capacity of the teaching team involved in providing support in career guidance service and life planning education for students (including students with special educational needs).

From September 2014 to the end of December 2015, EDB has conducted advisory visits to about 30 special schools (about 53% of all special schools in the territory). Based on observations from the school visits, special schools are taking forward life planning education in a more systematic and co-ordinated manner. It is noted that many special schools have had life planning education integrated into school-based curriculum or adapted Applied Learning courses designed for students with mild and upper-end moderate grade intellectual disability. Different strategies and life planning education programmes / activities are planned and school-based targets set, taking into account the developmental needs of the students.

Apart from the provision of the CLPG, EDB has also taken a range of measures to strengthen professional support for schools (including special schools) and teachers in providing life planning and career guidance services for students (including students with special educational needs), such as increasing the number of structured teacher training places, organising seminars / workshops on specific themes, sharing session for professional exchanges among special schools and teachers, engaging business organisations to provide students with career exploration opportunities via the Business School Partnership Programme (BSPP), disseminating updated information on further studies and career opportunities on the webpage, issuing a Guide on Life Planning Education and Career Guidance for Secondary Schools for reference, etc.

In the 2016/17 school year, EDB will continue to enhance the support services provided for schools (including special schools) as detailed above. Besides, EDB will make vigorous effort to promote life

planning education, including forging more business partners to expand the variety and scale of career exploration activities for students, arranging activities for parents to enhance their understanding about the importance of life planning education and nurturing the culture of supporting the young generation in life planning. We will pay advisory visits to all special schools by the 2016/17 school year. Information collected will serve as useful feedback to inform the future planning of life planning education.

- End -

CONTROLLING OFFICER'S REPLY

EDB462

(Question Serial No. 6214)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (4) Special Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Has the Education Bureau (EDB) provided any support in early identification of non-Chinese speaking (NCS) students with special educational needs (SEN) in the past 3 years? If yes, what were the support details and expenditure? What are the work plan and estimated expenditure in the same regard in the 2016/17 school year?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 250)

Reply:

Non-Chinese speaking (NCS) students are covered by the “Early Identification and Intervention Programme for Primary One Students with Learning Difficulties” implemented in all public sector primary schools. Under the programme, teachers are required to make use of the “Observation Checklist for Teachers” developed by the Education Bureau (EDB) to identify as early as possible primary one students, including NCS students, with learning difficulties and arrange for early intervention. To assist teachers in using the checklist to identify NCS students in need of attention, EDB has provided them with a guideline which sets out the points to note and factors to consider for identifying NCS students with special educational needs (SEN). Learning difficulties encountered by NCS students at lower primary level may be language- and culture-related. Hence, with reference to the Response to Intervention model that has been proven effective overseas, we advise schools to provide appropriate intervention for students first and continually review their learning progress after intervention to identify NCS students with learning difficulties. Students whose difficulties are severe or persistent despite intervention will be referred to specialists for assessment.

As the support services are provided to cater for all students with SEN, we are not able to apportion the expenditure specifically on NCS students with SEN.

- End -

CONTROLLING OFFICER'S REPLY

EDB463

(Question Serial No. 6215)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- a) What is the Education Bureau's procedure on registration of kindergartens?
- b) In the past 3 years, did the Bureau receive any cases of kindergarten jumping the gun in admitting students before the completion of registration procedures? If yes, what was the case about and how did the Bureau handle it?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 251)

Reply:

(a)

According to the Education Ordinance (Cap. 279), if a proposed school (including kindergarten) is to be operated in premises which are not designed and constructed for the purposes of a school, clearance from the Town Planning Board and the Lands Department should be obtained in respect of the proposed school premises. The applicant for school registration is also required to obtain the safety certificates and notice in respect of the premises issued by the Fire Services Department and the Buildings Department (BD) / Housing Authority. If the proposed school is to be operated in premises designed and constructed as a school, the applicant is required to present the Occupation Permit issued by BD or the Handover Certificate issued by the Education Bureau (EDB). Moreover, the applicant is required to submit other necessary documents and information such as syllabi and timetables for the proposed courses, details of the proposed tuition fees and application form(s) for manager registration. After all the aforesaid documents are received and found in order, EDB will consider issuing a certificate of provisional registration to the school, and the school may then commence operation.

(b)

Upon receipt of an application for registration of a school, EDB will in the first instance issue a reminder letter to the applicant advising him/her that no educational courses shall be conducted in the premises until the school is provisionally registered under the Education Ordinance, Cap. 279. If circumstances warrant, EDB may issue further reminders to the applicant when the application is being processed. In the past three years, there were eight complaint cases alleging kindergartens of commencing operation before their application for registration had been approved. Inspectors of Schools of EDB conducted investigation visits to the concerned premises to collect evidence on whether any provisions of the Education Ordinance had been contravened. One of the cases was found established and the operator was given a written warning.

- End -

CONTROLLING OFFICER'S REPLY**EDB464****(Question Serial No. 6216)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) In respect of “promoting Basic Law education at senior primary and junior secondary levels”, what were the details, manpower arrangements and expenditures of the work undertaken by the Education Bureau (EDB) in the past 3 years?
- (b) What are EDB’s work plans and estimated expenditures for the 2016/17 school year in this aspect?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 252)

Reply:

- (a) Pursuant to the 2010-11 Policy Address, the Education Bureau (EDB) started developing learning packages to enhance students’ understanding of the Basic Law from November 2010. In the past 3 years, EDB continuously developed learning and teaching resources on the Basic Law education. To keep pace with the development of e-learning, an e-book version of the learning packages for junior secondary has been developed in February 2014. A Pack on “Effective Use of ‘Let’s Learn the Basic Law’ Learning Package”, which is a collection of schools’ good practices, was developed and distributed to all primary schools in 2015. EDB developed the “Basic Law Audio-visual Learning and Teaching Package” for junior secondary students in April 2015 and we are currently developing the “Basic Law Audio-visual Learning and Teaching Package (Senior Primary)” for senior primary students to deepen their knowledge of the Basic Law. Apart from the above, EDB organised a Basic Law Inter-school Competition in May 2015 to arouse students’ interest in studying the Basic Law.

To enhance teachers’ understanding of the concepts and essence of the Basic Law as well as strategies for using the learning packages and web-based resources in their school-based learning and teaching practices, EDB has organised, from time to time, professional development programmes during the past five years.

Expenditure for the related curriculum work and support measures, which includes research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. is absorbed by the recurrent expenditure of EDB as an integral part of day-to-day curriculum development work. The expenditure of EDB for developing learning and teaching resources on Basic Law education from 2013-14 to 2015-16, for which there is no breakdown for individual items, is as follows:

2013-14 [@]	2014-15 ^{@#}	2015-16 ^{@*}
\$0.65 million	\$2.07 million	\$3.65 million

- @ Manpower resources in the provision are absorbed
by the recurrent expenditure of EDB
- # Actual figures revised from last year's estimates
- * Provisional figures

- (b) Apart from developing the learning and teaching resources and assessment banks, and conducting professional development programmes for primary and secondary schools, EDB will organise the 2nd Basic Law Inter-school Competition for both primary and secondary schools students in July 2016. The estimated expenditure for developing Basic Law-related learning and teaching resources in 2016-17 is \$1.84 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB465

(Question Serial No. 6217)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- (a) What were the details, manpower arrangements and expenditure of the work undertaken by the Education Bureau (EDB) in respect of promotion e-learning and e-textbooks in primary and secondary schools in the past 3 years?
- (b) Has EDB assessed the effectiveness of the aforesaid promotion of e-learning and e-textbooks? If yes, what is the effectiveness? If no, what are the reasons?
- (c) How many schools currently use e-textbooks?
- (d) What are the details and estimated expenditure of the work to be undertaken by EDB for the 2016/17 school year in this aspect?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 253)

Reply:

- (a) We provide a recurrent Composite Information Technology Grant (CITG) to all public sector schools every year to meet the diversified needs of schools on e-learning. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education. The amounts of CITG for the past three financial years were \$328 million for 2013-14, \$341 million for 2014-15 and \$353 million for 2015-16.

Apart from recurrent grant, we have also launched the following e-learning initiatives over the past three financial years in the promotion of e-learning –

- (i) two phases of the e-Textbook Market Development Scheme (EMADS) launched in 2012 and in 2013 respectively, with a non-recurrent funding of \$50 million to facilitate and encourage the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as to try-out a quality vetting and quality assurance mechanism for e-textbooks through the field-testing of e-textbooks in partner schools with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks. The total amount of seeding grant approved for the 18 applications from six non-profit making (NPM) organisations under Phase One and Phase Two of EMADS is around \$39.5 million. About \$30.6 million seeding grant has been disbursed to the NPM developers for both phases since 2012-13. In the past three years, \$5.6 million was disbursed in 2013-14, \$20.2 million in 2014-15 and \$3.8 million in 2015-16. The remaining seeding grant of around \$8.9 million will be disbursed in the next two years;

- (ii) the “Support Scheme for e-Learning in Schools” in early 2014 with a commitment of \$50 million under which around \$35 million one-off grant was provided to 100 public sector schools in early 2014 for enhancement of their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices. Another one-off grant of \$10 million was disbursed to the Hong Kong Education City Limited, also in early 2014, for development of an online integration platform for linking up schools’ Learning Management System and various e-textbooks/e-learning resources platforms. The Scheme is now completed; and
- (iii) the Fourth Strategy on Information Technology in Education (ITE4) in August 2015 with a non-recurrent funding of \$105 million, of which around \$40 million was disbursed to the first batch of 412 schools in 2015-16 as one-off grant for acquisition of mobile computing devices to facilitate the use of e-textbooks or other e-learning resources in class under a WiFi school environment; another one-off grant of \$10 million was disbursed to Hong Kong Education City Limited for acquisition of e-learning resources. We also disbursed an extra recurrent grant of \$70,000 on average per school for these 412 schools for subscription of WiFi services.

Other manpower and administrative costs for promoting e-learning and implementing EMADS have been absorbed within the existing resources of the Education Bureau.

- (b) We conducted a research study on the Pilot Scheme on e-learning in Schools implemented from 2010/11 to 2013/14 school years to examine the benefits of e-learning. The findings are positive in that, among others, e-learning has facilitated the learning and teaching of students and the adoption of e-learning pedagogies by teachers. The outcome shows that we are promoting IT in education in the right direction and it is useful for mapping out the proposed measures under the ITE4. Besides, ongoing researches and evaluation studies will be conducted to gauge the progress and effectiveness of various e-learning measures. These would include school surveys, case study research, and other methodologies. In addition, an evaluation is underway to assess the effectiveness of EMADS, including other related areas such as the use of e-textbooks in schools and the impact on classroom learning and teaching in the context of the promotion of e-learning.
- (c) For the 2015/16 school year, 55 primary schools and 85 secondary schools, accounting for 10.5% of primary schools and 17.7% of secondary schools respectively, have chosen to use the e-textbooks developed under EMADS via different approaches. It is expected that with the increase in teachers' knowledge in e-learning and the use of e-resources and improvement in the IT infrastructure in schools, more schools will adopt e-textbooks in the delivery of their curriculum.
- (d) For 2016-17, the estimated expenditure for implementation of the ITE4 includes \$30 million one-off grant for the second batch of some 300 schools under the WiFi-900 project for acquisition of mobile computing devices, and an extra recurrent grant of \$70,000 on average per school for these 300 schools for subscription of WiFi services. As for EMADS, it is estimated that around \$7.8 million seeding grant will be disbursed to the NPM developers for both Phase One and Phase Two of EMADS in 2016-17.

- End -

CONTROLLING OFFICER'S REPLY

EDB466

(Question Serial No. 6218)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

- a) In the plan of the Education Bureau to launch the Fourth Strategy on Information Technology in Education, one of the major initiatives is the phased provision of wireless network for all public sector schools and local schools under the Direct Subsidy Scheme, how is the current progress? How many schools have wireless network installed? What is the expenditure involved?
- b) Did the Education Bureau select the same network provider to provide wireless network for all public sector schools and local schools under the Direct Subsidy Scheme? If yes, what is the name of the network provider? If no, please list the names of all selected network providers and the numbers of schools each of them serves.
- c) In respect of the provision of wireless network for all public sector schools and local schools under the Direct Subsidy Scheme by the Education Bureau, how does the Bureau choose network providers? What is the procedure? Will a tendering procedure be used?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 254)

Reply:

(a)

We launched the "Support Scheme for e-Learning in Schools" or WiFi-100 project in early 2014 with a commitment of \$50 million under which around \$35 million one-off grant was provided to 100 public sector schools in early 2014 for enhancement of their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices.

Furthermore, we launched the Fourth Strategy on Information Technology in Education (ITE4) in August 2015 with a non-recurrent funding of \$105 million, of which around \$40 million was disbursed to the first batch of 412 schools under the WiFi-900 project in 2015-16 as one-off grant for acquisition of mobile computing devices to facilitate the use of e-textbooks or other e-learning resources in class under a WiFi school environment. We also disbursed an extra recurrent grant of \$70,000 on average per school for these 412 schools for subscription of WiFi services.

According to information collected from schools, as at February 2016, some 460 public sector schools have completed the enhancement of WiFi infrastructure under the WiFi-100 and the first phase of WiFi-900 projects.

(b) and (c)

The procurement exercises for selection of service providers for enhancement of WiFi infrastructure were conducted by individual schools following prescribed procurement procedures. According to the information we gathered from schools of the WiFi-100 and WiFi-900 projects, the following 16 service providers set out in alphabetical order had been awarded with contracts for enhancement of WiFi infrastructure. The list may not be exhaustive as some relevant schools have not provided the names of their WiFi services providers to us. As regards the numbers of contracts awarded to individual services providers, they are market sensitive data which we are not in an appropriate position to disclose.

- Afina Data Systems Ltd.
- Automated Systems (HK) Ltd.
- Cypher Martin Systems Ltd.
- The Hong Kong Telecom Ltd.
- Hutchison Global Communications Ltd.
- ICT Systems Ltd.
- Konica Minolta Business Solutions (HK) Ltd.
- Multisoft Ltd.
- P2 Wireless Technologies Ltd.
- Pro-Tech Technology (Asia) Ltd.
- Ricoh Hong Kong Ltd.
- Senco Masslink Technology Ltdd
- Speedy Group Corporation Ltd.
- Toppan Forms Computer Systems Ltd.
- Wharf T&T Ltd.
- Xenus Technology Ltd.

- End -

CONTROLLING OFFICER'S REPLY**EDB467****(Question Serial No. 6219)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau announced that it will commission non-governmental organisations, on a pilot basis, to provide career exploration opportunities and relevant experiences for students with specific learning difficulties and non-Chinese speaking students respectively. What are the details, the estimated number of students who will be benefited from the measure and the estimated expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 255)

Reply:

To enhance the readiness of students with specific learning difficulties (SpLD) and non-Chinese speaking (NCS) students for work and further studies, the Education Bureau (EDB) has commissioned non-governmental organisations, on a pilot basis, to organise work experience programmes for these students over a three-year period as from the 2015/16 school year. The pilot projects aim to trial-run programmes that would enable these students to understand their personal strengths, provide them with the knowledge about different jobs and prepare them to enter the career world through authentic career-related experience. The programmes are specially designed to assist students with SpLD to understand their strengths and overcome their difficulties through mentorship and job-shadowing, and NCS students to prepare for the cultural adaption and integration at work. Practical guidelines on preparing these students for transition to work are being developed for parents, teachers and mentors. It is estimated that a total number of 2 250 students (1 800 NCS and 450 SpLD students) will participate in the two projects in these three years. The expenditure for the three-year pilot projects is estimated to be about \$16.6 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB468

(Question Serial No. 6220)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Regarding the Education Bureau's implementation of the Professional Enhancement Grant Scheme (Scheme) with the Language Fund to enhance Chinese Language teachers' professional capability in teaching Chinese as a second language, what are the details of the Scheme? Please also provide the number of teachers applying grants under the Scheme, the number of applications approved, the average amount of approved grant for each teacher and the expenditure involved.
- (b) Will the Education Bureau continue to implement the Scheme in 2016-17? If yes, what are the estimated expenditure and estimated number of beneficiaries? If no, what are the reasons?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 256)

Reply:

With a view to encouraging serving Chinese Language teachers at primary and secondary levels to take courses that aim to enhance their pedagogical knowledge and skills in teaching Chinese to non-Chinese speaking (NCS) students, the Education Bureau (EDB) launches a Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language), funded under the Language Fund, starting from the 2014/15 school year on a pilot basis for 3 years up to the 2016/17 school year. Of the 57 applications received so far, 55 have been approved for earmarking of grant under the Scheme. The provision of grant comprises two tiers, including a basic subsidy and an extra subsidy. A basic level of subsidy will be offered at 30% of the tuition fee of a programme of study recognised under the Scheme, subject to maximum of \$30,000 per teacher, upon successful completion of programme of study. There is no undertaking requirement. In order to encourage more Chinese Language teachers currently teaching Chinese to NCS students to apply for the grant and continue to teach in schools offering local school curriculum upon successful completion of programme of study, an extra 30% of the tuition fee, subject to an additional maximum of \$30,000 per teacher, will be offered to those teachers who continue to teach NCS students Chinese in schools offering local school curriculum for a total of three years within five years upon successful completion of programme of study. An estimated expenditure of \$0.78 million will be incurred for the reimbursement of grant to 28 teachers who have been approved for earmarking of the grant and will complete the recognised programmes under the Scheme within 2016-17.

- End -

CONTROLLING OFFICER'S REPLY**EDB469****(Question Serial No. 6221)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(a) In the 2015/16 school year, how does the Education Bureau provide more Mainland exchange opportunities for primary and secondary school students? What are the details, expenditures and number of beneficiary?

(b) The Education Bureau states that more Mainland exchange opportunities will be provided for primary and secondary school students in the 2016/17 school year. What are the details and estimated expenditures?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 257)

Reply:

The Education Bureau continues to provide more Mainland exchange opportunities for primary and secondary students mainly through the “Mainland Exchange Programme for Junior Secondary and Upper Primary Students” (「同根同心」—— 香港初中及高小學生內地交流計劃), the “Mainland Exchange Programme for Senior Secondary School Students” (「同行萬里」高中學生內地交流計劃), the “Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: Understanding Our Motherland” (初中及高小學生交流活動資助計劃——「赤子情中國心」), the “Senior Secondary School Students Mainland Exchange Programme Subvention Scheme” (高中學生內地交流活動資助計劃), the “Mainland Exchange Programme for Student Leaders” (領袖生內地交流計劃) and some thematic Mainland exchange programmes.

The number of places to be offered for secondary and primary school students to join Mainland exchange programmes in the 2015/16 and 2016/17 school years and the expenditure involved are shown below:

School Year	Number of students (rounded down to the nearest hundred)	Expenditure (\$million)
2015/16+	65 600	70.5
2016/17++	93 000	101.9

+ Provisional figures

++ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB470

(Question Serial No. 6222)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

(a) What are the details and expenditures of the work undertaken by the Education Bureau to support the Committee on Home-School Co-operation in 2015-16?

(b) What are the Bureau's specific work plans and estimated expenditures for 2016-17 in this aspect?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 258)

Reply:

(a) The Education Bureau (EDB) is committed to promoting home-school co-operation. The Committee on Home-School Co-operation (CHSC) has been supported by EDB in organising seminars and annual symposium for parents, producing radio programmes, maintaining website update, organising publicity activities, publishing the Primary and Secondary School Profiles for parents' reference, and providing grants to Parent-Teacher Associations (PTAs) in schools and District Federations of PTAs (FPTAs) for organising home-school co-operation programmes and activities. The expenditure involved in the 2015-16 financial year is about \$30.8 million.

(b) In the 2016-17 financial year, the estimated expenditure involved is about \$31.6 million. The existing efforts for promoting home-school co-operation will continue. With a view to deepening home-school co-operation, CHSC will organise more publicity programmes to increase parents' awareness of home-school co-operation and enhance parents' involvement in PTAs.

- End -

CONTROLLING OFFICER'S REPLY

EDB471

(Question Serial No. 6223)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (6) Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- a) In 2015-16, what were the work and expenditure for the Pilot Training and Support Scheme? What was the number of young people benefited? For 2016-17, what are the work and estimated expenditure for the Scheme? What is the estimated number of young people to be benefited?
- b) Will the Bureau conduct review on the Pilot Training and Support Scheme? If yes, what are the details and estimated expenditure? If no, what are the reasons?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 259)

Reply:

The Pilot Training and Support Scheme (Pilot Scheme) aims to attract and retain talent for specific industries with a keen demand for labour, by integrating structured apprenticeship training programmes and clear career progression pathways. With the funding approval of the Legislative Council Finance Committee in July 2014, the Vocational Training Council (VTC) has implemented the Pilot Scheme starting from the 2014/15 academic year, which targets to benefit 2 000 students with an approved commitment of \$144 million.

In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the recommendations of the Task Force on Promotion of Vocational Education and would actively consider how to implement them. Among others, the Task Force recommended extending the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme in general is well received by the participating employers and students. Therefore, the Government plans to extend the Pilot Scheme for two more cohorts of students to be admitted in the 2016/17 and 2017/18 academic years, benefitting 2 000 more students with an additional estimated non-recurrent expenditure of \$144 million. With this extension, the total commitment of the Pilot Scheme will be \$288 million. The implementation details such as the guaranteed level of salary and allowance offered by the Government and industries covered will remain the same.

The commitment of the Pilot Scheme only covers the allowance provided by the Government to students and VTC will provide administrative support using existing manpower resources. VTC will conduct a tracking study on the employment status of graduates under the Pilot Scheme including questionnaire surveys to collect information about their jobs, remunerations, changes of jobs or trades, etc. In the 2014-15 and 2015-16 financial years, the expenditure of the Pilot Scheme is about \$17 million in total. As at end February 2016, about 900 students were participating under the Pilot Scheme and it is estimated that some 1 200 students will join the Pilot Scheme in the 2016/17 academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB472****(Question Serial No. 6224)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- a) In 2015-16, what did the Education Bureau (EDB) do in promoting the upholding of the quality of vocational and professional education and training (VPET)? What was the expenditure involved?
- b) For 2016-17, what are the EDB's work plan in respect of the above work and the estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 260)

Reply:

In June 2014, the Government set up the Task Force on Promotion of Vocational Education (Task Force) with a view to mapping out a strategy to promote vocational education and training (VET) in the community. The Task Force submitted its Report to the Government in July 2015, proposing a three-pronged strategy with a total of 27 recommendations as set out at **Annex**. Among others, the Task Force recommended to rebrand VET to "vocational and professional education and training" (VPET) covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge.

In the 2016 Policy Address, the Chief Executive announced that the Government accepted all the Task Force's recommendations and would actively consider how to implement them. The Education Bureau has been following up on the implementation of the recommendations and the major progress so far is as follows

- (a) producing and launching three Announcement in Public Interests (APIs) in the first quarter of 2016 to promote the professional image of VPET;
- (b) earmarking a site in the urban district to develop a Vocational Training Council (VTC) campus with adequate capacity and state-of-the-art facilities, and launching a new round of Land Grant Scheme in February 2016 for post-secondary education institutions offering self-financing programmes at sub-degree level or above (which include relevant VPET providers) for reprovisioning purpose with a view to providing conducive learning environment for students;
- (c) encouraging secondary schools to adopt a whole school approach in career and life planning education and enhancing individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (d) fully subsidising Applied Learning (ApL) courses starting from the 2016/17 school year;
- (e) extending the Pilot Training and Support Scheme (Pilot Scheme) for two more cohorts of 2 000 students to be admitted in the 2016/17 and 2017/18 academic years (the Pilot Scheme, with an approved commitment of \$144 million, has been implemented in VTC since the 2014/15 academic year which targets to benefit 2 000 students. Under the Pilot Scheme, apprenticeship training for

targeted industries is provided to students alongside a guaranteed level of salary and incentive allowance);

- (f) launching a new category under the Quality Enhancement Support Scheme of the Self-financing Post-secondary Education Fund in January 2016 for a pilot period of two years to support industrial attachment projects that aim to increase students' employability;
- (g) reviewing the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) in order to consider whether to extend the Scheme (SSSDP, with a total commitment of \$960 million, has been launched since the 2015/16 academic year to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments. SSSDP is implemented on a pilot basis for three cohorts and a review is underway.);
- (h) enhancing the promotion of the Qualifications Framework (QF) with the QF Fund;
- (i) conducting a benchmark perception survey with a view to keeping track of any changes in the public's attitude towards VPET later; and
- (j) writing to post-secondary education institutions, VPET providers as well as major chambers of commerce to appeal for their support of the relevant recommendations made by the Task Force.

Some of the recommendations are implemented with existing manpower resources as well as funds already established, i.e. the Self-financing Post-secondary Education Fund and QF Fund. Apart from these, the estimated additional annual recurrent expenditure required to fully subsidise ApL courses is about \$13 million while the estimated additional non-recurrent expenditure to implement other recommendations so far is some \$160 million.

The financial provision of Programme (6) Vocational and Professional Education (or Vocational Education previously) in 2015-16 and 2016-17 is as follows –

2015-16 (Revised estimate) (\$ million)	2016-17 (Estimate) (\$ million)
2,302.8	2,319.1

Apart from the above, the financial provision of \$960 million for implementing SSSDP for three cohorts of students admitted from the 2015/16 to 2017/18 academic years is included under Programme (7) Policy and Support instead. In order to further encourage continuing education, the Financial Secretary announced in the 2016-17 Budget Speech that the Government would implement a pilot scheme to provide tuition fee subsidy for three cohorts of students admitted to designated professional part-time programmes offered by VTC, covering programmes in the disciplines of construction, engineering and technology, of which related industries are highly specialised and facing keen manpower demand. Subject to the approval by the Finance Committee of the Legislative Council within the 2015-16 legislative year, the pilot scheme will be launched starting from the 2016/17 academic year. It will incur an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme. It is estimated that the pilot scheme will benefit around 5 600 students in total for three cohorts.

**List of 27 Recommendations Made by
the Task Force on Promotion of Vocational Education**

Strategy 1: Rebranding Vocational Education and Training (VET)

- (1) the Government to rebrand VET in Hong Kong as “vocational and professional education and training (VPET)” covering programmes up to degree level with a high percentage of curriculum consisting of specialised contents in vocational skills or professional knowledge;

Strategy 2: Strengthening Promotion

(a) Promotion of Professional Image of VPET

(i) Publicity Campaign

- (2) the Government to produce Announcement in Public Interest (API) on TV/radio by involving industry role models where appropriate. The API may also be broadcast on Facebook, YouTube, dedicated portal for VPET and other online media;
- (3) the Government to produce TV drama series (including related publicity and production of DVDs), presenting real success stories of persons graduated from VPET programmes and make them continuously accessible to the public through the VPET Portal which facilitates guidance to students;
- (4) the Government to continue to support major VPET provider(s) to organise large-scale skills competitions to showcase VPET students’ achievement and provide interactive activities for secondary school students’ experience, or even consider bidding for the hosting of such competitions in Hong Kong in due course with a view to raising public awareness of the professionalism of VPET and related industries as well as enhancing the skill level of local talent;

(ii) Campus Facilities of VPET Providers

- (5) the Government to facilitate the provision of state-of-the-art facilities to VPET providers in order to provide conducive learning environment to VPET students and enhance the professional image of VPET riding on the existing support schemes or otherwise;

(iii) Quality of Programmes Offered by VPET Providers and Research Capability

- (6) VPET providers to enhance quality of their VPET programmes, and strengthen the support services to students where possible;
- (7) VPET providers to consider whether it is appropriate for them to engage in (more) research activities (which could be action research, applied research, technology-oriented research other than academic research) to inform teaching and learning, etc.;

(b) Provision of More Information about VPET and Related Career

(i) VPET Portal

- (8) the Government to develop and maintain a VPET portal which gathers comprehensive and impartial information on VPET programmes and related industries in Hong Kong, as well as links up other relevant portals;

(ii) VPET Forum

- (9) the Government, VPET providers and industry sectors to attend international VPET forums from time to time to keep abreast of the latest development of VPET worldwide;
- (10) the Government or VPET providers to organise local VPET forums from time to time with the participation of the industry sectors, in order to provide up-to-date industry and career information to secondary school students, parents and teachers;

(c) Promotion of VPET through Career and Life Planning Education

- (11) the Education Bureau (EDB) to encourage secondary schools to adopt a whole school approach in career and life planning education and enhance individual guidance and support to students to facilitate self-understanding and exploration of multiple pathways including VPET;
- (12) VPET providers and major chambers of commerce to arrange (more) training workshops cum visits for principals, teachers and career masters in secondary schools, with the facilitation of EDB through the Business-School Partnership Programme (BSPP) so as to provide them with the latest developments of VPET in Hong Kong and the related careers. Such training workshops cum visits should also be extended to prospective secondary school teachers pursuing teaching programmes in tertiary institutions as well as non-governmental organisations which play a role in offering articulation and career advice to students;
- (13) VPET providers and major chambers of commerce to arrange (more) taster programmes for secondary school students with the facilitation of EDB through BSPP;
- (14) VPET providers and major chambers of commerce to organise seminars and visits for parents of secondary school students for their better understanding of VPET and the related careers as well as the progression pathways, with the facilitation of EDB;

(d) More Contribution from Industries

(i) Closer Collaboration with VPET Providers

- (15) the major chambers of commerce and VPET providers to have closer collaboration on the design and development of VPET programmes (including the curriculum, industrial attachment, etc.) such that the learning outcome could fulfill employers' needs and expectation;
- (16) the Vocational Training Council to regularly review the list of Training Boards to cover emerging industries so that manpower surveys would be conducted to better inform VPET training providers and prospective students of the areas with growing manpower demand;

(ii) Remuneration, Working Conditions and Progression Pathways

- (17) the major chambers of commerce to encourage their members to devise comprehensive human resource strategy to attract and retain staff, covering the remuneration package, working conditions and progression pathways, etc.;

(e) Promotion of Applied Learning

- (18) EDB to encourage course providers to arrange accreditation of more Applied Learning (ApL) courses under the Qualifications Framework (QF) where appropriate so that apart from the Hong Kong Diploma of Secondary Education (HKDSE), students completing ApL courses may obtain a separate QF-recognised qualification for further studies in the relevant fields or entry into the industries concerned;

- (19) post-secondary education institutions in Hong Kong to give due consideration of the results of ApL courses attained by students in the HKDSE Examination in student admission as an incentive for students to take ApL and benefit from the experiences and also an incentive for their parents to support them to do so;
- (20) the Government to consider providing 100% grant subsidies to schools for the ApL course fees and encourage more schools to offer ApL courses based on their student profiles;

(f) Provision of Financial Support by the Government

(i) Pilot Training and Support Scheme (Pilot Scheme)

- (21) the Government to consider extending the Pilot Scheme to benefit more students pending a review;

(ii) Industrial Attachment (IA)

- (22) the Government to extend the IA initiative to benefit students pursuing full-time locally-accredited self-financing sub-degree and undergraduate programmes where applicable;

(iii) Study Subsidy Scheme for Designated Professions / Sectors (SSSDP)

- (23) the Government to consider extending the SSSDP if it is proven effective;

Strategy 3: Sustaining Efforts

(a) Influence by the Government

- (24) the Government to encourage the senior Government officials to seize every opportunity to promote and support VPET on different occasions so as to demonstrate the Government's support and recognition of VPET as an integral part of the community;

(b) Promotion of Qualifications Framework

- (25) EDB to enhance the publicity efforts on QF targeting at employers and the general public. Articulation pathways for lifelong learning and progression pathways for different industries under QF should also be further promoted;
- (26) the major chambers of commerce to encourage their members to make reference to QF in recruitment and promotion, so as to increase the relevance of QF to learners and practitioners which would in turn help promote VPET; and

(c) Tracking Surveys on Attitude Change

- (27) the Government to conduct tracking surveys by involving relevant stakeholders to keep track of any changes in their attitude towards VPET.

- End -

CONTROLLING OFFICER'S REPLY**EDB473****(Question Serial No. 6225)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- a) What were the number of students from various post-secondary institutions who undertook internships in Hong Kong, the Mainland and the overseas in the past 5 years and the expenditure involved for each year and each institution?
- b) What are the estimated expenditure in this regard and the estimated number of students who will benefit in the 2016/17 academic year?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 261)

Reply:

Internship helps enhance the employability of students by providing them with better understanding of, and seamless transition to, the workplace. The number of students studying full-time publicly-funded post-secondary programmes who undertook internships in Hong Kong, the Mainland and other destinations for the 2011/12 to 2015/16 academic years is at Annex. The estimated number of students who will undertake internship in the 2016/17 academic year is not available.

The University Grants Committee (UGC) and the Administration have all along been supportive of institutions' efforts to provide exchange and internship opportunities to students. In 2012, we launched the \$2.5 billion Sixth Matching Grant Scheme (MGS) and encouraged institutions to make use of the funds available from the MGS for, inter alia, exchange and internship programmes. The UGC also provided an additional one-off \$50 million to the eight UGC-funded institutions to enhance exchange opportunities, including internship opportunities, for local students. We have also launched a five-year Pilot Mainland Experience Scheme in the 2011/12 academic year with a total commitment of \$100 million to subsidise on a matching basis post-secondary students to participate in short-term internship or learning programmes in the Mainland. In 2012, an injection of \$1 billion was made each into the Hong Kong SAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund (SPEF) to establish more scholarships or awards to benefit a wider range of students. A new award, called Reaching Out Award, was set up under the two funds to support meritorious students studying in both publicly-funded and self-financing institutions to participate in, inter alia, learning, internship or service programmes. Starting from the 2014/15 academic year, a recurrent funding of about \$18 million has been allocated to the Vocational Training Council to provide industrial attachment opportunities for about 9 000 students every year. Besides, a new category was launched under the Quality Enhancement Support Scheme of SPEF in January 2016 for a pilot period of two years to provide funding support to industrial attachment projects that aim to increase students' employability by sourcing more internship opportunities for post-secondary students or enhancing relevant institutional support for students.

**Number of Students of Full-time Publicly-funded Post-secondary Programmes Undertaking
Internship by Destination from the 2011/12 to 2015/16 Academic Years**

Institutions	Destination	Academic Year				
		2011/12	2012/13	2013/14	2014/15	2015/16 (provisional)
City University of Hong Kong	Hong Kong	959	1 062	1 193	1 254	1665
	Mainland	156	133	160	125	192
	Other destinations	237	242	298	256	327
	Total	1 352	1 437	1 651	1 635	2184
Hong Kong Baptist University	Hong Kong	436	638	913	1 014	428
	Mainland	147	213	194	98	56
	Other destinations	28	27	28	52	32
	Total	611	878	1 135	1 164	516
Lingnan University	Hong Kong	61	127	163	244	199
	Mainland	63	69	104	112	107
	Other destinations	101	80	96	117	110
	Total	225	276	363	473	416
The Chinese University of Hong Kong	Hong Kong	3 922	3 962	4 088	4 767	3740
	Mainland	442	511	646	605	480
	Other destinations	449	411	496	422	330
	Total	4 813	4 884	5 230	5 794	4550
The Hong Kong Academy for Performing Arts	Hong Kong	200	144	225	299	122
	Mainland	10	9	2	3	10
	Other destinations	31	26	6	41	22
	Total	241	179	233	343	154
The Hong Kong Institute of Education	Hong Kong	72	77	159	191	240
	Mainland	34	43	69	78	80
	Other destinations	40	47	91	49	85
	Total	146	167	319	318	405
The Hong Kong Polytechnic University	Hong Kong	2 777	3 839	4 065	3 894	3800
	Mainland	377	348	712	896	900
	Other destinations	91	150	214	313	300
	Total	3 245	4 337	4 991	5 103	5000

Institutions	Destination	Academic Year				
		2011/12	2012/13	2013/14	2014/15	2015/16 (provisional)

The Hong Kong University of Science and Technology	Hong Kong	186	394	319	497	519
	Mainland	17	98	25	55	60
	Other destinations	20	53	22	44	45
	Total	223	545	366	596	624
The University of Hong Kong	Hong Kong	3 169	3 297	3 493	3 679	3721
	Mainland	446	446	425	339	416
	Other destinations	166	197	173	210	197
	Total	3 781	3 940	4 091	4 228	4334
Vocational Training Council	Hong Kong	4 942	6 306	8 989	9 214	815
	Mainland	121	82	110	215	12
	Other destinations	6	11	7	4	1
	Total	5 069	6 399	9 106	9 433	828

Notes:

1. An internship refers to a period of work arranged or endorsed by the institution providing the publicly-funded programme in which the student is enrolled. There is no restriction on the duration of internship, i.e. the internship can be a part-time or full-time work arrangement, provided that it forms a compulsory or elective component of the programme, regardless of whether it is credit-bearing.
2. The 2015/16 figures are provisional figures as at end 2015.
3. Figures for the Hong Kong Institute of Education do not include Field Experience for students.

- End -

CONTROLLING OFFICER'S REPLY

EDB474

(Question Serial No. 6226)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- a) The Government launched a new scholarship scheme in the 2014/15 academic year to support up to 100 outstanding students each cohort to pursue studies in renowned universities outside Hong Kong. What are the details, progress, schedule for reviewing and estimated expenditure of the scheme?
- b) Regarding the above scheme, please provide the number of awardees for each year and the renowned universities outside Hong Kong at which they are pursuing studies funded by the scholarship starting from the 2014/15 academic year.

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 262)

Reply:

The Hong Kong Scholarship for Excellence Scheme (HKSES), launched on 25 November 2014, aims to support local students to pursue studies in world renowned universities outside Hong Kong with a view to grooming a top cadre of talents with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's competitiveness as Asia's World City in a globalised knowledge economy. The scheme also seeks to support those students who have excellent academic achievement but lack the financial means to study in top-notch universities outside Hong Kong. With a funding commitment of about \$348 million approved by the Legislative Council in July 2014, the HKSES will benefit three cohorts of students, with initially up to 100 students per cohort, starting from the 2015/16 academic year, and be subject to a review of the effectiveness of the scheme afterwards.

Selection of awardees under the HKSES is merit-based, targeting the best and most outstanding Hong Kong students who are admitted to world renowned universities or programmes. All awardees will receive a non-means-tested scholarship to cover their tuition fees, subject to a ceiling of HK\$250,000 per student per annum, whichever is lower. Financially needy students may also apply for the means-tested bursary, subject to a ceiling of HK\$200,000 per student per annum. Awardees would be required to complete the specific study programme and undertake to return to Hong Kong upon graduation to work for at least two years or a period equivalent to the duration of receiving the scholarship, whichever is longer.

The selection process of the first cohort (i.e. 2015/16 academic year) of applications received under the HKSES has been completed. We have awarded scholarship to a total of 92 students, of whom 62 are going to pursue undergraduate study and 30 postgraduate study in world renowned universities in the UK, the US, Australia and Canada. A list of the awardees and their respective universities and study programmes is available at the HKSES website (www.edb.gov.hk/hkses).

By the closing of the application period of the second cohort (i.e. 2016/17 academic year) of applications, 658 applications were received. Following the success of its first year of implementation, the HKSES will adopt broadly the same criteria and procedures in selecting the second cohort of awardees. Selection will be based on academic achievements and other attributes such as leadership qualities and potential, contribution and commitment to the society, etc. A three-stage selection process – preliminary screening (from January to February 2016), shortlisting (from February to March 2016) and interview (from April onwards), will continue to be adopted so as to facilitate an objective and rigorous selection. Shortlisting of the applications is now underway. Results will be announced in August 2016.

- End -

CONTROLLING OFFICER'S REPLY**EDB475****(Question Serial No. 4799)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): ()Programme: (2) Primary Education, (3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

With regard to international schools, would the Government please provide the following data:

	2013 - 2014				2014 - 2015				2015 - 2016			
Name of school	Total no. of students	Local students (%)	Non-local students (%)	Tuition fee	Total no. of students	Local students (%)	Non-local students (%)	Tuition fee	Total no. of students	Local students (%)	Non-local students (%)	Tuition fee
Primary-cum-secondary												
Primary												
Secondary												
Total												

Asked by: Hon Kenneth LEUNG (Member Question No.)Reply:

The number and percentage of local and non-local students, as well as the median annual tuition fees of individual international schools (excluding special school) from the 2013/14 to 2015/16 school years are set out at the **Annex**.

**Number and percentage of local and non-local students enrolled
and median annual tuition fees of individual international schools (excluding special school) from the 2013/14 to 2015/16 school years
(based on the student enrolment survey conducted in September of respective years)**

Name of School	2013/14				2014/15				2015/16			
	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)
Primary-cum-secondary												
American International School	621	80 (12.9%)	541 (87.1%)	101,440 119,080	609	88 (14.4%)	521 (85.6%)	106,500 125,000	613	77 (12.6%)	536 (87.4%)	112,320 131,800
Australian International School Hong Kong	1 081	75 (6.9%)	1 006 (93.1%)	109,600 129,650	1 054	62 (5.9%)	992 (94.1%)	115,900 137,100	1 049	51 (4.9%)	998 (95.1%)	122,600 145,000
Canadian International School	1 692	261 (15.4%)	1 431 (84.6%)	115,000 145,000	1 681	264 (15.7%)	1 417 (84.3%)	120,175 156,650	1 629	258 (15.8%)	1 371 (84.2%)	128,000 164,000
Carmel School	224	9 (4.0%)	215 (96.0%)	123,900 145,500	221	9 (4.1%)	212 (95.9%)	130,500 153,000	220	0 (0.0%)	220 (100.0%)	137,000 160,500
Chinese International School	1 415	187 (13.2%)	1 228 (86.8%)	152,200 179,800	1 430	206 (14.4%)	1 224 (85.6%)	162,100 191,500	1 418	260 (18.3%)	1 158 (81.7%)	171,100 202,100
Christian Alliance PC Lau Memorial International School	832	380 (45.7%)	452 (54.3%)	90,750 121,050	914	431 (47.2%)	483 (52.8%)	96,150 128,250	963	459 (47.7%)	504 (52.3%)	101,400 135,250
Delia School of Canada	1 323	143 (10.8%)	1 180 (89.2%)	94,000 100,000	1 336	145 (10.9%)	1 191 (89.1%)	100,000 105,000	1 374	133 (9.7%)	1 241 (90.3%)	106,000 111,000
Discovery Bay International School	722	21 (2.9%)	701 (97.1%)	91,000 121,000	713	12 (1.7%)	701 (98.3%)	96,000 127,600	786	26 (3.3%)	760 (96.7%)	101,800 135,300
German Swiss International School (English)	760	167 (22.0%)	593 (78.0%)	120,900 145,920	754	165 (21.9%)	589 (78.1%)	130,100 157,000	755	178 (23.6%)	577 (76.4%)	134,000 161,700
German Swiss International School (German)	357	4 (1.1%)	353 (98.9%)	120,900 145,920	345	4 (1.2%)	341 (98.8%)	130,100 157,000	337	5 (1.5%)	332 (98.5%)	134,000 161,700
Harrow International School Hong Kong	821	222 (27.0%)	599 (73.0%)	141,300 161,400	946	276 (29.2%)	670 (70.8%)	149,637 170,923	1 031	312 (30.3%)	719 (69.7%)	157,119 179,469
Hong Kong Academy	484	35 (7.2%)	449 (92.8%)	139,600 157,400	525	43 (8.2%)	482 (91.8%)	150,800 170,000	537	52 (9.7%)	485 (90.3%)	164,100 189,600
Hong Kong International School	2 574	142 (5.5%)	2 432 (94.5%)	155,700 180,200	2 585	158 (6.1%)	2 427 (93.9%)	162,000 187,500	2 677	211 (7.9%)	2 466 (92.1%)	168,500 195,000
Hong Kong Japanese School	622	2 (0.3%)	620 (99.7%)	34,800 37,800	560	0 (0.0%)	560 (100.0%)	34,800 37,800	511	0 (0.0%)	511 (100.0%)	38,400 42,000

Name of School	2013/14				2014/15				2015/16			
	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)
Kellett School	918	40 (4.4%)	878 (95.6%)	123,500 160,800	1 040	53 (5.1%)	987 (94.9%)	130,300 169,600	1 125	68 (6.0%)	1 057 (94.0%)	143,300 178,100
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	778	363 (46.7%)	415 (53.3%)	70,500 91,000	833	415 (49.8%)	418 (50.2%)	72,000 94,000	868	451 (52.0%)	417 (48.0%)	74,000 98,000
Korean International School (English)	321	83 (25.9%)	238 (74.1%)	83,500 94,000	322	98 (30.4%)	224 (69.6%)	83,500 94,000	337	105 (31.2%)	232 (68.8%)	89,400 100,000
Korean International School (Korean)	157	1 (0.6%)	156 (99.4%)	72,000 89,500	161	0 (0.0%)	161 (100.0%)	72,000 89,500	151	1 (0.7%)	150 (99.3%)	72,000 89,500
Lyc'ee Francis International (English)	534	52 (9.7%)	482 (90.3%)	90,688 116,797	530	52 (9.8%)	478 (90.2%)	97,943 126,141	572	53 (9.3%)	519 (90.7%)	105,779 136,233
Lyc'ee Francis International (French)	1 807	0 (0.0%)	1 807 (100.0%)	82,242 99,017	1 879	5 (0.3%)	1 874 (99.7%)	88,742 107,058	1 894	2 (0.1%)	1 892 (99.9%)	95,842 115,623
Nord Anglia International School, HK	-	-	-		477	131 (27.5%)	346 (72.5%)	131,800 147,000	639	138 (21.6%)	501 (78.4%)	138,390 154,350
Sear Rogers International School – Peninsula	280	94 (33.6%)	186 (66.4%)	79,200 92,400	280	101 (36.1%)	179 (63.9%)	79,200 92,400	-	-	-	
Singapore International School(Hong Kong)	1 123	366 (32.6%)	757 (67.4%)	102,000 120,000	1 111	346 (31.1%)	765 (68.9%)	108,000 126,000	1 118	336 (30.1%)	782 (69.9%)	113,000 132,000
Primary												
Beacon Hill School^	538	173 (32.2%)	365 (67.8%)	70,000	539	185 (34.3%)	354 (65.7%)	74,100	537	196 (36.5%)	341 (63.5%)	78,700
Bradbury School^	717	48 (6.7%)	669 (93.3%)	70,000	710	81 (11.4%)	629 (88.6%)	74,100	713	110 (15.4%)	603 (84.6%)	78,700
Clearwater Bay School^	717	54 (7.5%)	663 (92.5%)	70,000	716	69 (9.6%)	647 (90.4%)	74,100	717	113 (15.8%)	604 (84.2%)	78,700
Glenealy School^	357	29 (8.1%)	328 (91.9%)	70,000	357	36 (10.1%)	321 (89.9%)	74,100	356	59 (16.6%)	297 (83.4%)	78,700
Japanese International School (English)	162	24 (14.8%)	138 (85.2%)	85,750	165	26 (15.8%)	139 (84.2%)	88,350	165	21 (12.7%)	144 (87.3%)	91,900
Japanese International School (Japanese)	512	0 (0.0%)	512 (100.0%)	34,800	469	0 (0.0%)	469 (100.0%)	34,800	426	3 (0.7%)	423 (99.3%)	38,400
Kennedy School^	899	75 (8.3%)	824 (91.7%)	70,000	899	81 (9.0%)	818 (91.0%)	74,100	886	99 (11.2%)	787 (88.8%)	78,700

Name of School	2013/14				2014/15				2015/16			
	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)
Kingston International School	246	166 (67.5%)	80 (32.5%)	110,000	252	174 (69.0%)	78 (31.0%)	115,000	265	186 (70.2%)	79 (29.8%)	121,000
Kowloon Junior School^	896	110 (12.3%)	786 (87.7%)	70,000	899	144 (16.0%)	755 (84.0%)	74,100	897	173 (19.3%)	724 (80.7%)	78,700
Lantau International School	245	6 (2.4%)	239 (97.6%)	63,500	263	5 (1.9%)	258 (98.1%)	68,000	215	1 (0.5%)	214 (99.5%)	76,000
Norwegian International School	144	81 (56.2%)	63 (43.8%)	76,300	129	38 (29.5%)	91 (70.5%)	81,600	140	36 (25.7%)	104 (74.3%)	86,500
Peak School^	348	29 (8.3%)	319 (91.7%)	70,000	345	33 (9.6%)	312 (90.4%)	74,100	342	36 (10.5%)	306 (89.5%)	78,700
Quarry Bay School^	718	135 (18.8%)	583 (81.2%)	70,000	720	150 (20.8%)	570 (79.2%)	74,100	720	185 (25.7%)	535 (74.3%)	78,700
Shatin Junior School^	898	329 (36.6%)	569 (63.4%)	70,000	898	348 (38.8%)	550 (61.2%)	74,100	898	382 (42.5%)	516 (57.5%)	78,700
International College Hong Kong Hong Lok Yuen (Primary Section)	316	78 (24.7%)	238 (75.3%)	102,600	302	112 (37.1%)	190 (62.9%)	106,800	300	212 (70.7%)	88 (29.3%)	110,500
The International Montessori School – an IMEF School	264	14 (5.3%)	250 (94.7%)	133,000	415	17 (4.1%)	398 (95.9%)	133,000	426	23 (5.4%)	403 (94.6%)	139,000
The Harbour School	116	10 (8.6%)	106 (91.4%)	128,750	107	0 (0.0%)	107 (100.0%)	141,600	139	0 (0.0%)	139 (100.0%)	148,700
Think International School	147	101 (68.7%)	46 (31.3%)	83,000	169	73 (43.2%)	96 (56.8%)	87,000	208	115 (55.3%)	93 (44.7%)	93,500
Umah International Primary School	56	3 (5.4%)	53 (94.6%)	5,800	41	2 (4.9%)	39 (95.1%)	5,800	31	2 (6.5%)	29 (93.5%)	5,800
Yew Chung International School	687	340 (49.5%)	347 (50.5%)	158,580	729	480 (65.8%)	249 (34.2%)	169,680	781	470 (60.2%)	311 (39.8%)	183,250
Secondary												
Concordia International School	83	25 (30.1%)	58 (69.9%)	88,000	95	21 (22.1%)	74 (77.9%)	98,000	79	22 (27.8%)	57 (72.2%)	98,000
Island School^	1 235	163 (13.2%)	1 072 (86.8%)	101,400	1 248	218 (17.5%)	1 030 (82.5%)	105,700	1 202	245 (20.4%)	957 (79.6%)	110,600

Name of School	2013/14				2014/15				2015/16			
	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)	Median annual tuition fees (\$)
King George V School^	1 746	109 (6.2%)	1 637 (93.8%)	101,400	1 776	148 (8.3%)	1 628 (91.7%)	105,700	1 782	183 (10.3%)	1 599 (89.7%)	110,600
Saint Too Sear Rogers International School	-	-	-	-	-	-	-	-	92	45 (48.9%)	47 (51.1%)	92,400
Shatin College^	1 205	391 (32.4%)	814 (67.6%)	101,400	1 184	443 (37.4%)	741 (62.6%)	105,700	1 180	475 (40.3%)	705 (59.7%)	110,600
The South Island School^	1 427	219 (15.3%)	1 208 (84.7%)	101,400	1 408	243 (17.3%)	1 165 (82.7%)	105,700	1 382	289 (20.9%)	1 093 (79.1%)	110,600
West Island School^	1 193	133 (11.1%)	1 060 (88.9%)	101,400	1 220	138 (11.3%)	1 082 (88.7%)	105,700	1 212	126 (10.4%)	1 086 (89.6%)	110,600
International College Hong Kong (New Territories)	262	78 (29.8%)	184 (70.2%)	139,250	274	84 (30.7%)	190 (69.3%)	146,200	274	106 (38.7%)	168 (61.3%)	150,600
Total	35 580	5 650 (15.9%)	29 930 (84.1%)	-	36 635	6 413 (17.5%)	30 222 (82.5%)	-	36 969	7 089 (19.2%)	29 880 (80.8%)	-

Notes:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any passport other than the HKSAR Passport or the British National (Overseas) Passport.
- (2) Schools operated by the English Schools Foundation are indicated by (^).
- (3) For primary-cum-secondary school, the first item under median annual tuition fees refers to primary level whereas the second item refers to secondary level.

- End -

CONTROLLING OFFICER'S REPLY

EDB476

(Question Serial No. 6343)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

With regard to supporting schools to cater for students with special educational needs, will the Administration advise of the following:

- a. Whether there were earmarked expenditures and manpower in the past 3 years and in the 2016-17 Estimates for supporting schools to cater for students with learning difficulties? If yes, what are the respective amounts? If no, what are the details?
- b. What were the numbers of applications for funding in the past 3 years? For schools which were granted with funding, how did they use such funding? Please list the items on which such funding was used by schools.
- c. Are there any measures to monitor the use of funding by schools? If yes, what are the measures? What are the details on the manpower involved?
- d. Are there any measures to assess the effectiveness of the use of funding by schools? If yes, what are the assessment measures and assessment results?

Asked by: Dr Hon KWOK Ka-ki (Member Question No. 263)

Reply:

(a) to (d)

To help schools cater for their students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG). The amount of the LSG is calculated on the basis of the number of students with SEN and the tier of support the students require. There is no need for schools to make applications for LSG. To further enhance the support for students with SEN in mainstream schools, EDB has increased the grant rates of the LSG by 30% in the 2014/15 school year. The grant rates and its ceiling have been adjusted annually according to the change in the Composite Consumer Price Index starting from the 2015/16 school year. In the 2015/16 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,403 and \$26,806 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support has also been raised to \$160,836. The ceiling of LSG is \$1,546,500 per school per annum. Other additional resources include Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Schools are

required to deploy their resources holistically and flexibly to provide appropriate support services for students with SEN based on their needs, such as employing additional teachers, teaching assistants or hiring professional services (such as speech therapy services), etc. Since the context of individual schools differs, and school-based support services vary according to the genuine needs of their students with SEN, the use of grant by each public sector school on hiring different types of staff or professional services differs.

Apart from the additional resources mentioned above, EDB also provides schools with professional support and teacher training to help them cater for their students with SEN. The total expenditure for supporting public sector mainstream primary and secondary schools in catering for students with SEN for the 2013/14 and 2014/15 school years was \$1,075 million and \$1,222 million respectively, whereas the estimated expenditure for the 2015/16 and 2016/17 school years is \$1,315 million and \$1,369 million respectively.

When using Government subventions for employing staff and purchases, including hiring of services, all public sector schools are required to adopt a sound control system, maintain proper records and conduct periodic inspections. Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their support for students with SEN through self-evaluation each year, similar to other school policies and measures. EDB also requires schools to submit a self-evaluation report on the implementation of the Whole School Approach to Integrated Education at the end of each school year. To further enhance transparency, schools are required to set out how resources are deployed to provide support services for students with SEN and upload such information into their school websites. Besides, EDB's professional staff conduct regular school visits and organise training and sharing sessions for schools to ensure proper deployment of resources for supporting students with SEN. In short, the effective use of resources by schools to support students with SEN is under on-going review under an established accountability and monitoring mechanism.

- End -

CONTROLLING OFFICER'S REPLY

EDB477

(Question Serial No. 6344)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Will the Administration please inform us of the numbers of students with various types of learning difficulties in the past 3 years? Please give a breakdown of the numbers of students by their age groups and types of learning difficulties as well as the percentage share of such figures in the population of the respective age groups.

Asked by: Dr Hon KWOK Ka-ki (Member Question No. 264)

Reply:

The Education Bureau maintains data of students with special educational needs (SEN) by grade levels and their SEN types. We do not keep the student data by age groups. The number of students with SEN in public sector mainstream schools by grade levels and by SEN types from the 2012/13 to 2014/15 school years is tabulated at the Appendix. We are unable to provide the percentage share of students with SEN in the population of the respective age groups.

**Numbers of students with SEN in public sector mainstream schools
by grade levels by SEN types from the 2012/13 to 2014/15 school years ^(Note)**

2012/13

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/ Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	20	67	496	57	13	2	35	30
P2	533	88	542	186	23	3	34	890
P3	1 645	113	487	414	22	5	42	445
P4	1 943	181	469	535	15	7	48	268
P5	2 084	161	425	634	22	4	49	189
P6	2 163	154	417	628	31	11	57	117
S1	2 267	149	294	577	33	8	66	73
S2	1 822	168	258	567	42	18	58	39
S3	1 792	195	245	486	45	19	72	22
S4	1 344	153	208	362	41	21	63	22
S5	1 041	164	179	228	47	19	80	21
S6	779	103	123	113	38	13	79	13

2013/14

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/ Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	18	97	547	45	12	4	38	36
P2	437	88	662	200	18	5	36	815
P3	1 770	98	624	508	23	3	43	447
P4	1 862	130	533	648	25	5	44	271
P5	1 984	181	502	700	16	7	51	178
P6	2 115	157	444	751	21	4	52	130
S1	2 297	183	396	710	32	12	60	65
S2	2 141	137	345	709	37	12	68	41
S3	1 810	175	298	589	43	19	55	40
S4	1 601	161	246	482	46	18	76	19
S5	1 105	125	199	320	33	20	58	18
S6	934	145	179	204	44	19	83	24

2014/15

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/ Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	13	76	571	77	12	6	44	17
P2	318	120	684	207	16	5	46	916
P3	1 806	126	746	515	21	5	38	440
P4	2 047	103	694	807	23	3	46	261
P5	1 892	134	574	853	26	5	44	146
P6	2 013	181	532	811	16	7	56	112
S1	2 259	180	435	847	18	3	57	70
S2	2 214	182	442	797	33	14	69	48
S3	2 102	152	371	736	47	13	71	47
S4	1 639	145	314	552	46	24	63	23
S5	1 322	130	233	418	38	19	69	29
S6	982	116	190	291	34	20	54	23

Note: Figures as at September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY**EDB478****(Question Serial No. 6345)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

With regard to teacher training, will the Administration please advise on:

- (a) the respective numbers of primary and secondary school teachers who had completed the basic course on special education in the past 3 years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?
- (b) the respective numbers of primary and secondary school teachers who had completed the advanced course on special education in the past 3 years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?
- (c) the respective numbers of primary and secondary school teachers who had completed the thematic course on special education in the past 3 years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?

Asked by: Dr Hon KWOK Ka-ki (Member Question No. 266)

Reply:

(a) to (c)

The Education Bureau (EDB) is committed to enhancing the professional capacity of teachers in catering for students with special educational needs (SEN). We launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers. To further enhance the capacity of mainstream school teachers in catering for students with SEN, EDB has launched a new round of BAT Courses starting from the 2012/13 school year.

The number of public sector mainstream school teachers having completed the BAT Courses from 2012/13 to 2014/15 is as follows:

Course	2012/13		2013/14		2014/15	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	120	339	215	356	215	295
Advanced	89	152	92	141	74	86
Thematic	144	222	200	281	152	316

As the same teacher may attend one or more of the BAT Courses, providing the percentage share of teachers having attended the basic, advanced and thematic courses in the total numbers of primary and secondary teachers is considered inappropriate and misleading.

- End -

CONTROLLING OFFICER'S REPLY**EDB479****(Question Serial No. 3710)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- (1) The number of non-Chinese speaking students currently enrolled into each of the two Applied Learning Chinese (for non-Chinese speaking students) courses for the 2014-2016 and 2015-17 cohorts respectively;
- (2) The number of secondary schools with students currently enrolled into each of the two Applied Learning Chinese (for non-Chinese speaking students) courses for the 2014-2016 and 2015-17 cohorts respectively;
- (3) The amount of subsidies the government has granted for students to be enrolled into each of the two Applied Learning Chinese (for non-Chinese speaking students) courses for the 2014-2016 and 2015-17 cohorts respectively;
- (4) Whether the government has allocated any funding to the two course providers of the Applied Learning Chinese (for non-Chinese speaking students) courses for the 2014-2016 and 2015-17 cohorts apart from the subsidies of the course fees for the enrolled students (e.g. funding for developing the curriculum); and
- (5) Which level in the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") a non-Chinese speaking student are expected to have reached before taking each of the two Applied Learning Chinese (for non-Chinese speaking students) courses and which level in the Learning Framework a student is expected to reach after completing each of the two Applied Learning Chinese (for non-Chinese speaking students) courses.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 414)

Reply:

- (1) & (2) Starting from the 2014/15 school year, Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) was first introduced for the 2015-17 cohort. The enrolment figures are as follows:

	Number of students enrolled	Number of schools with students enrolled
ApL(C) - Chinese for the Service Industry	125	7
ApL(C) - Practical Chinese in Hospitality	56	7
Total	181	14

- (3) Starting from the 2014/15 school year, ApL(C) was first introduced for the 2015-17 cohort. The Government provides Student Grant for ApL(C) to fully subsidise schools for offering ApL(C) to students. For the 2015-17 cohort, the Student Grant for ApL(C) in the 2014/15 school year is as follows:

	Student Grant for ApL(C) (\$ million)*
ApL(C) - Chinese for the Service Industry	1.64
ApL(C) - Practical Chinese in Hospitality	0.61
Total	2.25

(* rounded to two decimal places)

(4) Apart from the subsidies of the course fees for the enrolled students, the Government does not allocate any funding to course providers of ApL(C).

(5) Non-Chinese speaking students (NCS) who aspire to study ApL(C) should have fundamental language competency to enable them to learn Chinese language through different modes of activities in a simulated applied learning context. At the point of entry, they are expected to have achieved most of the learning outcome of the “Learning Framework” at level 4 or above. Upon completion of courses, NCS students are expected to have achieved the relevant learning outcome of the “Learning Framework” at level 6 or above.

- End -

CONTROLLING OFFICER'S REPLY

EDB480

(Question Serial No. 3733)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What were the situations and numbers of students with special educational needs who had used the following support services including physiotherapy, occupational therapy, speech therapy, braille books, audiobooks and other assistive devices (please specify types of devices), sign language interpretation service in the special education system and integrated education system respectively for the past 5 years?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 526)

Reply:

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

On top of regular teaching provisions, special schools are provided with non-teaching staff, including social workers, school nurses, educational psychologists, speech therapists, physiotherapists, occupational therapists, occupational therapist assistants and braillists according to the specific needs of their students. All students in the special schools could benefit from the above specialist services in accordance with their individual needs.

To help mainstream schools cater for their students with SEN, EDB has been providing them with additional resources on top of the regular subvention, including the Learning Support Grant, Enhanced Speech Therapy Grant, Top-up Fund. The mainstream schools could deploy these resources to procure assistive devices or therapeutic services such as physiotherapy, occupational therapy, speech therapy etc. to cater for the needs of students. As the context of individual schools differs and school-based support services rendered to students with SEN vary, we do not have detailed statistics about the assistive device and services provided by schools and their utilisation rate.

- End -

CONTROLLING OFFICER'S REPLY

EDB481

(Question Serial No. 3734)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please provide figures of suicide cases among students in primary and secondary schools over the past 5 years.
2. What are the government policies to prevent suicide cases among students?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 545)

Reply:

1. Education Bureau (EDB) has been assisting the Labour and Welfare Bureau to collect information about suspected fatal suicidal cases in primary and secondary schools. The number of related cases is pending confirmation after the legal proceedings of the Coroner's Court.
2. Education Bureau (EDB) has a mechanism in place to timely identify and support students with behavioural and/or emotional needs, including students at risk of suicidal behaviour. We encourage schools to adopt the Three-tier Support Model to provide different levels of identification and support by teachers, guidance personnel and professional staff respectively. If further specialized support is required, there is a referral mechanism so that further evaluation and treatment by medical professionals such as clinical psychologist and psychiatrist can be arranged. We continuously develop and update resources and guidelines for use by schools for early identification and intervention of students at risk. We will also step up the professional support and training for school personnel in order to strengthen their professional capability to identify and support students with behavioral and/or emotional needs and/or suicidal risk.

EDB has always attached great importance to enhancing students' competency to cope with adversity, and is committed to nurturing students' positive attitude towards life. Since 2001, moral and civic education aiming to cultivate students' positive values and attitudes has been accorded as one of the Four Key Tasks for the curriculum reform in primary and secondary schools. Among those positive values, "Perseverance" is one of the priority values for promotion to help students courageously face with the challenges and trials in different stages of life. Through a holistic school curriculum comprising "knowledge", "skills" and "values and attitudes" for students' whole person development, we nurture in students a positive attitude towards life, and help them improve their mental quality, and develop healthy lifestyle. Different Key Learning Areas and subjects have covered relevant contents of healthy lifestyle and life education.

In parallel with the curriculum, EDB has actively organized diversified guidance programmes for primary and secondary school students featuring adventure-based, teamwork and problem-solving training, etc. to enhance students' resilience, and cultivate their sense of dignity, self-discipline, responsibility and courage to make changes and take on challenges. In recent years, EDB has also introduced a number of guidance projects based on positive psychology concepts to help students develop a positive self-image and learn how to respect and cherish life. Moreover, we have been promoting a caring and harmonious school culture, strengthening the relationship between teachers and students and enhancing peer support so that students can enjoy their learning and school life.

In response to recent student suicide incidents, EDB will set up a committee to study the problem of the issue and recommend preventive measures. The committee will include school representatives, professionals, parents, and government officials, and submit a report to the Secretary for Education in six months. If needed, the Committee will submit an interim report in three months.

Besides, in the coming months, EDB will organize teacher seminars and parent talk to enhance their identification of the students with emotional difficulties and/or suicidal intent as well as knowledge on help-seeking resources. EDB will also form a specialized team to work in coordination with the school-based educational psychology service in order to provide additional support to individual schools on need basis.

- End -

CONTROLLING OFFICER'S REPLY

EDB482

(Question Serial No. 5979)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

1. Regarding the support for students with special educational needs (SEN), what are the criteria for allocation according to disability situation under the current 3-Tier Intervention Model?
2. How to determine students of which tier of support or level of disabilities can participate in the individual education plan (IEP)?
3. What is the number of students participating in the IEP currently and what is their percentage share in the total number of students with SEN?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 23)

Reply:

(1) - (3)

The Education Bureau (EDB) encourages schools to adopt the Whole School Approach to support the students with special educational needs (SEN) through a 3-Tier Intervention Model, taking into account their support needs. Under the Model, students with severe learning difficulties, regardless of their SEN type, are provided with tier-3 support and schools are required to draw up an individual education plan (IEP) for each of these students. An IEP is formulated after discussion among school personnel, related professionals like the educational psychologist and the parents. During the implementation of the IEP, teachers make observations, communicate with parents and collect data on the progress of the student on an ongoing basis to evaluate the effectiveness of the instructional strategies and classroom practices so that adjustment to the support can be arranged. Schools also review IEP regularly following the schedule set therein with involvement of the parents as appropriate.

In gist, whether a student with SEN requires an IEP depends solely on his support needs and it is also a school-based professional judgement and decision. As for the other students with SEN, schools are required to keep a Student Support Register to record the support and adaptations offered as well as their performance and progress for regular review and adjustment of the level of support required as appropriate. The level of support of students with SEN may require upward or downward adjustment from time to time according to the performance of the students and the distribution of students under the 3-Tier Intervention Model may change accordingly. Hence, we are unable to provide the number of students with IEP and their percentage share in the total number of students with SEN.

- End -

CONTROLLING OFFICER'S REPLY**EDB483****(Question Serial No. 6005)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please list, by the disability category of special schools, the unit cost (including the school section and the boarding section) per student per year.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 86)

Reply:

The average unit costs per school place and per boarding place per year for each type of special schools in the 2015/16 school year are as follows:

School Type	Average unit cost per school place	Average unit cost per boarding place
Visual Impairment	\$293,000	\$166,000
Hearing Impairment	\$293,000	\$403,500
Physical Disability	\$294,000	\$282,500
Mild Intellectual Disability	\$171,500	Not Applicable
Moderate Intellectual Disability	\$253,000	\$243,000
Severe Intellectual Disability	\$329,000	\$306,000

- End -

CONTROLLING OFFICER'S REPLY

EDB484

(Question Serial No. 6006)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

With the increasing emphasis on the importance of sign language which also signifies the emphasis on and implementation of the Convention on the Rights of Persons with Disabilities by the international community, will the Government advise on whether it will introduce a post-secondary course on sign language interpretation and put it under post-secondary education and the Qualifications Framework to attract more talents to join the profession?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 89)

Reply:

It is the Government's established policy objective to create a barrier-free environment and promote barrier-free communication, thereby facilitating full integration of persons with disabilities into the community. To further promote the use of sign language and social inclusion, the Rehabilitation Advisory Committee (RAC) formed a Working Group on Promoting Sign Language in 2010 to advise the Government on ways to promote sign language. The Working Group comprises members of RAC, persons with hearing impairment, sign language interpreters and representatives from the non-Governmental organisations of the rehabilitation sector and the education sector. Representatives of relevant Government bureaux and departments also attend meetings for discussion as and when required. Apart from launching a series of public education initiatives in promoting the use of sign language, the Working Group is pursuing, in consultation with stakeholders, the issue of enhancing professional training and publishing the information of sign language interpreters to facilitate wider adoption of interpretation service. The Government has included sign language into the domain of the Continuing Education Fund (CEF) and accepts applications from course providers for the registration of sign language courses as CEF courses.

Post-secondary education institutions in Hong Kong enjoy institutional autonomy in planning for their programmes taking into account, among other things, the community needs. Sign language courses provided by these institutions may be recognised under the Qualifications Framework and registered in the Qualifications Register (QR) if they are quality assured by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or the self-accrediting institutions. At present, a number of sign language-related courses are registered in the QR.

- End -

CONTROLLING OFFICER'S REPLY**EDB485****(Question Serial No. 6049)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please give a breakdown of the information on primary and secondary students having transferred to other schools in the past 5 years.

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2. Please list the reasons for students transferring to other schools by category.

3. What are the Education Bureau's policies on handling students transferring to other schools and the support service for these students?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No.19)

Reply:

(1) to (2)

The Education Bureau (EDB) does not collect information on specific reasons for transfer of school of individual students. In general, students may change schools due to different reasons, such as removal, family reasons and adaptation problem. We consider that providing a breakdown of the information on primary and secondary students having transferred to other schools by whether the students are with special educational needs (SEN) or not is inappropriate and can be misleading.

(3)

EDB provides placement assistance to school-aged children in need upon request. If there is information indicating that the school transfer is due to special reasons of the students such as poor adjustment in their original schools, SEN or changes in family status that warrant schools' particular attention, EDB will contact the schools concerned for appropriate arrangement to meet the specific needs of the students. Schools currently adopt a Whole School Approach to provide a variety of remedial, preventive and developmental guidance programmes, such as induction / adjustment programmes, peer support scheme and therapeutic

group work, to help students adapt to the new learning environment and integrate into the new school life. Schools also deliver multifarious teaching strategies and counselling services to cater for students' different abilities and aptitude, with a view to helping students solve their learning difficulties and handling their behaviour problems as appropriate.

For students with SEN who are unable to cope with learning in mainstream schools and in need of transferring to special schools, EDB will, with consent from parents, place them in appropriate special schools according to the assessment results and recommendations of medical specialists / professionals. Special schools, subject to parental consent, may also refer students who are found to be more capable in learning as compared to other students to their educational psychologists for assessment for consideration of transferring to mainstream schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB486****(Question Serial No. 6050)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please provide the number of reported cases of bullying in school received by the Education Bureau (EDB) and the numbers of students with and without special educational needs respectively in the past 5 years.
2. What are the EDB's policy on handling bullying in school and strategies for reducing the occurrence of bullying?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 25)

Reply:

1. Based on the information retrieved from EDB's annual questionnaire survey on guidance and discipline in public sector primary and secondary schools, the number of students (including students with special educational needs (SEN)) involved in school bullying cases in the past 5 years (i.e. from the 2010/11 to the 2014/15 school years) is as follows:

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
Number of students involved in school bullying cases (students with SEN)	242 (20)	219 (17)	257 (26)	254 (20)	214 (23)

2. EDB will not tolerate any act of bullying in schools. In this connection, circulars and guidelines have been issued requiring all schools to take the matter seriously and implement proactive measures to ensure the safety of students at school. The School Administration Guide sets out guidelines on the handling and prevention of bullying cases for reference by all schools. Schools are advised to adopt a Whole School Approach in formulating and implementing anti-bullying strategies, including clear stance on zero tolerance, proper reporting mechanism and handling procedures, highly transparent monitoring as well as proactive and serious attitude in handling each bullying incident.

The anti-bullying awareness of students and staff is also enhanced through preventive education, training programmes and various guidance and discipline activities. Schools are required to augment the personal development education and life education elements in various domains of their school curriculum to instil in students a sense of respect for others and help them acquire communication, social and conflict-management skills. Starting from the 2011/12 school year, EDB has launched the Harmonious School – Anti-bullying Campaign, under which schools will organise Anti-bullying Day/Week events with the provision of teaching/promotional materials, an anti-bullying charter and training for Peace Ambassadors. To facilitate students with SEN to integrate into their school life, EDB encourages schools to adopt a Whole School Approach to integrated education. Through peer support programmes, circles of friends, learning groups

and collaborative teaching, etc., students can get to know and accept each other, and all teachers and students will respect individual differences and jointly create a harmonious school environment. Besides, home-school cooperation is very important. Through parent education, parents are encouraged to listen patiently to their children, support them to face their problems with a caring attitude, maintain communication with schools, and seek help from teachers, guidance personnel and social workers whenever necessary.

- End -

CONTROLLING OFFICER'S REPLY

EDB487

(Question Serial No. 6051)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In respect of the implementation of "New Funding Mode" under the integrated education policy so far, would the Government please list the expenditure details of each year:

1. The comparison among the unit cost of each type of special schools, the unit cost for supporting students with special needs studying in mainstream schools and the unit cost of students other than those with special needs;
2. The percentage share of the expenditure on integrated education in the overall education expenditure; and
3. The percentage share of the expenditure on special education in the overall education expenditure.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 26)

Reply:

(1) - (3)

Under the prevailing education policy, the Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of the parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with special educational needs (SEN) may attend mainstream schools. EDB has been providing regular subvention for all mainstream schools to cater for student diversity. All students, including students with SEN, will benefit from support services rendered. In addition, to support mainstream schools in catering for students with SEN, EDB has been providing schools with additional resources, professional support and teacher training. The total expenditure on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention from the 2011/12 to 2015/16 school years is set out at Appendix 1. It should be noted that some of the additional resources and support services are provided for individual schools for meeting the specific needs of their students with SEN (e.g. Top-up Fund for procurement of special furniture and equipment). In other words, not all schools and students with SEN are receiving the same support services and the funding involved can vary. Hence, providing the unit cost for students with SEN across all mainstream schools or the percentage share of expenditure on integrated education in the overall expenditure of education is inappropriate and misleading. The unit cost of each subsidised place in aided primary and secondary schools from 2011-12 to 2015-16 is set out at Appendix 2.

The average unit cost of each type of special schools from the 2011/12 to 2015/16 school years and the percentage share of the expenditure on special education in the overall education expenditure from 2011-12 to 2015-16 are set out in Part I and Part II of Appendix 3.

**Expenditure on additional support and services for
students with SEN in public sector mainstream schools
from the 2011/12 to 2015/16 school years
(on top of the regular subvention)**

School Year	Expenditure (\$ million)
2011/12	964
2012/13	1,009
2013/14	1,075
2014/15	1,222
2015/16 (Revised Estimate)	1,315

**Unit cost of each subsidised place in
aided primary and secondary schools**

Financial Year	Primary	Secondary
2011-12	\$39,227	\$44,972
2012-13	\$44,451	\$49,246
2013-14	\$47,186	\$53,987
2014-15	\$51,645	\$61,422
2015-16 (Revised Estimate)	\$55,130	\$68,450

Part I**Average unit cost of aided special schools from the 2011/12 to 2015/16 school years**

School Year School Type	2011/12	2012/13	2013/14	2014/15	2015/16
Visual Impairment	\$197,500	\$213,000	\$229,000	\$258,500	\$293,000
Hearing Impairment	\$221,000	\$254,000	\$262,500	\$279,000	\$293,000
Physical Disability	\$230,000	\$249,000	\$254,000	\$279,000	\$294,000
Mild Intellectual Disability	\$122,500	\$140,000	\$145,500	\$171,000	\$171,500
Moderate Intellectual Disability	\$198,500	\$216,500	\$218,000	\$239,500	\$253,000
Severe Intellectual Disability	\$263,000	\$278,000	\$281,000	\$313,000	\$329,000
School for Social Development	\$120,000	\$137,500	\$134,000	\$149,000	\$164,000
Hospital School	\$138,000	\$153,000	\$153,000	\$167,500	\$178,000

Part II**Percentage share of the expenditure on special education in the overall education expenditure from 2011-12 to 2015-16**

Financial Year	2011-12	2012-13	2013-14	2014-15	2015-16 (Revised Estimate)
Percentage Share (%)	2.5	2.5	2.4	2.8	3.0

- End -

CONTROLLING OFFICER'S REPLY**EDB488****(Question Serial No. 6052)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Integrated education has been implemented by the Government for over 10 years and many problems have arisen. Will the Government conduct a comprehensive review of the integrated education policy?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 27)

Reply:

The Whole School Approach (WSA) to Integrated Education (IE) currently implemented in Hong Kong is in line with the global trend in the development of IE. The Education Bureau (EDB) has kept the implementation of IE under constant review by monitoring the deployment of resources and implementation of measures through its daily work, sending officers on study tours to other countries and regions to learn from their experience, and collecting feedback from the sector and stakeholders through different channels. EDB set up the Task Force on IE in Mainstream Schools (IE Task Force) in 2005, comprising representatives from the school sector, other government departments, non-governmental organisations (NGOs) and parent groups. Through regular meetings, EDB briefs members of the IE Task Force on the progress of implementing IE and seeks their views on improvement measures. In addition to this formal communication platform, we also keep in touch and, where necessary, meet with school councils, NGOs and parent groups to strengthen communication and co-operation as well as to tap their views on the implementation of IE.

In the light of our on-going review and having considered the need of the students and views of the different stakeholders, EDB has introduced a number of enhancement measures in the past years, including regularizing the Enhanced Speech Therapy Grant and the resource schools and special schools cum resource centres, introducing the teacher professional development framework on IE, enhancing the funding arrangements of the Learning Support Grant, extending the School-based Educational Psychology Service to cover all public sector primary and secondary schools. EDB will also progressively improve the ratio of educational psychologist to school to 1:4 for public sector schools with a large number of students with special educational needs from the 2016/17 school year.

In addition, starting from the 2015/16 school year, the Community Care Fund has funded a three-year pilot project, under which a cash grant equivalent to the mid-point salary of a Graduate Master/Mistress or an Assistant Primary School Master/Mistress is provided for mainstream schools with relatively more students with special educational needs (SEN) and financial needs so that a dedicated teacher can be deployed to co-ordinate matters relating to SEN support.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies and measures, including the support for students with SEN, through self-evaluation each year, which is validated in External School Review conducted by EDB. EDB also requires schools to submit an annual self-evaluation report on the implementation of WSA to IE at the end of

the school year. To further enhance transparency, schools are required to set out in their annual school reports how resources are deployed to provide support services for students with SEN. With a view to supporting schools to better utilize their resources, professional staff of EDB conducts regular school visits to provide consultation and organise training and sharing sessions for schools to facilitate proper deployment of resources for supporting students with SEN.

According to our observations and communication with schools, schools are in support of IE. With accumulated practical experience gained over the years, more and more schools are adopting WSA in providing appropriate support for students with SEN and successful cases have been seen in schools in respect of culture building, policy formulation and implementation. EDB will continue to closely monitor the implementation of IE in schools and introduce improvement measures as and when necessary.

- End -

CONTROLLING OFFICER'S REPLY

EDB489

(Question Serial No.6053)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

1. What are the existing teacher training requirements in respect of supporting students with special educational needs?
2. How do these requirements compared to those of other developed countries, including Taiwan, Canada, the U.S.A and Britain?
3. What proportion of teachers have received adequate training? Please list the respective data of mainstream schools and special schools.
4. Does the Government have any strategies to provide all teachers with training in supporting students with special needs?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 28)

Reply:

(1) and (2)

The Education Bureau (EDB) launched a five-year teacher professional development framework on integrated education (IE) in the 2007/08 school year. Under the framework, structured training courses pitched at Basic, Advanced and Thematic levels (BAT Courses) are provided for serving teachers to enhance their capacity in supporting students with special educational needs (SEN). Taking into account the situation of teachers trained as well as the types and numbers of students with SEN enrolled in mainstream schools, the training targets for each of the public sector mainstream schools to be achieved by the end of the 2019/20 school year are further raised as follows:

- (i) at least 15% to 25% of teachers will have completed the Basic Course;
- (ii) at least six to nine teachers will have completed the Advanced Course; and
- (iii) at least six to nine teachers will have completed the Thematic Courses (with at least one teacher completing the course(s) under each category as far as possible).

Since the 2012/13 school year, we have also provided a Training Course for Special School Teachers on Education of Students with Severe or Multiple Disabilities (TCSST) specifically for special school teachers.

As the education system and policy vary among different countries, it is considered not appropriate to make any direct comparison with other countries in respect of teacher training in supporting students with SEN.

(3) and (4)

As at the 2014/15 school year, the percentage of teachers having received special education training in public sector mainstream primary and secondary schools is 43% and more than 23% respectively. The percentage of secondary school teachers having received special education training is lower than that of their primary counterpart mainly because secondary school teachers have given priority to training programmes related to the implementation of the New Senior Secondary curriculum in previous years. As for special schools, more than 73% of the teachers have received special education training.

To support schools in arranging teachers to attend the BAT Courses and the TCSST in a systematic manner, regular teachers of government and aided primary, secondary and special schools are granted paid study leave for attending these courses, and supply teachers are provided to the schools concerned. Letters have been sent to mainstream schools annually to inform them of the latest training position of the school to facilitate their planning of teachers to attend the BAT Courses as well as school-based professional development programmes.

It should be noted that apart from the BAT Courses and the TCSST, EDB also provides teachers with different theme-based training activities, including seminars, workshops, sharing sessions to share good practices and update teachers on the current trend and approach in catering for students with SEN.

Besides, EDB has maintained communication with teacher education institutions (TEIs) to request them to include “supporting students with SEN or learner diversity” as a core module in the pre-service education programmes. According to our understanding, the TEIs have already included this module in their pre-service teacher training programmes to enhance prospective teachers’ knowledge in this area. EDB has also incorporated topics on catering for student diversity and spearheading IE implementation in the Preparation for Principalship Course for Aspiring Principals and induction programme for newly appointed principals to strengthen the leadership of principals in the implementation of the Whole School Approach to IE.

- End -

CONTROLLING OFFICER'S REPLY**EDB490****(Question Serial No. 6055)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The most common services currently provided by schools for students with various special educational needs.
(The first 3 most common services)

Type of Schools in Which Students Study	The Most Common Service Provided (Type of Service and Utilisation Rate of Service)	The Second Most Common Service Provided (Type of Service and Utilisation Rate of Service)	The Third Most Common Service Provided (Type of Service and Utilisation Rate of Service)
Kindergarten			
Primary School			
Secondary School (S1 to S3)			
Secondary School (S4 to S5)			
University			

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 30)

Reply:

Support services for children with special educational needs (SEN) at pre-primary levels are provided by the Social Welfare Department. The Education Bureau (EDB) does not maintain data on students with SEN at kindergarten levels.

To support public sector primary and secondary schools to cater for their students with SEN, EDB has been providing schools with additional resources on top of the regular subvention for all mainstream schools. These additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, etc. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, including employing additional teachers and teaching assistants to provide in-class support or supplemental coaching after class, arrange small group learning and pull-out programmes, or hiring professional services (such as speech therapy, other specialist services, training groups on social/communication/executive functioning skills, emotion management, learning strategies, peer-mediated activities, etc). Schools can also apply for the Top-up fund to procure special furniture and equipment or carry out minor conversion work for students with disabilities if necessary. For students with significant emotional and behavioral problems despite provision of support, EDB will consider providing the schools with a time-limited grant to employ additional

teaching assistants to help the students establish classroom routine. In addition, the professional staff of EDB pays regular visits to schools to render professional advice on their support policies and measures, teaching strategies and resource deployment, etc. EDB also provides schools with professional support through assessment and consultation services of educational psychologists, speech therapists and audiologists, teacher training and develops teaching resources for use by teachers and parents, etc. to help schools cater for students with SEN. As the context of individual schools differs and school-based support services vary according to the genuine needs of their students with SEN, we do not have detailed statistics about the services provided by schools and their utilisation rate.

At post-secondary level, many institutions provide special arrangement and support services according to the needs of students with SEN, including assigning academic advisors, providing tutorial services, special examination and assessment arrangements, arranging for programme applications flexibly, special measures for learning support (e.g. extra tutorials and early dissemination of handouts), appropriate boarding in campus as well as learning and amenity facilities, procuring and providing appropriate equipment (e.g. automatic page turner), providing scholarships and loans, career advisory and support services, etc. Under the principle of institutional autonomy, post-secondary institutions can determine how to deploy their resources to assist students with SEN. Hence we are unable to provide the detailed information as requested.

- End -

CONTROLLING OFFICER'S REPLY**EDB491****(Question Serial No. 6056)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give information on the current provision of services for students with special educational needs in primary and secondary schools by educational psychologists:

	Secondary school	Primary school
No. of school visits made per month for providing services		
Average no. of counselling cases per month		
Average length of counselling time for each student		
Average number of years of services provided to each student		

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No.31)

Reply:

Under the School-based Educational Psychology Service (SBEPS), one educational psychologist (EP) serves six to ten public sector schools (including both primary and secondary schools). They visit their schools regularly throughout the school year to provide service at the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In other words, the services provided by EPs under the SBEPS go beyond handling individual student cases and thus reporting the average number of cases counselled by the EPs does not reflect comprehensively the actual service provided under the SBEPS. Likewise, the number of visit days paid to each school and the length of counselling time spent on each student vary, depending on the specific needs of the schools and their students. In principle, students will receive SBEPS on a need basis throughout their years of schooling in public sector primary and secondary schools. We do not have detailed statistics about the school visits by EPs as requested in the table.

- End -

CONTROLLING OFFICER'S REPLY**EDB492****(Question Serial No. 6057)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the information on the complaints received by the Education Bureau from parents of students with special educational needs on primary and secondary schools in the past 5 years.

	Secondary School	Primary School
Total number of complaints		
Number of schools being complained		
Number of completed cases		
Number of cases waiting to be processed		
Average time for waiting processing		
Average case processing time		

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 32)

Reply:

The number of complaints lodged by parents of students with special educational needs received by the Education Bureau (EDB) in the past five years is as follows:

2011-2012

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	0	4	1
Number of schools being complained	0	4	1
Number of completed cases	0	4	1

2012-2013

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	2	2	3
Number of schools being complained	2	2	3
Number of completed cases	2	2	3

2013-2014

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	1	1	4
Number of schools being complained	1	1	4
Number of completed cases	1	0	4

2014-2015

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	0	3	4
Number of schools being complained	0	3	3
Number of completed cases	0	3	4

2015-2016 (latest data available)

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	0	2	2
Number of schools being complained	0	2	2
Number of completed cases	0	1	0

Note:

- (i) The statistics above are counted on a case-basis and some cases may involve more than one complainant.
- (ii) Number of completed cases reflects the position as at February 2016.

EDB will handle the complaints received in the first instance. We have no statistics on the number of cases waiting to be processed and the average time for waiting processing. The time spent on handling each complaint case would depend on the nature and complexity of the case. In general, it takes about two to three months to handle a formal complaint case. It may take a longer time to handle some complicated cases.

- End -

CONTROLLING OFFICER'S REPLY**EDB493****(Question Serial No. 6058)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In all kinds of schools, what types of complaints are received by the Education Bureau from parents of students with special educational needs?

	Types of Complaints		
	Common Complaints Type 1	Common Complaints Type 2	Common Complaints Type 3
Kindergarten			
Primary School			
Secondary School (Secondary 1 to Secondary 3)			
Secondary School (Secondary 4 to Secondary 6)			
University			

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 33)

Reply:

The common types of complaints received by the Education Bureau (EDB) from parents of students with special educational needs in the past 5 years are listed below:

	Types of Complaints		
	Common Complaints Type 1	Common Complaints Type 2	Common Complaints Type 3
Primary School	Discrimination	Learning Support, School Maladministration, Promotion of Students	-
Secondary School (Note)	School Maladministration	-	-
Special School	School Maladministration	Student Safety	-

Note: There is no breakdown on the statistics of junior and senior secondary level.

EDB recorded only one case from parents of students with special educational needs in kindergartens on discrimination and student support, and no case in universities during the period.

- End -

CONTROLLING OFFICER'S REPLY

EDB494

(Question Serial No. 6059)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What are the strategies adopted by the Government to handle the complaints made by parents of students with special educational needs?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 34)

Reply:

Cultivating a culture of good communication and establishing a well-defined complaint handling system are essential elements of good governance and quality services. All along, the Education Bureau (EDB) encourages schools to strengthen the communication and cooperation with parents for mutual understanding of their roles and responsibility in the implementation of integrated education. We require schools to establish a regular communication mechanism to let parents understand the special educational needs (SEN) of their children, participate in the formulation of support plans, review the learning progress and adjust the support measures, etc.

According to the prevailing complaint-handling mechanism, schools are required to establish a school-based mechanism and procedures, through which schools and parents can work together to resolve the problems by means of consultation. With regard to complaints about disability discrimination, if schools and complainants cannot reach a settlement, both parties can refer the case to the respective Regional Education Office for arrangement for a mediation meeting to work out a solution. If the above procedures fail to settle the matter, EDB will set up a Case Study Group (the Group) to seek opinion of outsiders. Members of the Group are appointed by EDB. Except the Chairperson, all members are non-EDB members, including parents, representatives from the education sector and other professionals such as representatives from the medical or legal sector, educational psychologist, and the field of social work. The Group will review the case in an objective, impartial and fair manner, and put forward settlement proposal to EDB.

EDB launched the "Pilot Project on Enhancement of Complaint Management in Schools" (Pilot Project) from the 2012/13 to 2014/15 school year to assist schools to establish or enhance their school-based mechanism and procedures for handling complaints, including complaints related to students with SEN. In view of the positive evaluation results of the Pilot Project, EDB has launched the "Project on Enhancement of Complaint Management in Schools" since September 2015 to facilitate all public sector and Direct Subsidy Scheme schools which did not join the Pilot Project to set up or enhance their school-based complaint handling mechanism as early as possible.

- End -

CONTROLLING OFFICER'S REPLY

EDB495

(Question Serial No. 6060)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

1. Please provide the latest number of teachers who have completed the Basic, Advanced and Thematic Courses (BAT Courses) under the teachers' professional development framework on special education and give a breakdown of the number of teachers who have not yet completed the BAT Courses.
2. How does the Administration assess the effectiveness of the BAT Courses in special education?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 35)

Reply:

(1) and (2)

The Education Bureau (EDB) launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year, under which structured training courses pitched at Basic, Advanced and Thematic Courses (BAT Courses) are provided for serving teachers in primary and secondary schools to enhance their capacity in catering for students with special educational needs (SEN).

As at the 2014/15 school year, the number of teachers who have completed Basic, Advanced and Thematic courses is 5 322, 2 058 and 4 925 respectively. It should be noted that apart from the BAT Courses, EDB has also arranged other teacher training programmes such as "Training Course for Teachers on Effective Strategies for Managing Students' Challenging Behaviour: A Psychological Approach", and thematic seminars and workshops organised from time to time. As such, we consider that providing the number of teachers who have not yet completed the BAT Courses does not give a complete picture of the training situation and will be misleading.

We have been monitoring the effectiveness of the BAT Courses through various means, including lesson observation, review meetings with the course providers, analysis of participants' feedback and examination of the evaluation reports by the course providers. A review of the Framework has been conducted, in which the views of school principals and teachers were gauged and the evaluation of the course providers scrutinized. The findings showed that the BAT Courses were effective in enhancing the teachers' knowledge and skills in catering for students with SEN. In view of the positive feedback, we have launched another round of BAT Courses starting from the 2012/13 school year, with appropriate adjustment to the mode and content of the training programmes to better meet the training needs of the teachers. Starting from the 2014/15 school year, we have further strengthened the practicum of the Advanced and Thematic courses with a view to helping teachers apply the knowledge acquired. Taking into account the situation of teachers trained as well as the types and number of students with SEN, we have further raised the training targets which have to be achieved by every public sector mainstream school by the end of the 2019/20 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB496****(Question Serial No. 6061)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please give a breakdown of the number of hours of special education training in the pre-service teacher training courses currently provided by tertiary institutions.
2. As special education involves different areas, will the Administration consider resuming the previous two-year special education training for teachers provided by the Hong Kong Institute of Education?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 36)

Reply:

Higher education institutions in Hong Kong enjoy institutional autonomy in the planning and curriculum development of their programmes. As such, the Government and the University Grants Committee (UGC) do not collect information on the number of hours of special education training in pre-service teacher training programmes offered by the teacher education institution (TEIs). That said, we understand that modules and electives relevant to special education are currently made available in these programmes.

Besides, at present, The Hong Kong Institute of Education (HKIEd) offers a UGC-funded part-time top-up Bachelor of Education (Honours) (Special Needs) programme to in-service teachers. During the 2016/17 to 2018/19 triennium, a new UGC-funded part-time top-up Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs programme will also be offered by HKIEd. Moreover, both HKIEd and The University of Hong Kong offer UGC-funded part-time Postgraduate Diploma in Education programmes with majors in Special Education to in-service teachers.

Starting from the 2007/08 school year, the Education Bureau (EDB) has introduced a teacher professional development framework on integrated education (IE), under which structured training courses pitched at Basic, Advanced and Thematic Courses (BAT Courses) are provided. It is expected that a critical mass of teachers having received related training would be formed in each school and those teachers would lead the continuous professional development of the school and guide their counterparts to implement IE through the Whole School Approach. Apart from the BAT Courses, EDB also arranges other training programmes on specific topics such as "Training Course for Teachers on Effective Strategies for Managing Students' Challenging Behaviour: A Psychological Approach". Besides, EDB regularly organizes various kinds of thematic training activities, including talks, workshops and sharing sessions, to keep teachers abreast of the latest development in IE and to share good practices. In short, schools may arrange teachers to attend different training programmes having regard to the needs of the school and the teachers. Teachers may also choose to attend other relevant in-service training courses offered by local teacher education institutions according to their training needs. As such, we do not have plans to resume the previous two-year special education training for teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB497

(Question Serial No. 6363)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Please provide the number of students with special educational needs identified and referred by using the "Observation Checklist for Teachers" and "The Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students" in the past 5 years.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 38)

Reply:

Under the Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils (EII Programme), teachers complete the Observation Checklist for Teachers and the Hong Kong Behaviour Checklist of Specific Learning Difficulties in Reading and Writing for Primary School Students to identify Primary One students at risk of learning difficulties and arrange early intervention for them. The progress of these students will be monitored and those students whose difficulties are severe or persistent despite intervention will be referred to specialists for assessment. The number of students identified to have marked difficulties via the EII Programme and referred for diagnostic assessment from the 2010/11 to 2014/15 school years is about 3 000, 3 300, 3 600, 3 800 and 3 800 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB498

(Question Serial No. 6364)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding post-secondary institutions' support for students with special educational needs, please advise:

1. of the number of interpreters or note-takers provided by various post-secondary institutions in the past 5 years and whether the relevant expenses had to be borne by students themselves;
2. of the amount of financial resources involved in providing support services for students with special educational needs in post-secondary institutions in the past 5 years, with a breakdown by area of spending; and
3. whether the Government will consider formulating a package of overarching policies and allocating additional resources to enable post-secondary institutions to enhance their support for students with special educational needs, given the difference and inconsistency in these institutions' current policies to provide support for students with special educational needs.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 40)

Reply:

1. The Government does not maintain records of the number of interpreters or note-takers provided by various post-secondary institutions or the relevant expenses to be borne by students.
2. As far as institutions funded by the University Grants Committee (UGC) are concerned, since funding for SEN students is included in the Block Grant provided for individual institutions, UGC is not able to provide the actual amount of expenditure on support services for such students.

As for the provision for the Vocational Training Council (VTC), starting from the 2013-14 financial year, an additional recurrent funding of \$12 million has been allocated to VTC each year to enhance services for SEN students. These services include provision of equipment and technical learning aids, special in-class arrangements, consultation and assessment services by clinical psychologist, assessment and support services by educational psychologist, enhanced support for teaching and learning, and career advisory services. Besides, Youth College (Yeo Chei Man) was set up under VTC in the 2012/13 academic year to provide dedicated support for SEN students and non-Chinese speaking students. In 2016-17, the Government has earmarked about \$25.9 million of subvention for the operation of Youth College (Yeo Chei Man).

In addition, the Government made two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund in 2013 to establish scholarships to give recognition to deserving publicly-funded and self-financing

post-secondary SEN students in the pursuit of academic and other excellence. About 150 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes were awarded the scholarships in the 2014/15 academic year.

The Commission on Poverty has approved the allocation of \$12.5 million from the Community Care Fund, to implement a programme from 2015/16 to 2017/18 academic year, for enhancing the academic expenses grant for post-secondary students with SEN and financial needs in order to better facilitate their learning, for example, by purchasing equipment. Each eligible student is offered an additional academic expenses grant of up to \$8,000 every year depending on the level of assistance assessed in the means test of the Student Finance Office of the Working Family and Student Financial Assistance Agency.

3. The Government is committed to providing young people, including SEN students, with flexible and diversified study pathways with multiple entry and exit points, which include undergraduate and sub-degree programmes and vocational education programmes. While post-secondary education institutions will make special arrangements and provide support services according to the needs of SEN students, UGC and the Education Bureau (EDB) will, among others, maintain liaison with UGC-funded and self-financing institutions to follow up on the provision of support by individual institutions for SEN students. EDB has also established a platform to organise workshops, seminars and sharing sessions as needed from time to time so as to facilitate information and experience sharing among the institutions in the provision of support for SEN students.

To further promote the inclusive culture, UGC has provided a one-off special grant of \$20 million in total for the eight UGC-funded institutions starting from 2015. The grant has been allocated on a pro-rata basis according to the number of SEN students admitted to individual institutions, so that institutions may implement additional measures to enhance their support services for SEN students. The funding scheme, which aims to foster an inclusive culture in the campus, will last for two years. Upon conclusion of the scheme, institutions are required to deploy resources from the Block Grant to continue with the provision of such measures.

- End -

CONTROLLING OFFICER'S REPLY

EDB499

(Question Serial No. 6365)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

1. Please provide a breakdown of students' average waiting time for the service of educational psychologists in the past 5 years.
2. Please provide figures on the number of educational psychologists and the average caseload per educational psychologist in the past 5 years.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 41)

Reply:

(1)

In the past four years (i.e. from the 2011/12 to 2014/15 school years), about 90% of the cases referred to educational psychologists (EPs) were assessed within five months (for the 2011/12 and 2012/13 school years) and four months (for the 2013/14 and 2014/15 school years) respectively. Figure for the 2015/16 school year is not yet available since data from EPs in the aided sector are collected at the end of the school year. The remaining cases with a longer waiting time for assessment were often due to some specific circumstances, e.g. assessment deferred on the request of the parents and assessment held up pending the students' medical treatment.

(2)

The number of EPs involved in the provision of School-based Educational Psychology Service (SBEPS) from the 2011/12 to 2015/16 school years is 52, 68, 80, 99 and 114 respectively. As the SBEPS adopts a comprehensive and integrated service mode that aims at enhancing schools' capacity to cater for students' diverse educational needs, the services provided by EPs go beyond handling individual student cases. Thus, reporting the average number of assessment cases handled by each EP does not reflect comprehensively the actual service provided under the SBEPS and can be misleading.

- End -

CONTROLLING OFFICER'S REPLY**EDB500****(Question Serial No. 6366)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the expenditure involved in catering for the needs of students with special educational needs as well as on the promotional and educational work of integrated education in the past 5 years. How does the Administration evaluate the effectiveness of related work?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 42)

Reply:

To help mainstream schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing schools with additional resources, professional support and teacher training. The expenditure on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention for all mainstream schools in the 2010/11, 2011/12, 2012/13 2013/14 and 2014/15 school years is \$900 million, \$964 million, \$1,009 million, \$1,075 million and \$1,222 million respectively. The cost of the promotional and public education work, including the manpower cost for different functions or activities, is subsumed under EDB's existing provision and we are unable to provide the cost separately.

EDB has kept the implementation of integrated education (IE) under constant review by monitoring the deployment of resources and implementation of measures through its daily work and collecting feedback from the sector and stakeholders through different channels. EDB set up the Task Force on IE in Mainstream Schools (IE Task Force) in 2005, comprising representatives from the school sector, other government departments, non-governmental organisations (NGOs) and parent groups. Through regular meetings, EDB briefs members of the IE Task Force on the progress of implementing IE and seeks their views on improvement measures. In addition to this formal communication platform, we also keep in touch and, where necessary, meet with school councils, NGOs and parent groups to tap their views on the implementation of IE, SEN support measures and promotional and public education activities. EDB's professional staff also conduct regular school visits and annual reviews, and organises training and sharing sessions for schools to ensure the proper deployment of resources for supporting students with SEN.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies and measures, including the support for students with SEN, through self-evaluation each year, which is validated through External School Review conducted by EDB. EDB also requires schools to submit an annual self-evaluation report on the implementation of the Whole School Approach to IE at the end of the school year. As revealed in schools' self-evaluation, students with SEN have shown improvements in their social adjustment, learning performances and learning attitudes. Home-school cooperation has also been strengthened. According to our observations and communication with schools, it is noted that more and more schools are adopting a Whole School Approach in providing appropriate support for students with SEN and successful cases have been seen in schools in respect of culture building, policy formulation and implementation. The promotional and public education activities are also well received.

Owing to the increased awareness among parents and teachers, more parents are willing to disclose the SEN details of their children and hence more students with SEN have been assessed for early intervention. EDB will continue to closely monitor the implementation of IE in schools, enhance public awareness and acceptance of students with SEN and promote an inclusive culture in the community.

- End -

CONTROLLING OFFICER'S REPLY**EDB501****(Question Serial No. 6368)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the up-to-the-minute information on the respective numbers of schools that can and cannot meet the requirements on barrier-free access set out by the Buildings Department, as well as a breakdown of the number of barrier-free facilities.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 44)

Reply:

In the 2015/16 school year, out of 929 public sector and Direct Subsidy Scheme (DSS) schools in Hong Kong, 230 schools constructed after 1997 are in compliance with the prevailing requirements promulgated by the Buildings Department on barrier-free access to facilitate access to school buildings and facilities by persons with disabilities. As for public sector and DSS schools built before 1997, subject to technical feasibility, the Education Bureau (EDB) has, through the second and subsequent phases of the School Improvement Programme, installed barrier-free facilities such as lifts, accessible toilets, ramps, etc., in their premises.

When major alteration or improvement works are carried out in schools, EDB will also take the opportunity to install in their premises the barrier-free facilities in need as far as possible and in accordance with the latest requirements on barrier free access and other established criteria. Furthermore, schools may apply to carry out repairs and improvement works on their school facilities according to their needs in the context of the annual major repairs/alteration programme, including the provision of barrier-free facilities. In the process, consideration will be given to technical feasibility, urgency for such facilities as compared with other applications, availability of alternative measures to solve the inaccessibility problem, agreement of the schools concerned and availability of funding. For instance, 36 public sector schools have been included for lift installation since 2010/11 school year.

To cater for the special educational needs of students, schools can also apply for the Top-up Fund from EDB to procure special furniture and equipment or carry out minor conversion work such as construction of ramp, conversion of toilet or tailor-made desks and chairs for students with physical disability.

EDB does not keep statistics on the barrier-free facilities of individual schools. However, EDB would, through the above channels, continue to install or improve the barrier-free facilities in school premises to facilitate access to buildings and for use by persons with disabilities as far as possible.

- End -

CONTROLLING OFFICER'S REPLY**EDB502****(Question Serial No. 6377)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the number of students with special educational needs who are Secondary 3 school leavers in the past 5 years, as well as their percentage share among the overall population of Secondary 3 school leavers.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 81)

Reply:

Data relating to students with special educational needs (SEN) are collected from schools through a separate computer system which was developed for use by secondary schools in the 2008/09 school year. The number of secondary students with SEN who left school after completing Secondary 3 (S3) is captured through the system only since the 2011/12 school year. As such, information about students with SEN who left school after completing S3 in the 2010/11 school year is not available. For the 2011/12, 2012/13, 2013/14 and 2014/15 school years, about 170, 260, 300 and 320 students with SEN respectively were reported to have left school after completing S3. The increase in number of such students reported across the school years may be attributed to a greater number of students identified with SEN as a result of enhanced awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms. According to the information reported by schools, the main reasons for these students leaving the schools include attending full-time or part-time courses run by the Vocational Training Council, joining the Apprenticeship schemes or pre-employment vocational training, continuing their studies in local private schools or pursuing overseas study, etc. Since we have not captured the overall number of S3 school leavers under the afore-mentioned system which was designed specifically for maintaining information about students with SEN, we are unable to provide the percentage share of S3 school leavers with SEN among the overall population of S3 school leavers.

- End -

CONTROLLING OFFICER'S REPLY**EDB503****(Question Serial No. 6380)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please list out, by district, the numbers of students with special educational needs participating in the individual education plan (IEP).
2. What categories and levels of students are arranged to participate in the IEP by schools? In what way can the effectiveness be assessed?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 84)

Reply:

(1) to (2)

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

All schools are requested to adopt the Whole School Approach to support these students through a 3-Tier Intervention Model, taking into account their support needs. It should be noted that even for students with the same type of SEN, their need and the degree of support required vary. Under the 3-Tier Intervention Model, students with severe learning difficulties, regardless of their SEN type, are provided with tier-3 support under which schools are required to draw up an individual education plan (IEP) for each student. An IEP includes the learning objectives and strategies which meet the individual needs of students, with achievement criteria stated in an observable and measurable manner. It is formulated after discussion among school personnel, related professionals like the educational psychologist and the parents. During the implementation of the IEP, teachers make observations, communicate with parents and collect data on the progress of the student on an ongoing basis to evaluate the effectiveness of the instructional strategies and classroom practices so that adjustment to the support can be arranged. Schools also review IEP regularly following the schedule set therein with involvement of the parents as appropriate. These help to ensure that appropriate support is provided for the student and the IEP is suitably implemented. As for the other students with SEN, schools are required to keep a Student Support Register to record the support and adaptations offered as well as their performance and progress for regular review and adjustment of the type and level of support required as appropriate. As such, the level of support of students with SEN may require upward or downward adjustment. Hence, the distribution of students under the 3-Tier Intervention Model may change from time to time according to the changing needs of the students. In gist, whether a student with SEN requires an IEP depends solely on his prevailing support needs and is a school-based professional decision. It may not have any relationship with his grade level, category of disabilities and the district in which he lives or studies, hence we are unable to provide the information as requested.

- End -

CONTROLLING OFFICER'S REPLY**EDB504****(Question Serial No. 6387)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (228) Student Financial Assistance

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please advise on the numbers of primary and secondary students receiving full grants, half grants and the Comprehensive Social Security Assistance (CSSA) and their respective percentage shares in the total numbers of primary and secondary students in the 2008/2009, 2010/2011, 2012/2013, 2013/2014 and 2014/2015 school years.
2. Please tabulate the numbers and percentage shares of primary and secondary students receiving full grants, half grants, the CSSA who participated in the School-based After-School Learning and Support Programmes, Child Development Fund, After-school Care Scheme and Hong Kong Jockey Club Life-wide Learning Fund in the 2012/2013, 2013/2014 and 2014/2015 school years.

School Year	Number of primary students					
	Full grant	Percentage share among all full grant students	Half grant	Percentage share among all half grant students	CSSA	Percentage share among all CSSA students
School-based After-School Learning and Support Programmes						
Child Development Fund						
After-school Care Scheme						
Hong Kong Jockey Club Life-wide Learning Fund						

School Year	Number of secondary students					
	Full grant	Percentage share among all full grant students	Half grant	Percentage share among all half grant students	CSSA	Percentage share among all CSSA students
School-based After-School Learning and Support Programmes						
Child Development Fund						

After-school Care Scheme						
Hong Kong Jockey Club Life-wide Learning Fund						

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 96)

Reply:

1. The number of primary and secondary students receiving full grant, half grant and the Comprehensive Social Security Assistance (CSSA) and their respective percentage shares (where applicable) in the total number of primary and secondary students in the 2008/09, 2010/11, 2012/13, 2013/14 and 2014/15 school years are as below:

School Year	School Level	Full grant			Half grant			CSSA (as at the end of December of each respective year)		
		No. of students	Subtotal	%	No. of students	Subtotal	%	No. of students	Subtotal	%
2008/09	Primary	31 636	80 459	10.0%	84 596	213 578	26.5%	42 857	103 844	N.A.#
	Secondary	48 823			128 982			60 987		
2010/11	Primary	31 310	76 428	10.2%	74 096	189 644	25.3%	38 654	93 938	N.A.#
	Secondary	45 118			115 548			55 284		
2012/13*	Primary	64 404	146 513	21.1%	39 810	105 703	15.2%	33 110	77 437	N.A.#
	Secondary	82 109			65 893			44 327		
2013/14	Primary	64 881	138 052	20.6%	38 681	98 918	14.8%	30 464	69 416	N.A.#
	Secondary	73 171			60 237			38 952		
2014/15	Primary	66 494	134 060	20.5%	38 030	91 943	14.0%	29 011	64 184	N.A.#
	Secondary	67 566			53 913			35 173		

- * In the 2011/12 school year, there was a considerable increase in the number of students receiving textbook assistance at the full rate. This was mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the then Student Financial Assistance Agency (renamed to the Student Finance Office of the Working Family and Student Financial Assistance Agency on 1 March 2015) in the year. The situation continues in the school years from 2012/13 to 2014/15, though because of a drop in the student population at the secondary level, the overall number of students receiving full grant has correspondingly reduced.
- # Not applicable as the CSSA data is as at end-December of each year while the student population is based on each school year. The corresponding percentage share cannot be worked out.

2. The number and percentage share of primary and secondary students receiving full grant, half grant, and the CSSA who participated in the School-based After-School Learning and Support Programmes, Community Care Fund (CCF) - After-school Care Pilot Scheme and Hong Kong Jockey Club Life-wide Learning Fund in the 2012/13, 2013/14 and 2014/15 school years are listed in the following tables where applicable. As for the Child Development Fund, the Government does not keep relevant data.

School-based After-School Learning and Support Programmes*

	School Year	Full grant	Percentage share among all full grant students	CSSA	Percentage share among all CSSA students
Primary	2012/13	59 130	91.8%	33 060	N.A.#
	2013/14	64 470	99.4%	31 820	N.A.#
	2014/15	63 190	95.0%	29 640	N.A.#
Secondary	2012/13	80 110	97.6%	44 790	N.A.#
	2013/14	73 070	99.9%	39 900	N.A.#
	2014/15	68 300	99.9%	36 700	N.A.#

* Eligible students under the School-based After-School Learning and Support Programmes are students from families in receipt of CSSA or receiving full grant under the Student Financial Assistance Schemes studying in public sector schools or schools under the Direct Subsidy Scheme. Starting from the 2014/15 school year, the discretionary quota of all participating schools in receipt of the School-based Grant has been increased from 10% to 25% to benefit needy students (e.g. new arrivals, single parent households etc) who do not receive CSSA or full grant.

Not applicable as the CSSA data is as at end-December each year while the funding to eligible students under the School-based After-School Learning and Support Programmes is based on each school year. The corresponding percentage share cannot be worked out.

Community Care Fund - After-school Care Pilot Scheme*

	School Year	CSSA, full grant and half grant ⁺	Percentage share among all CSSA, full grant and half grant students
Primary and Secondary [^]	2012/13	5 237 [@]	N.A.#
	2013/14	10 167	N.A.#
	2014/15	9 665	N.A.#

* Participating schools of the CCF - After-school Care Pilot Scheme may use not more than 25% of the places of their after-school care services to benefit needy students (e.g. new arrivals, single parent households etc) who do not receive CSSA, full grant or half grant.

[^] Breakdown on primary and secondary students is not available.

⁺ Breakdown on CSSA, full grant and half grant students is not available.

- # Not applicable as the CSSA data is as at end-December each year while the funding to eligible students under the CCF After-school Care Pilot Scheme is based on each school year. The corresponding percentage share cannot be worked out.
- @ Eligible students under the CCF After-school Care Pilot Scheme in 2012/13 were students from families in receipt of CSSA or receiving full grant assistance under the SFAS studying in public sector schools or schools under the Direct Subsidy Scheme. The eligibility criteria were expanded in subsequent years to cover half-grant students.

Hong Kong Jockey Club Life-wide Learning Fund*

	School Year	Full grant	Percentage share among all full grant students	CSSA	Percentage share among all CSSA students
Primary	2012/13	52 352	81.3%	21 233	N.A.#
	2013/14	54 021	83.3%	20 346	N.A.#
	2014/15	54 596	82.1%	19 762	N.A.#
Secondary	2012/13	56 202	68.4%	22 886	N.A.#
	2013/14	54 113	74.0%	21 888	N.A.#
	2014/15	49 205	72.8%	19 610	N.A.#

- * Eligible students under the Hong Kong Jockey Club Life-wide Learning Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools (excluding English School Foundation and international schools). Starting from September 2005, the discretionary quota of all participating schools has been increased from 10% to 100% to benefit needy students (e.g. new arrivals, single parent households etc) who do not receive CSSA or full grant.
- # Not applicable as the CSSA data is as at end-December each year while the funding to eligible students under the Hong Kong Jockey Club Life-wide Learning Fund is based on each school year. The corresponding percentage share cannot be worked out.

- End -

CONTROLLING OFFICER'S REPLY**EDB505****(Question Serial No. 6388)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please provide details of the staffing of the various types of special schools and boarding sections (if any), the amounts of salary of different categories of posts and grant for different areas (including maintenance of facilities) of the various types of schools, construction cost, standard school infrastructure, cost per capita in the school section, area of space per boarder and cost per capita in the boarding section.
2. Please provide the numbers of students, new students and their age, and school leavers and their age with regard to schools for children with severe intellectual disability in the past 5 years. Please provide the numbers of new applicants waiting for the various types of services for adults in the past 5 years. Please provide the numbers of school leavers who could receive the various types of services for adults in the past 5 years.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 98)

Reply:

- (1) Aided special schools are provided with teaching staff, various types of specialists and non-teaching/non-specialist staff on their staff establishment. The number of staff and their respective salary scales in the 2015/16 school year are set out at Appendix 1 and Appendix 2 respectively. The average unit cost per school place and per boarding place of each type of aided special schools in the 2015/16 school year is set out at Appendix 3.

Currently, all aided special schools are provided with an Expanded Operating Expenses Block Grant (EOEBG) for meeting operating expenses. The EOEBG includes virtually all non-salary recurrent grants, except those which are ad-hoc in nature, currently under review, and paid for very specific purpose on a reimbursement basis. It also includes the Composite Furniture and Equipment Grant for schools to procure furniture and equipment items, to cover the maintenance/repairs fees for these items, etc. The details of EOEBG can be accessed from the website of the Education Bureau:
<http://www.edb.gov.hk/en/sch-admin/fin-management/subsidy-info/ref-e-oebg-cfeg/index.html>.

There are different types/scales of special schools with different provision of facilities to meet the different needs of their target students. Taking the two Capital Works special school projects approved by the Finance Committee of the Legislative Council in February 2015, namely "3108ET – Two special schools at Sung On Street, To Kwa Wan" and "3107ET – A school for social development for girls at Choi Hing Road, Kwun Tong, Kowloon" as example, the estimated construction unit cost, represented by the building and building services costs, is \$17,988 and \$18,931 per m² of construction floor area in September 2014 prices respectively.

Apart from essential school facilities in the school section such as classrooms, special rooms (e.g. visual arts room, computer room, design and technology room and home economics room, etc. depending on the subjects offered by the special school), library, student activity centre, multi-purpose area, assembly hall, staff room and other ancillary facilities, including a disabled/fireman's lift, facilities for the disabled, store rooms, toilets, depending on the type and scale of a special school, the facilities provided to different types of special schools would be different. Other facilities such as physiotherapy room(s), occupational therapy room(s), speech therapy room(s) and social worker's room(s), etc., would also be provided as appropriate. The school facilities to be provided to each newly constructed special school are approved by the Property Vetting Committee (PVC) on a project basis. PVC is chaired by Assistant Director (Architectural) of Architectural Services Department with Members from Government Property Agency, Treasury Branch of the Financial Services and the Treasury Bureau and other members to be co-opted as required.

Similarly, approval would be sought from PVC on a project basis for the boarding section of special school, if any. Common facilities such as bedrooms, study area, TV/common room, dining/multi-purpose room, kitchen, laundry room, drying area, warden's office, houseparents' and programme workers' office, nurse duty room/a sick bay, sleep-in room(s) for staff on night shift and other ancillary facilities, including stores, toilets, bathrooms, relevant facilities for the disabled, etc., would be provided.

- (2) The number of students, new students and leavers of schools for children with severe intellectual disability (SID) in the past five years is set out in Table I of Appendix 4. The number of students admitted to and waiting for admission for adult services for the past five years is set out in Table II of Appendix 4. According to our record, the age range of new students in the past five school years is from 6 to 17. With the implementation of the New Senior Secondary academic structure in the 2009/10 school year, students of special schools, including schools for children with SID, will leave school after completion of their Secondary Six. Under special circumstances where individual students may need to extend their years of study due to valid reasons, arrangements will be made in accordance with the established mechanism. On the other hand, some students may leave earlier due to various reasons, such as having secured a post-school placement or deceased. The age range of school leavers in the past five school years is from 6 to 23.

I. Staff Establishment of the School Section in the 2015/16 School Year

School Type	Number of Teaching Staff ¹	Non-teaching Staff	
		Number of Specialist Staff ²	Number of Non-specialist Staff ³
Visual Impairment	37.6	13.5	29
Hearing Impairment	31.3	5.5	26
Physical Disability	197.2	149.5	292
Mild Intellectual Disability ⁴	523.7	106	235.8
Moderate Intellectual Disability ⁴	469.1	103.5	265.2
Severe Intellectual Disability	178.3	115	284
School for Social Development	159.5	17	80
Hospital School	60.1	Not Applicable ⁵	28

Note:

- 1 Teaching staff excludes head of school and teachers employed with other grants (resource teacher for Supportive Remedial Service, Enhanced Support Service and Resource Support Programme and teacher for Home-bound Teaching Programme in Hospital School), if any.
- 2 Specialist staff includes school social worker, speech therapist, physiotherapist, occupational therapist, occupational therapy assistant, educational psychologist, braille staff and nurse, if any.
- 3 Non-specialist staff includes clerical staff, laboratory technician, workshop attendant, janitor staff, motor/special driver, teacher assistant and artisan, if any.
- 4 The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.
- 5 The Hospital School operates classes at 18 hospitals. Specialist services for their students are provided by the respective hospitals.

II. Staff Establishment of the Boarding Section in the 2015/16 School Year

School Type	Number of Specialist Staff ¹	Number of Non-specialist Staff ²
Visual Impairment	39	28.8
Hearing Impairment	3	2
Physical Disability	131	71
Moderate Intellectual Disability	105	67.3
Severe Intellectual Disability	195	122.8

Note:

- 1 Specialist staff includes nurse, warden, assistant warden, houseparent-in-charge, houseparent and programme worker.
- 2 Non-specialist staff includes clerical assistant, janitor staff, cook and watchman.

I. Salary Scale of Teaching Staff in the 2015/16 School Year

Post	Salary Scale
Certificated Master/Mistress	\$25,505 – \$41,215
Assistant Master/Mistress	\$43,105 – \$51,805
Senior Assistant Master/Mistress	\$54,220 – \$62,235
Assistant Primary School Master/Mistress	\$26,785 – \$51,805
Primary School Master/Mistress	\$54,220 – \$62,235
Senior Primary School Master/Mistress	\$63,095 – \$64,745
Graduate Master/Mistress	\$26,785 – \$62,235
Senior Graduate Master/Mistress	\$63,095 – \$77,650
Principal Graduate Master/Mistress	\$74,210 – \$84,480
Principal II	\$80,990 – \$95,215
Principal I	\$101,620 – \$117,080

II. Salary Scale of Specialist Staff in the 2015/16 School Year

Post		Salary Scale
Educational Psychologist II		\$39,360 – \$62,235
Educational Psychologist I		\$63,095 – \$95,215
Occupational Therapist Assistant		\$16,890 – \$26,785
Occupational Therapist II		\$25,505 – \$41,215
Occupational Therapist I		\$43,105 – \$63,095
Senior Occupational Therapist		\$63,095 – \$77,650
Physiotherapist II		\$25,505 – \$41,215
Physiotherapist I		\$43,105 – \$63,095
Senior Physiotherapist		\$63,095 – \$77,650
Speech Therapist		\$28,140 – \$62,235
Special School Social Worker	Assistant Social Work Officer	\$28,140 – \$62,235
	Senior Social Work Assistant	\$39,360 – \$51,805
Registered Nurse		\$26,785 – \$43,105
Braille Staff		\$15,845 – \$26,785
Warden	Assistant Social Work Officer	\$28,140 – \$62,235
	Senior Social Work Assistant	\$39,360 – \$51,805
	Chief Social Work Assistant	\$54,220 – \$62,235
Assistant Warden	Social Work Assistant	\$19,160 – \$37,590
	Senior Social Work Assistant	\$39,360 – \$51,805
Houseparent		\$19,160 – \$37,590
Houseparent-in-charge		\$19,160 – \$37,590 ¹
Programme worker		\$19,160 – \$37,590

Note:

- 1 A responsibility allowance will be payable to the houseparent-in-charge at the rate of two increments (range from \$2,390 to \$3,625) above their substantive pay.

II. Salary Scale of Non-specialist Staff in the 2015/16 School Year

Post	Salary Scale
Laboratory Technician III	\$12,590 – \$14,290
Laboratory Technician II	\$17,995 – \$35,890
Laboratory Technician I	\$37,590 – \$49,465
Workshop Attendant	\$12,325 – \$15,065
Artisan	\$14,905 – \$17,995
Motor Driver	\$14,905 – \$17,995
Special Driver	\$17,995 – \$20,305
Teacher Assistant	\$11,570 – \$13,640
Watchman	\$12,325 – \$15,065
Cook	\$14,905 – \$17,995
Clerical Assistant	\$11,575 – \$20,305 #
Assistant Clerical Officer	\$13,120 – \$26,785 #
Janitor Staff	\$11,570 – \$13,640 #

Aided special schools are provided with an Administration Grant (AG) or Revised Administration Grant (RAG) for employing clerical and janitor staff, or contracting out clerical or janitor service to meet their specific needs. The schools concerned will be provided with a lump sum equivalent to the salary of the clerical (solely for RAG) and janitor staff posts. The salary scale of these posts in the above table is for the calculation of grant/reference of the schools.

I. The Average Unit Cost per School Place per year in the 2015/16 School Year

School Type	Average Unit Cost per School Place
Visual Impairment	\$293,000
Hearing Impairment	\$293,000
Physical Disability	\$294,000
Mild Intellectual Disability	\$171,500
Moderate Intellectual Disability	\$253,000
Severe Intellectual Disability	\$329,000
School for Social Development	\$164,000
Hospital School	\$178,000

II. The Average Unit Cost per Boarding Place per year in the 2015/16 School Year

School Type	Average Unit Cost per Boarding Place
Visual Impairment	\$166,000
Hearing Impairment	\$403,500
Physical Disability	\$282,500
Moderate Intellectual Disability	\$243,000
Severe Intellectual Disability	\$306,000

I. Number of Students, Number of New Students and Leavers of Schools for Children with Severe Intellectual Disability (SID) from the 2010/11 to 2014/15 School Years

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
Number of Students ¹	749	746	729	704	691
Number of New Students ^{2, 4}	61	67	49	65	59
Number of School Leavers ^{3, 4}	79	67	83	76	79

Note:

- 1 Number of students is as at September of the respective school years.
- 2 Only first admission to SID is counted.
- 3 Only last attendance at SID is counted.
- 4 Excluding those students transferred between SID schools.

II. Number of Students of Schools for Children with SID Admitted To and Waiting for Admission for Adult Services from the 2010/11 to 2014/15 School Years

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
Admission	42	21	39	38	49
Wait-listing	11	13	17	12	10

Note:

- 1 Adult Services include Supported Hostel, Day Activity Centre, Sheltered Workshop cum Hostel, etc.
- 2 The information was collected from special schools in July and August of the respective school years. As such, the above figures may not reflect the actual situation of the post-school arrangement of the students who left school.

- End -

CONTROLLING OFFICER'S REPLY**EDB506****(Question Serial No. 6392)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (350) Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please provide the following figures and their projected figures for the last year and the coming 3 years:

- a) How many kindergarten-age children are there in Hong Kong in total? What is the distribution of these children among all districts?
- b) How many children are attending kindergartens? What is the distribution of these children among all districts?
- c) How many students are eligible to apply for the Kindergarten and Child Care Centre Fee Remission Scheme? How many of these eligible students are receiving allowances?

2. What is the current situation in respect of collection of miscellaneous fees by kindergartens?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 106)

- 1a) Figures on projected school-age population aged 3-5 who are residing in Hong Kong by district from the 2015/16 to 2018/19 school years are detailed at Appendix 1. This age group is generally considered appropriate for kindergarten (KG) education. Since the population projections refer to the projected number of children aged 3-5, irrespective of whether they are enrolled in schools or not, the figures should not be taken as the projected number of students at KG level. Besides, given that students under or over the concerned age group may enrol in KGs and students may study in districts other than their resident district, the actual number of students at district and territory-wide levels may be different from those of the projected school-age population.
- b) The number of students in KGs by school districts in the 2015/16 school year is detailed at Appendix 2. It is not plausible to accurately project the overall number of KG students in the coming school years and their geographical distribution as the number of KG students is subject to year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, KG education has all along been provided by the private sector; parents may choose a KG suitable for their children with regard to their needs, and admission is at the full discretion of individual KGs.
- c) The Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) provides needy KG students with financial assistance in the form of fee remission, on top of the fee subsidy from the Pre-primary Education Voucher Scheme (PEVS). Fee remission under the KCFRS will be granted to needy

families which can pass the means test of the Student Finance Office of the Working Family and Student Financial Assistance Agency. The number of successful applications of KG students who meet the eligibility criteria under the KCFRS for the 2015/16 school year is set out at Appendix 3. We do not have information on the number of eligible KG students who can receive fee remission under the KCFRS in the coming three school years.

2. As regards the sale of school items such as school uniform and textbook and provision of paid services, KGs are required to comply with the rules and regulations set out by the EDB. Specifically, KGs are not allowed to generate any profit from the sale of textbooks, and the profit in the sale of other school items and provision of paid services, which should be on a voluntary basis, is limited to a maximum of 15% of the cost. In any case, for non-profit-making KGs, such profits should be ploughed back to the KG for use for education purpose. While EDB does not collect detailed data about the type and amount of miscellaneous charges collected by individual KGs, we have advised KGs to disclose relevant information to parents through various means (e.g. leaflets, school website) to enhance transparency. KGs joining PEVS are also required to provide the reference price of major school items in the Profile of Kindergartens and Kindergarten-cum-Child Care Centres produced by EDB for parents' information.

Projected school-age population aged 3-5 who are residing in Hong Kong by district,
2015/16 – 2018/19 school years

District	2015/16	2016/17	2017/18	2018/19
Central and Western	7 900	8 000	7 500	6 800
Wan Chai	4 300	4 300	4 100	3 700
Eastern	13 400	13 400	12 600	11 900
Southern	5 700	5 400	4 800	4 600
Yau Tsim Mong	10 700	11 100	11 100	10 300
Sham Shui Po	10 100	10 500	9 900	9 600
Kowloon City	10 400	10 500	10 000	9 200
Wong Tai Sin	7 600	7 300	6 700	6 700
Kwun Tong	13 600	13 400	12 900	13 000
Sai Kung	11 900	11 800	11 000	10 400
Sha Tin	14 700	15 900	15 900	15 700
Tai Po	6 800	7 500	7 800	7 800
North	7 300	7 500	7 400	7 300
Yuen Long	14 900	15 900	15 700	15 200
Tuen Mun	11 900	12 100	12 300	12 500
Tsuen Wan	8 800	8 700	8 400	7 700
Kwai Tsing	10 600	9 800	8 400	8 000
Islands	4 500	4 300	4 300	4 100
All Districts	175 200	177 300	170 700	164 400

- Notes : (1) Figures in the above table are compiled with reference to the 2014-based Population Projections released by the Census and Statistics Department (C&SD) in September 2015 and the “Projections of Population Distribution 2014 – 2023” released by the Planning Department in December 2014.
- (2) School-age population aged 3-5 is considered appropriate for kindergarten education (i.e. nursery (K1) to upper kindergarten (K3)).
- (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 3-5 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 3 or over the age of 5 may also enrol at kindergarten education. The above figures do not include cross-boundary students.
- (4) The projections of school-age population **residing in Hong Kong** are compiled based on the 2014-based Population Projections released by C&SD in September 2015. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It should be noted that it is difficult to accurately predict the actual numbers of such babies who would settle in Hong Kong and if so, when.
- (5) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

Number of students in kindergartens by district in the 2015/16 school year

Districts	Students
Central & Western	6 057
Wan Chai	6 691
Eastern	12 357
Southern	4 820
Yau Tsim Mong	6 469
Sham Shui Po	9 442
Kowloon City	23 603
Wong Tai Sin	7 644
Kwun Tong	12 369
Sai Kung	9 177
Sha Tin	14 460
Tai Po	6 865
North	12 970
Yuen Long	17 752
Tuen Mun	13 390
Tsuen Wan	6 933
Kwai Tsing	10 773
Islands	3 626
Total	185 398

Notes: (1) Figures refer to the position as at September 2015.

(2) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).

Number of successful applications of kindergarten students who meet the eligibility criteria under the Kindergarten and Child Care Centre Fee Remission Scheme in the 2015/16 school year

	2015/16 School Year (Provisional as at 31 January 2016)
No. of successful applications	36 529

- End -

CONTROLLING OFFICER'S REPLY**EDB507****(Question Serial No. 6393)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (228) Student Financial AssistanceProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

1. How many students are now receiving the Comprehensive Social Security Assistance (CSSA)? Please list out the respective numbers of students who are receiving CSSA in kindergartens, primary schools and secondary schools.

2. What are the number of students who travel to and from schools by school buses and their distributions by districts? And what are the school bus fares involved?

3. How much was last year's provision for the School-based After-School Learning and Support Programmes (Programme)? How many schools took part in the Programme and what was their percentage share among all schools in the territory? What was the number of students who benefited from the Programme? What was the composition of students (including the respective numbers of students receiving CSSA, full grants under the School Textbook Assistance Scheme (STAS), half grants under STAS or other students)? How many people were benefited? How many activities were one-off? How many activities were for long-term development? How much cash assistance was provided to each student per year for participating in extracurricular activities? What was the effectiveness of the Programme? What are the estimated amounts of provisions for the next 3 years?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 107)Reply:

1. The number of students in receipt of the Comprehensive Social Security Assistance (CSSA) with breakdown by level is tabulated below:

School level	As at end-December 2015 (preliminary figures)
Kindergarten	8 872
Primary school	25 399
Secondary school	30 101

2. In the light that schools and parents would arrange school busing for their students / children on their own, the number of students who travel to and from schools by school bus with breakdown by districts and fares is not available.

3. To support needy students to participate in after-school activities with a view to facilitating their whole-person and all-round development, the Education Bureau (EDB) has implemented the

School-based After-school Learning and Support Programmes (Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance (SFA) Schemes.

To enhance the opportunity of needy students to participate in after-school activities, EDB has, starting from the 2014/15 school year, among other arrangements, increased the discretionary quota for participating schools under the Programme from 10% to 25% to benefit more students who are not in receipt of CSSA or full grant of SFA but identified by schools as needy. Besides, eligible participating schools (i.e. having a utilization rate of 80% or above of the provision in the previous year) have been provided with incentive funding under the School-based Grant (which is calculated at an annual rate of \$600 per eligible student vis-à-vis \$400 in other schools and includes an additional 25% of the provision). In the 2015/16 school year, the total funding earmarked for the Programme is about \$240 million, which is shared almost equally by the two Grants.

For the School-based Grant, 889 schools which constitute about 90% of all the schools in the territory with 219 860 eligible students qualified for the grant have participated in the Programme. Of the afore-mentioned eligible students, about 61 740, 126 360 and 31 760 are in receipt of CSSA, full grant of SFA and others (i.e. participating under the 25% discretionary quota) respectively.

Regarding the Community-based Project Grant, the 511 projects organised by 175 NGOs are targeted at individual eligible students totaling about 103 000. To avoid unnecessary labelling on participating students, NGOs have not asked participating students to identify themselves as CSSA or full-grant SFA recipients. Breakdown of participating students by students in receipt of CSSA or full grant of SFA is therefore not available.

The objectives of various after-school activities organised by participating schools under the Programme are to help increase learning effectiveness (such as homework tutorials and training of learning skills), broaden learning experience outside classroom (such as art and cultural as well as sports activities) and raise understanding of and sense of belonging to the community (such as voluntary services). Seen from this perspective, the activities, some of which may be one-off, are for sustainable development of the students concerned.

The provision of the Programme is complementary in nature. Apart from the Programme, the Government has launched various funding schemes to support schools and NGOs to organise after-school activities including after-school tutorial services to cater for the diverse needs of needy students. Besides, flexible deployment of the grants provided, as encouraged by EDB, has enabled schools to inject more funding into after-school activities for needy students. The amount of cash assistance provided to each student participating in after-school activities is not available.

Assessment of the effectiveness of the Programme is done annually at two levels. In line with the spirit of school-based management, the Incorporated Management Committee / School Management Committee of the school in receipt of the School-based Grant is accountable for proper use of the grant for its intended objectives and for review of the effectiveness of the Programme. To enhance transparency, schools are required to include the Programme in their School Annual Plan and conduct an annual review of the effectiveness of the Programme with the findings included in the School Report. NGOs are required to submit, among others, an evaluation report on the effectiveness of the projects organised to EDB. In addition, EDB collects feedback from stakeholders through surveys and conducts supervisory visits to examine the implementation of the Programme. In general, stakeholders agree that the Programme for the afore-mentioned objectives is effective. As for the implementation of the Programme, upon review of the utilisation of the funding, EDB has enhanced the School-based Grant starting from the 2014/15 school year as mentioned above. For budgetary purpose, EDB will continue to earmark a provision of \$240 million for the Programme for the years ahead.

- End -

CONTROLLING OFFICER'S REPLY**EDB508****(Question Serial No. 6399)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

As stated in Paragraph 188 of the Policy Address, in respect of the implementation of the free kindergarten education policy, the Government will “further improve the teacher-pupil ratio to 1:11 to strengthen support for students with diverse needs” and “strengthen support for needy students, non-Chinese speaking students and students with diverse learning needs”. Please provide details of the measures, resource allocation and expected effectiveness.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 121)

Reply:

With the implementation of the free quality kindergarten (KG) education policy from the 2017/18 school year, the overall teacher-pupil (TP) ratio for eligible KGs will be substantially enhanced from 1:15 to 1:11 (principal not included). KG teachers will have more capacity for lesson preparation, development of school-based curriculum, professional collaboration and development, communication with parents and catering for the diverse needs of the students, including those with special needs or at risk of developmental delay, etc. The principal will be excluded from the TP ratio so that they can devote their time fully to the administration and management as well as supervision of the day-to-day operation of the KG.

On strengthening support for needy students, non-Chinese speaking (NCS) students and students with diverse needs, details are set out below -

KG students from needy families

Fee remission (at different levels of 100%, 75% or 50%) will continue to be provided for students from needy families under the existing Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS). Besides, we will provide an additional grant (at different levels of 100%, 75% or 50%) for KG students from needy families who pass the means test and meet the same eligibility criteria under KCFRS. The grant rate will be pegged at the level of grant for school-related expenses (i.e. books, stationery, school uniforms, miscellaneous and minor one-off expenses) for pre-primary students under the Comprehensive Social Security Assistance, which is \$3,600 in the 2015/16 school year. Before the implementation of the new policy in the 2017/18 school year, the Commission on Poverty approved in March 2016 the allocation of funds from the Community Care Fund for the provision of a one-off grant for school-related expenses to each eligible KG student in the 2016/17 school year.

NCS students in KGs

To enable KGs to enhance the support for their NCS students, a grant comparable to the salary of one KG teacher will be provided for KGs admitting eight or more NCS students. With the additional resources,

KGs could provide teachers with more manpower support and professional training to develop effective strategies to help NCS students learn through the Chinese medium so as to lay a foundation for their study in local primary schools and to raise teachers' empathy and cultural and religious sensitivity in handling NCS students. These KGs should also deploy the additional resources to enhance communication with the parents of NCS students and strengthen home-school cooperation. Apart from the additional grant, school-based professional support will continue to be provided and further enhanced to help KGs with NCS students build up the expertise in facilitating NCS students' learning of the Chinese language for a smooth transition to primary education. Teacher training programmes on the teaching and learning of the Chinese language for NCS students in KGs will also be enhanced.

KG students with special needs or at risk of developmental delay

The Government has been providing different services for children with developmental delay through the collaborative efforts of various Government bureaux/departments. Labour and Welfare Bureau has launched a two-year pilot scheme through the Lotteries Fund to provide on-site rehabilitation services for children with special needs at KGs in addition to the range of existing rehabilitation and related support services. Under the pilot scheme, the multi-disciplinary service teams of the non-governmental organisations (NGOs), which are composed of social workers, speech therapists, occupational therapists, physiotherapists, clinical psychologists/educational psychologists and special child care workers, will offer on-site rehabilitation services and training to children with special needs, supplemented by training at centres with rehabilitation facilities. While the service targets were children diagnosed to have special needs who are attending KGs/KG-cum-CCCs, the participating NGOs may flexibly deploy part of the service quotas to serve those children waiting for assessment. The service teams will also give professional advice to KG teachers to assist them in taking care of children with special needs. They will also provide support for parents in fostering positive attitude and developing effective skills in raising their children with special needs. The enhancement of the teacher-pupil ratio to 1:11 will create more space for KG teachers to collaborate among themselves to take care of the diverse needs of students (including those at risk of developmental delay) and to enable better professional collaboration with the inter-disciplinary teams in the above pilot project to support the students with special needs.

On the part of the Education Bureau (EDB), apart from enhancing the TP ratio as afore-mentioned, we will continue to work jointly with the Food and Health Bureau to strengthen the existing training for KG teachers to facilitate early identification of KG students with developmental problems. In addition, we will devise a teacher professional development framework to enhance their understanding of the children's development needs and to empower them to identify and cater for learner diversity, including children at risk of developmental or behavioral problems. Under the framework, more structured in-service training programmes will be offered for KG teachers and training targets will be set for each KG. In addition, we will set up a dedicated team of educational psychologists and professional staff to develop appropriate intervention models and teaching resource packages for use of KG teachers and parents to cater for the students at risk of developmental delay and deliver relevant professional training for KG teachers. Besides, a cross-Bureau/Department platform would be set up to give advice on the development of initiatives to cater for KG children with special needs.

The full-year recurrent expenditure on the new free quality KG education will be about \$6.7 billion in the 2017/18 school year. EDB is formulating the implementation details in consultation with various stakeholders. Details will be released in the third quarter of 2016. Estimated funding for individual measures such as those on catering for students' diverse needs is not yet available at this stage. With various measures to enhance the quality of KG education, KGs' administration as well as management and accountability under an effective governance framework and EDB stepping up monitoring on KGs' compliance with the rules and regulations, it is expected that the new policy of free quality KG education will bring about substantial improvement to KG education, including more effective catering for students' diverse needs as afore-mentioned.

- End -

CONTROLLING OFFICER'S REPLY

EDB509

(Question Serial No. 6402)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide information on the breach of regulations by registered teachers in the past 5 years, with details on the type of cases and disciplinary actions taken and the number of cases in which registration was cancelled as a result.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 130)

Reply:

For the years from 2011 to 2015, 58 teachers had their registration cancelled or application refused by the Education Bureau. They mainly committed sex offence, sex-related offence or fraud-related offence, and some relatively minor but repeated offences (e.g. operating unregistered school) or had serious integrity problem.

- End -

CONTROLLING OFFICER'S REPLY

EDB510

(Question Serial No. 6415)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. What were the number of students in special schools for children with intellectual disabilities and the unit cost per capita in the past 5 years (by day student, 5-day boarding, 7-day boarding, orphan, child whose parents are both non-Hong Kong permanent residents, non-Chinese speaking student, and legitimate child of Hong Kong permanent residents)?
2. What are the number of new students and their age (by day student, 5-day boarding, 7-day boarding, orphan, child whose parents are both non-Hong Kong permanent residents, non-Chinese speaking student, and legitimate child of Hong Kong permanent residents)?
3. What are the number of school leavers and their age (by day student, 5-day boarding, 7-day boarding, orphan, child whose parents are both non-Hong Kong permanent residents, non-Chinese speaking student, and legitimate child of Hong Kong permanent residents)?
4. What are the number of new special school graduates waiting for various types of services for adults (by day student, 5-day boarding, 7-day boarding, orphan, child whose parents are both non-Hong Kong permanent residents, non-Chinese speaking student, and legitimate child of Hong Kong permanent residents)?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 163)

Reply:

(1) to (4)

The Education Bureau does not keep school-based personal data and information such as residence status of parents, students' parent background, etc., and is therefore not able to provide the related information as requested.

The average unit cost per school place and the average unit cost per boarding place for each type of special schools for children with intellectual disability from the 2010/11 to 2014/15 school year are set out at Appendix I.

The number of students, number of non-Chinese speaking students, number of 5-day and 7-day boarders, number of new students with age range by day student, 5-day boarding and 7-day boarding, number of leavers with age range by day student, 5-day boarding and 7-day boarding, and number of graduates waiting for adult services from the 2010/11 to 2014/15 school year in special schools for children with intellectual disability are set out at Appendix II.

Table 1: The Average Unit Cost per School Place for Each Type of Special Schools for Children with Intellectual Disability from the 2010/11 to 2014/15 School Years

School Type	Average Unit Cost per School Place				
	2010/11	2011/12	2012/13	2013/14	2014/15
Mild Intellectual Disability ^{Note}	\$110,000	\$122,500	\$140,000	\$145,500	\$171,000
Moderate Intellectual Disability ^{Note}	\$185,000	\$198,500	\$216,500	\$218,000	\$239,500
Severe Intellectual Disability	\$242,500	\$263,000	\$278,000	\$281,000	\$313,000

Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.

Table 2: The Average Unit Cost per Boarding Place for Each Type of Special Schools for Children with Intellectual Disability from the 2010/11 to 2014/15 School Years

School Type	Average Unit Cost per Boarding Place				
	2010/11	2011/12	2012/13	2013/14	2014/15
Mild Intellectual Disability ^{Note 1}	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Moderate Intellectual Disability ^{Note 2}	\$168,500	\$177,500	\$190,500	\$198,000	\$233,500
Severe Intellectual Disability	\$214,000	\$226,500	\$242,500	\$255,500	\$294,500

Notes:

1. There is no boarding service for schools for children with mild intellectual disability.
2. The schools for children with moderate intellectual disability (MoID) with boarding section include 1 school for children with MiID and children with MoID with boarding section.

Information on Students of Special Schools for Children with Intellectual Disability (ID schools) from the 2010/11 to 2014/15 School Years

Item			Age Range (Year)	School Year ^{Note 1}				
				2010/11	2011/12	2012/13	2013/14	2014/15
1	Number of Students (No. of Non-Chinese Speaking Students (NCS) ^{Note 2})			5 518 (122)	5 618 (133)	5 637 (147)	5 624 (193)	5 607 (223)
2	Boarders (No. of NCS)	5-day		385 (3)	352 (3)	347 (3)	324 (5)	306 (5)
		7-day		297 (0)	328 (1)	340 (1)	352 (2)	362 (2)
3	New Students ^{Note 3} (No. of NCS)	Day Place	6-20	525 (32)	515 (30)	479 (27)	523 (40)	560 (30)
		5-day Boarding	6-19	55 (1)	40 (0)	39 (0)	45 (3)	31 (1)
		7-day Boarding	6-21	71 (0)	43 (1)	46 (2)	40 (0)	60 (2)
4	Leavers ^{Note 4} (No. of NCS)	Day Place	6-23	428 (5)	462 (8)	532 (12)	599 (12)	569 (23)
		5-day Boarding	6-23	70 (1)	50 (0)	64 (0)	55 (2)	52 (0)
		7-day Boarding	7-23	25 (0)	25 (1)	36 (0)	31 (0)	48 (1)
5	Number of Graduates Waiting for Adult Services ^{Note 5} (No. of NCS)			39 (1)	60 (0)	86 (0)	98 (3)	42 (1)

Notes:

- Number of students of item 1-3 is as at September of respective school year.
- Number of Non-Chinese Speaking Students covers those students whose home language is known to EDB and is NOT Chinese regardless of their ethnicity.
- The number of New Students is counted as follows:
 - Day place:
 - only first admission to ID school is counted;
 - excluding those students transferred between ID schools.
 - 5-day and 7-day boarding:
 - students who changed from a 5-day boarding to a 7-day boarding or vice versa are counted as new admission to that type of boarding service.
- The number of Leavers is counted as follows:
 - Day place:
 - only last attendance at ID school is counted;
 - excluding those students transferred between ID schools.
 - 5-day and 7-day boarding:
 - students who left from a 5-day boarding to a 7-day boarding or vice versa are counted as leavers of that type of boarding.
- Students who completed secondary education are counted.
 - Adult Services include Supported Hostel, Day Activity Centre, Sheltered Workshop cum Hostel, etc.

- (iii) The information was collected from special schools in July and August of the respective school year. As such, the above figures may not reflect the actual situation of the post-school arrangement of the students who left school.

- End -

CONTROLLING OFFICER'S REPLY

EDB511

(Question Serial No. 6418)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the year-on-year % change for SEN students by grade (from P.1 to S.6) and by diagnosis. Please list the statistics in the past 5 years.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 167)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade levels and by SEN types for the past 5 years (2011/12 to 2015/16 school years) is set out at the Appendix. As student population changes over the years, making direct comparison of the percentage change of students with SEN by grade levels in different cohorts is inappropriate. Besides, since the number of students of some SEN types is relatively small, annual fluctuation will easily cause significant variation in percentage terms, providing the year-on-year percentage change of students with SEN by grade levels and by SEN types can therefore be misleading.

**Number of students with SEN studying in public sector mainstream primary and secondary schools
by grade levels by major SEN types from the 2011/12 to 2015/16 school years**

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934	N/A
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982	N/A
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203	N/A

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A
2013/14	97	88	98	130	181	157	183	137	175	161	125	145	N/A
2014/15	76	120	126	103	134	181	180	182	152	145	130	116	N/A
2015/16	87	89	140	122	95	130	219	168	181	117	121	122	N/A

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A
2013/14	547	662	624	533	502	444	396	345	298	246	199	179	N/A
2014/15	571	684	746	694	574	532	435	442	371	314	233	190	N/A
2015/16	633	803	816	814	750	604	495	471	497	384	309	227	N/A

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A
2013/14	45	200	508	648	700	751	710	709	589	482	320	204	N/A
2014/15	77	207	515	807	853	811	847	797	736	552	418	291	N/A
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381	N/A

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A
2013/14	12	18	23	25	16	21	32	37	43	46	33	44	N/A
2014/15	12	16	21	23	26	16	18	33	47	46	38	34	N/A
2015/16	18	15	15	17	25	26	18	21	36	47	38	34	N/A

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A
2013/14	4	5	3	5	7	4	12	12	19	18	20	19	N/A
2014/15	6	5	5	3	5	7	3	14	13	24	19	20	N/A
2015/16	7	8	6	5	3	5	8	3	16	13	23	19	N/A

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A
2013/14	38	36	43	44	51	52	60	68	55	76	58	83	N/A
2014/15	44	46	38	46	44	56	57	69	71	63	69	54	N/A
2015/16	36	49	59	46	44	45	63	58	72	74	59	68	N/A

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A
2013/14	36	815	447	271	178	130	65	41	40	19	18	24	N/A
2014/15	17	916	440	261	146	112	70	48	47	23	29	23	N/A
2015/16	31	772	585	361	209	141	107	36	51	49	31	26	N/A

Note: 1. Figures as at September of the respective school years.
2. N/A: Not applicable

- End -

CONTROLLING OFFICER'S REPLY**EDB512****(Question Serial No. 6419)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

How many students in DSS schools have asked for testing accommodations at P3, P6, S3, for TSA?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 168)Reply:

Students with special educational needs (SEN) are provided with facilitation measures in the Territory-wide System Assessment (TSA) according to their needs as requested by schools, irrespective of the school types. The relevant number of students with SEN is set out in the following table:

	School Year				
	2010/11	2011/12	2012/13	2013/14	2014/15
Primary 3					
No. of students with SEN participated in TSA	4 061	4 203	4 285	4 984	4 920
Primary 6					
No. of students with SEN participated in TSA	3 180	365	3 758	329	3 902
Secondary 3					
No. of students with SEN participated in TSA	1 768	1 863	2 227	2 385	2 676

- End -

CONTROLLING OFFICER'S REPLY

EDB513

(Question Serial No. 6420)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

How many SEN qualified teachers are in DSS schools? How many SEN qualified teachers are also qualified to teach in English?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 169)

Reply:

Teachers of Direct Subsidy Scheme (DSS) schools are provided with relevant training on par with the teachers in the public sector schools and they can enroll on the Basic, Advanced and Thematic Courses to enhance their professional capacity in catering for students with special educational needs (SEN). We do not collect training information on teachers in DSS schools and thus are unable to provide the information as required.

- End -

CONTROLLING OFFICER'S REPLY

EDB514

(Question Serial No. 6421)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The EDB has stated that they do not know how many are on the waiting list at ESF mainstream learning support and Jockey Club Sarah Roe School. However, the government still provides \$28.3 million in subvention. And, ESF administrators have stated that they regularly report waiting list numbers to the EDB. Can the EDB clarify this?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 170)

Reply:

The review of the subvention arrangement for the English Schools Foundation (ESF) was completed in mid-2013. As reported to the Legislative Council Panel on Education in July 2013, the recurrent subvention for ESF's mainstream primary and secondary schools of \$249.7 million will be maintained for three years from the 2013/14 to 2015/16 school years. Starting from the 2016/17 school year, the annual recurrent subvention will be phased out within 13 years at an average amount of \$19.2 million per year until the 2028/29 school year. The existing recurrent subvention of \$28.3 million a year for students with special education needs (SEN) in ESF's mainstream schools as well as its special school will be excluded from the phasing out arrangement and frozen at the current level pending further review. The subvention of \$28.3 million a year covers part of the administrative expenditure and manpower in the Learning Support Centres set up in ESF mainstream schools, its special school, and other SEN support services. We have been monitoring ESF's use of the subvention by considering the audited accounts, budget and tuition fee revision proposals submitted by the ESF every year. We would seek clarifications or further information from ESF, and ask ESF to explain its financial position if and when necessary.

While we have asked ESF and other private international schools to provide, on a voluntary basis, the aggregate numbers of applicants with SEN placed in their waiting lists under the annual student enrolment survey, we are mindful that the same applicant may be placed in the waiting list of multiple schools at the same time, and students who are admitted to a school may continue to stay on the waiting list of other schools. The number also changes from time to time. We therefore do not have the actual number of applicants waiting for places with SEN support in ESF schools and other private international schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB515

(Question Serial No. 6422)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The EDB has provided "Details of newly developed or expanded international schools (From 2010/11 to 2014/15 school years)", including number of places added in primary and secondary schools. How many SEN supported places have been added? What are the terms of the service agreement with international schools with regards to SEN support promised?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 171)

Reply:

All vacant school premises and greenfield sites for international school development are allocated through an open and competitive school allocation exercise (SAE) in accordance with prevailing practice. Support to students including students with special educational needs (SEN) has all along been a major consideration under the marking scheme for assessing applications received under SAE for international school development. Favourable consideration will be given to applications which propose appropriate measures to support students with SEN. Under the Service Agreement entered with the Education Bureau, the successful applicants are required to operate the school according to the school proposal submitted, including the proposed support measures for students with SEN. In the last SAE completed in 2015, all of the five successful applicants have included support measures for students with SEN in their school proposals, such as measures to facilitate identification of SEN of students, as well as different approaches to facilitate learning of students with SEN. Some have also specified that they would set aside manpower/resources to specifically cater for the needs of these students.

The number of students with SEN in ESF schools and other private international schools from 2011/12 to 2015/16 school years is at the **Annex**. We understand that most of the international schools do not designate a specific number of places for students with SEN and we do not have readily available information in this respect.

Number of students with special educational needs (SEN) in English Schools Foundation (ESF) schools and other private international schools from the 2011/12 to 2015/16 School Years

School Year	ESF		International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
2011/12	143	202	128	86	271	288
2012/13	141	232	190	97	331	329
2013/14	139	239	262	88	401	327
2014/15	136	256	329	163	465	419
2015/16	230*	435*	385	175	615	610

* ESF has its own system in classifying students with SEN according to the level of teaching and learning adjustments required, and offer three broad options, viz. mainstream classes, learning support centres and special school, to cater for the needs of these students. ESF has advised that they have standardised their practice by requiring all ESF schools to include in their returns to the student enrolment survey for 2015/16 not only students with SEN at learning support centres in mainstream schools and the special school, but also some in mainstream classes who require minimum teaching and learning adjustments, which lead to the increase in the number of students with SEN for 2015/16.

Notes : (1) Figures refer to the position as at September of the respective years.

(2) The figures are based on the returns of ESF and other private international schools to the Annual Enrolment Survey conducted by the Education Bureau. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

- End -

CONTROLLING OFFICER'S REPLY**EDB516****(Question Serial No. 6423)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The government has reported "No. of students with SEN participated in TSA*". Why is the number of students with SEN reported taking the TSA is greater than total number of SEN students for that grade? For example, for 2013/14, for Primary 3, 4984 students were reported as SEN students participating in TSA. However, in the chart listing all SEN students, in P3, there was a total of 3697 SEN students (combined 8 diagnosis).

Also, why are the number of students with SEN taking the tests declining? There are only 329 P6 students with SEN taking the TSA and 2385 S3 students with SEN taking the TSA. More importantly, the % of SEN students as a proportion of all students taking the TSA is declining between P3 (approx 10%) to P6 (approx 8%) to S3 (approx 4%). Why are fewer SEN students participating in the TSA as they progress in grade?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 172)

Reply:

In compiling statistics of students with special education needs (SEN) in public sector mainstream primary schools, the Education Bureau (EDB) has counted those who have been assessed by specialists as having any of the following SEN types: specific learning difficulties, intellectual disability, autism spectrum disorders, attention deficit/hyperactivity disorder, physical disability, visual impairment, hearing impairment and speech and language impairment.

In the context of Territory-wide System Assessment (TSA), students with SEN reported taking the assessment refer to those who have been provided with facilitation measures according to their needs as requested by schools, such as allowing students to take assessments separately, extending assessment duration, providing auxiliary facilities and equipment, Braille scripts and enlarged scripts, etc.

Since 2012, P6 TSA is implemented every odd-number years. In even-number years, schools will participate in TSA on a voluntary basis. Hence, there will be fluctuation in number of students taking P6 TSA between years. In addition, as the facilitation measures are based on requests made by schools, relevant figures of students with SEN between different levels should not be used for direct comparison.

- End -

CONTROLLING OFFICER'S REPLY**EDB517****(Question Serial No. 6424)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the number of NCS SEN students in mainstream and public special schools over the past 5 years?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 173)

Reply:

The number of non-Chinese speaking (NCS) students with special educational needs (SEN) in public sector mainstream schools and special schools in the past five school years is as follows:

School Year	Number of NCS Students with SEN	
	Mainstream Schools	Special Schools
2011/12	236	191
2012/13	282	207
2013/14	337	254
2014/15	349	306
2015/16	462	363

Notes:

- Figures above denote the position as at September of the respective school years.
- Figures cover those students whose home language is known to EDB and is NOT Chinese regardless of their ethnicity.

- End -

CONTROLLING OFFICER'S REPLY**EDB518****(Question Serial No. 6425)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

What is the number of NCS SEN students participating in the TSA over the past 5 years?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 174)

Reply:

The number of students with special educational needs (SEN) and non-Chinese speaking (NCS) students participating in the Territory-wide System Assessment (TSA) over the past 5 years is listed in the table below:

	School Year				
	2010/11	2011/12	2012/13	2013/14	2014/15
Primary 3					
No. of students with SEN participated in TSA*	4 061	4 203	4 285	4 984	4 920
No. of NCS students participated in the Chinese assessment*	873	921	913	982	1 395
Primary 6					
No. of students with SEN participated in TSA*	3 180	365	3 758	329	3 902
No. of NCS students participated in the Chinese assessment*	816	80	826	91	1 341
Secondary 3					
No. of students with SEN participated in TSA*	1 768	1 863	2 227	2 385	2 676
No. of NCS students participated in the Chinese assessment*	327	352	410	430	1 400

* These students with SEN and NCS students were those provided with facilitation measures according to their needs as requested by schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB519****(Question Serial No. 6426)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Since Learning Support Grants are paid to schools based on Tier 2 and Tier 3 level of the SEN student (as well as top up), then for the past five years, how much learning support grant was paid for Tier 2 level SEN student and how much at the Tier 3 level SEN student (excluding top up)?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 175)

Reply:

To help schools cater for their students with special educational needs (SEN), the Education Bureau (EDB) has been providing schools with additional resources including the Learning Support Grant (LSG), professional support and teacher training on top of the regular subvention and encourages schools to adopt the Whole School Approach to support the students with SEN through a 3-Tier Intervention Model, taking into account their support needs.

To further enhance the support for students with SEN, EDB has raised the ceiling of LSG from \$1 million to \$1.5 million per school per annum from the 2013/14 school year. The grant rates of LSG have also been increased by 30% in the 2014/15 school year. From the 2015/16 school year onwards, the grant rates and the ceiling of LSG for each school year will continue to be adjusted annually according to the change in the Composite Consumer Price Index. The expenditure on LSG for the past five years is as follows:

School year	2011/12	2012/13	2013/14	2014/15	2015/16 (revised estimate)
Expenditure on LSG (\$ million)	265.9	293.4	330.9	450.1	500.0

Although LSG is calculated on the basis of the number of students with SEN admitted and the tier of support the students require (with a basic provision for the first one to six student(s) requiring tier-3 support), schools should pool and deploy LSG and other school resources flexibly and holistically for employing additional teachers, teaching assistants, or hiring professional services, etc. to render appropriate support services for students with SEN based on their needs. Hence, providing the information on LSG paid for the students requiring tier-2 and tier-3 support (excluding the basic provision) is not meaningful and can be misleading.

- End -

CONTROLLING OFFICER'S REPLY**EDB520****(Question Serial No. 6739)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide details of the various vacant school premises which have currently been returned to the Government, including their addresses, floor areas, the types of educational institutions to which the original users belonged, the numbers of classrooms and facilities available therein, the duration for which they have been left vacant, their current situations, as well as the finalised uses of the school premises or the sites on which such school premises are located.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 325)

Reply:

It has all along been the Education Bureau's (EDB) policy objective to put vacant school premises (VSP) into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will consider factors including the size, location, physical conditions etc. of the relevant premises with a view to assessing the VSP's suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. In addition, EDB will also take into account factors like the demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district, the need for decanting premises for in-situ redevelopment or extension of existing schools, and the need to provide diversity in the school system etc., with a view to meeting various educational needs in the territory and supporting relevant policy initiatives.

While EDB is allowed to retain VSP for school uses, for premises which are proposed to be used for educational uses other than school uses, EDB needs to put forward its proposed use with justification to the Planning Department (PlanD) for assessment and may need to compete with other government departments on use of such VSP. Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism.

As stated in the Report No. 65 of the Director of Audit (Audit Report) on the use and disposal of VSP, at 30 April 2015, there were records of 234 VSP in EDB's database. Among these 234 VSP, 106 ex-school premises were under EDB with 29 not being used, 101 ex-school premises were returned to the central clearing house and 27 have been or were going to be demolished for housing or other developments. EDB had subsequently referred four VSP under EDB (out of the above-mentioned 106 ex-school premises) to PlanD under the central clearing house mechanism. In other words, as at end-December 2015, among these 234 VSP, EDB has referred a total of 105 VSP to PlanD. Information on these 105 VSP is set out in the table below:

No.	District	Year in which the school ceased operation	Site Area ((rounded to the nearest hundred m²) (Note)	School Facilities (No. of classroom (CR) and special room (SR))
1	Islands	1996/97	500	CR : 2
2	Islands	2002/03	100	CR : 1
3	Islands	2004/05	600	CR : 1
4	Islands	2005/06	700	CR : 2
5	Islands	2007/08	7 000	CR : 23 SR : 11
6	North	Early 1990s	13 000	No information
7	North	1996/97	2 000	CR : 6
8	North	2005/06	6 000	CR : 10
9	North	2005/06	2 200	CR : 4
10	North	2005/06	5 900	CR : 7 SR : 1
11	North	2005/06	2 900	CR : 6
12	North	2005/06	1 500	CR : 6
13	North	2006/07	2 500	CR : 6
14	North	2006/07	13 600	CR : 6
15	Sai Kung	1995/96	3 600	CR : 9
16	Sai Kung	2004/05	1 900	CR : 2
17	Sha Tin	1979/80	100	No information
18	Sha Tin	1997/98	800	CR : 6
19	Tuen Mun	2014/15	4 300	CR : 10 SR : 14
20	Tai Po	1999/00	900	CR : 3
21	Tai Po	1999/00	1 700	CR : 3
22	Tai Po	2003/04	1 500	CR : 3
23	Tai Po	1998/99	2 200	CR : 6
24	Tai Po	2014/15	5 200	CR : 24 SR : 12
25	Tsuen Wan	1988/89	800	No information

No.	District	Year in which the school ceased operation	Site Area ((rounded to the nearest hundred m²) (Note)	School Facilities (No. of classroom (CR) and special room (SR))
26	Tsuen Wan	1988/89	3 200	CR : 3
27	Tsuen Wan	2007/08	8 000	CR : 8 SR : 4
28	Yuen Long	1990/91	1 800	CR : 8
29	Yuen Long	1995/96	300	CR : 5
30	Yuen Long	1996/97	2 700	CR : 7
31	Yuen Long	1997/98	1 000	CR : 2
32	Yuen Long	1997/98	7 800	CR : 12
33	Yuen Long	2004/05	1 900	CR : 4
34	Yuen Long	2005/06	1 600	CR : 3
35	Yuen Long	2005/06	1 200	CR : 7
36	Yuen Long	2006/07	1 000	CR : 5
37	Yuen Long	2006/07	3 600	CR : 10 SR : 1
38	Yuen Long	2006/07	2 100	CR : 6 SR : 2
39	Yuen Long	2006/07	400	CR : 6 SR : 1
40	Yuen Long	2007/08	3 100	CR : 7 SR : 2
41	Yau Tsim Mong	2012/13	1 600	CR : 8 SR : 1
42	North	2005/06	7 600	CR : 9
43	North	2006/07	900	CR : 5
44	North	2006/07	16 100	CR : 8 SR : 2
45	North	2008/09	6 900	CR : 6 SR : 1
46	Tuen Mun	2005/06	1 900	CR : 6
47	Tuen Mun	2006/07	4 500	CR : 8 SR : 1

No.	District	Year in which the school ceased operation	Site Area ((rounded to the nearest hundred m²) (Note)	School Facilities (No. of classroom (CR) and special room (SR))
48	Tai Po	1996/97	3 500	No information
49	Tai Po	1996/97	1 100	CR : 1
50	Islands	1999/00	3 000	CR : 6
51	Islands	2002/03	300	CR : 1
52	North	2006/07	2 900	CR : 9
53	Southern	2001/02	1 400	CR : 7
54	Tai Po	2006/07	1 600	CR : 3
55	Tai Po	2006/07	4 600	CR : 6 SR : 1
56	Tsuen Wan	2003/04	100	CR : 3
57	Yuen Long	2005/06	400	CR : 3
58	Yuen Long	2008/09	3 300	CR : 8 SR : 5
59	Yuen Long	2008/09	1 500	CR : 6 SR : 1
60	Islands	2003/04	200	CR : 5
61	Sha Tin	2010/11	3 900 #	CR : 24 SR : 7
62	Tuen Mun	2008/09	6 800	CR : 26 SR : 5
63	Tai Po	2010/11	3 100	CR : 29 SR : 7
64	Kwun Tong	2008/09	400	CR : 6
65	Kwai Tsing	2006/07	5 200	CR : 22 SR : 3
66	Kwai Tsing	2008/09	2 400	CR : 23 SR : 6
67	Sai Kung	2007/08	3 900	CR : 12 SR : 6
68	Southern	2004/05	600 #	CR : 3
69	Sham Shui Po	2010/11	2 800	CR : 10 SR : 4

No.	District	Year in which the school ceased operation	Site Area ((rounded to the nearest hundred m²) (Note)	School Facilities (No. of classroom (CR) and special room (SR))
70	Sha Tin	2009/10	6 100	CR : 23 SR : 11
71	Tai Po	2007/08	400	CR : 9 SR : 6
72	Islands	2003/04	500	CR : 5
73	Islands	2006/07	1 800 (Northern Part) 1 700 (Southern Part)	CR : 5 SR : 1
74	North	2001/02	5 800	CR : 4
75	North	2001/02	500	CR : 3
76	North	2004/05	2 600	CR : 3
77	North	2005/06	800	CR : 7
78	North	2006/07	1 700	CR : 7 SR : 1
79	North	2006/07	4 100	CR : 8 SR : 2
80	North	2007/08	7 800	CR : 12 SR : 2
81	Sai Kung	1997/98	200	CR : 2
82	Tuen Mun	2006/07	2 400	CR : 9 SR : 2
83	Tuen Mun	2006/07	3 200	CR : 5 SR : 4
84	Tai Po	1995/96	2 700	CR : 7
85	Tai Po	2004/05	1 700	CR : 4
86	Tai Po	2004/05	1 400	CR : 5
87	Wong Tai Sin	2008/09	2 000	CR : 11 SR : 3
88	Yuen Long	1993/94	1 300	CR : 3
89	Yuen Long	1998/99	1 800	CR : 6

No.	District	Year in which the school ceased operation	Site Area ((rounded to the nearest hundred m ²) (Note)	School Facilities (No. of classroom (CR) and special room (SR))
90	Yuen Long	2002/03	1 900	CR : 4 SR : 1
91	Yuen Long	2006/07	6 300	CR : 7 SR : 4
92	Yuen Long	2006/07	3 100	CR : 5 SR : 3
93	Yuen Long	2006/07	1 500	CR : 6
94	Yuen Long	2007/08	2 000	CR : 4 SR : 3
95	Yuen Long	2007/08	3 800	CR : 7 SR : 5
96	Islands	2009/10	900	CR : 7 SR : 2
97	Tai Po	2004/05	1 300	CR : 6
98	Tai Po	2006/07	3 100	CR : 7 SR : 2
99	Tai Po	2006/07	1 800	CR : 6 SR : 1
100	Yuen Long	2005/06	1 100	CR : 6
101	Yuen Long	2006/07	400	CR : 5 SR : 1
102	Central and Western	2005/06	300	CR : 13 SR : 4
103	Southern	2004/05	2 300	CR : 4
104	Wan Chai	2008/09	2 700	CR : 15 SR : 9
105	Yuen Long	2004/05	5 800	No information

Note : The site area is only a rough estimate provided by PlanD, Lands Department and Housing Department. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the table above

EDB does not have information on the current situation and eventual uses of the VSP that have been referred to PlanD under the central clearing house mechanism.

- End -

CONTROLLING OFFICER'S REPLY

EDB521

(Question Serial No. 6759)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (001) Salaries
Programme: (1) Director of Bureau's Office
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please list the monthly salaries, allowances and other expenses of Mr Eddie NG Hak-kim, the Secretary for Education, in the past 5 years, as well as the amount of his monthly pension and the total amount of his pension after retirement.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 352)

Reply:

The monthly salary in respect of the position of Secretary for Education (SED) was \$282,080 from July 2012 to January 2015 and is \$298,115 with effect from February 2015. No expenditure has been incurred for regularly-paid allowances, job-related allowances and non-accountable allowances for SED. According to the remuneration package for politically appointed officials (PAOs) serving in the fourth-term HKSAR Government, SED and all other PAOs are not entitled to any pension benefits other than the Mandatory Provident Fund contribution by the Government.

- End -

CONTROLLING OFFICER'S REPLY

EDB522

(Question Serial No. 6791)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Will the government inform this Council of the list of Chinese language programmes partially or fully funded by the government currently run for non-Chinese speaking students or school leavers, and for each programme, the amount of the funding, the name of the organization running the programmes, the specific target group of the programme (if any), and whether the programme is pegged at any levels of the Qualifications Framework.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 415)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” in primary and secondary schools and the creation of an inclusive learning environment in schools. Among the various support measures, Chinese language programmes for NCS students, funded by EDB and/or different Funds, are offered in collaboration with tertiary institutions and/or non-governmental organisations as appropriate to complement the support offered by schools. Estimated expenditure for the major Chinese language programmes concerned in the 2015/16 school year is tabulated at Annex.

**Chinese language programmes for non-Chinese speaking (NCS) students
offered in collaboration with tertiary institutions and non-governmental organisations
in the 2015/16 school year**

Programme	Organisation commissioned to organise the programme	Target participants	Estimated expenditure in the 2015/16 school year (\$ million)
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in learning the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers and workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students' learning of Chinese	The University of Hong Kong	NCS students in primary and secondary schools	3.7
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	NCS children aged 3 to 9	2.58
Vocational Chinese Language Courses for NCS School Leavers, pegged at Level 1 or 2 of the Qualification Framework with a view to enhancing the employability of NCS school leavers to be launched in mid-2016 or earlier	(a) Vocational Training Council (b) School of Continuing and Professional Education, City University of Hong Kong	NCS school leavers	1.49

Note:

In parallel, eligible schools admitting NCS students are provided with additional recurrent funding to support the learning of the Chinese language of NCS students. With the additional funding and schools' deployment of resources, it is not uncommon for schools to offer Chinese language programmes in collaboration with tertiary institutions and/or non-governmental organisations. The relevant expenses are subsumed under the overall expenditure of the schools and a breakdown of expenditure in this regard is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB523

(Question Serial No. 6792)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education
(3) Secondary Education
(5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

1. the number of ethnic minority students with special educational needs in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school year 2015/16 disaggregated by ethnicity; and
2. the number of non-Chinese speaking students with special educational needs in each of the grade level from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school year 2015/16 disaggregated by ethnicity.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 416)

Reply:

(1) and (2)

At pre-primary levels, support services for children with special educational need (SEN) are provided by the Social Welfare Department. The Education Bureau does not maintain the related data. The number of non-Chinese speaking (NCS) ethnic minority (EM) students with SEN and the number of NCS students with SEN disaggregated by grade level and by ethnicity in public sector mainstream schools and disaggregated by ethnicity in special schools in the 2015/16 school year are set out at Appendix 1 and Appendix 2 respectively. It is a common practice for special schools to adopt flexible grouping across grade levels and individual education plans to cater for the SEN of the students. Presenting the number of students according to grade levels cannot reflect the actual operation of special schools. We do not collect relevant data from Direct Subsidy Scheme schools.

**Number of non-Chinese speaking (NCS) ethnic minority (EM) students with special educational needs (SEN)
in special schools by ethnicity and number of NCS EM students with SEN in public sector mainstream schools by ethnicity and by grade level
in the 2015/16 school year**

Ethnicity	Number of NCS EM Students with SEN												
	Special Schools	Mainstream Primary Schools						Mainstream Secondary Schools					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	8			2	1	1	2	1					
Filipino	57	4	6	4	8	3	9	1	4	2	3	2	1
Indian	32	2		3	4	5	1		2	2	2	1	2
Pakistani	127	4	11	24	30	26	20	22	10	14	15	12	8
Nepalese	48	3	13	7	6	4	4	1	1	3	1	1	
Japanese	12			2						1			
Thai	10		1	3	4	4	2	4		1	1		1
Korean	3		1				1						
Other Asian	7					1	1			1			
White	12	1	2	3	5	1	4	1	2	1	1		
Others	22	0	3	2	5	6	4	7	1	2	1	1	1

Notes:

1. Figures refer to the position as at September of the 2015/16 school year.
2. Students whose spoken language at home is not Chinese are broadly categorized as NCS students. Figures above do not include students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Figures do not cover students from Direct Subsidy Scheme schools.

**Number of non-Chinese speaking (NCS) students with special educational needs (SEN) in special schools by ethnicity
and number of NCS students with SEN in public sector mainstream schools by ethnicity and by grade level
in the 2015/16 school year**

Ethnicity	Number of NCS Students with SEN												
	Special Schools	Mainstream Primary Schools						Mainstream Secondary Schools					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	8			2	1	1	2	1					
Filipino	57	4	6	4	8	3	9	1	4	2	3	2	1
Indian	32	2		3	4	5	1		2	2	2	1	2
Pakistani	127	4	11	24	30	26	20	22	10	14	15	12	8
Nepalese	48	3	13	7	6	4	4	1	1	3	1	1	
Japanese	12			2						1			
Thai	10		1	3	4	4	2	4		1	1		1
Korean	3		1				1						
Other Asian	7					1	1			1			
White	12	1	2	3	5	1	4	1	2	1	1		
Others	47	1	6	11	13	17	13	14	6	4	5	3	1

Notes:

1. Figures refer to the position as at September of the 2015/16 school year.
2. Students whose spoken language at home is not Chinese are broadly categorized as NCS students. Figures above include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
3. Figures do not cover students from Direct Subsidy Scheme schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB524****(Question Serial No. 6793)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau is allocating funding to primary and secondary schools according to the number of non-Chinese speaking students they admit. In this connection, will the government:

1. tabulate the number of primary and secondary schools admitting 0, 1 to 9, 10 to 25, 26 to 50, 51 to 75, 76 to 90 and more than 90 non-Chinese speaking students in 2015/16 respectively;

	Number of primary schools admitting such a number of non-Chinese speaking students	Names of these primary schools admitting such a number of non-Chinese speaking students	Number of secondary schools admitting such a number of non-Chinese speaking students	Names of these secondary schools admitting such a number of non-Chinese speaking students
0				
1-9				
10-25				
26-50				
51-75				
76-90				
More than 90				

2. tabulate the number of primary and secondary schools admitting 0, 1 to 9, 10 to 25, 26 to 50, 51 to 75, 76 to 90 and more than 90 ethnic minority students in 2015/16 respectively;

	Number of primary schools admitting such a number of ethnic minority students	Names of these primary schools admitting such a number of ethnic minority students	Number of secondary schools admitting such a number of ethnic minority students	Names of these secondary schools admitting such a number of ethnic minority students
0				
1-9				
10-25				
26-50				
51-75				
76-90				
More than 90				

3. tabulate the number of primary and secondary schools where non-Chinese speaking students account for 0%, 1% to 31%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population in 2015/16;

	Number of primary schools where non-Chinese speaking students account for this percentage of the student population	Names of primary schools where non-Chinese speaking students account for this percentage of the student population	Number of secondary schools where non-Chinese speaking students account for this percentage of the student population	Names of secondary schools where non-Chinese speaking students account for this percentage of the student population
0%				
1% to 31%				
31% to 50%				
51% to 70%				
71% to 90%				
More than 90%				

4. tabulate the number of primary and secondary schools where ethnic minority students account for 0%, 1% to 31%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population in 2015/16;

	Number of primary schools where ethnic minority students account for this percentage of the student population	Names of primary schools where ethnic minority students account for this percentage of the student population	Number of secondary schools where ethnic minority students account for this percentage of the student population	Names of secondary schools where ethnic minority students account for this percentage of the student population
0%				
1% to 31%				
31% to 50%				
51% to 70%				
71% to 90%				
More than 90%				

5. if the government refuses to provide the data above, inform the Council of how it and the public can monitor whether there is *de facto* racial segregation in the education system; and
6. given that the Education Bureau said it is committed to facilitating the integration of NCS students and providing education-related information to NCS parents and students, inform the Council how parents can obtain the data above; and if parents have no way to find out which schools have a high proportion of ethnic minority students, whether the Education Bureau can still claim that any high concentration of ethnic minority students in certain schools is a result of parental choice.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 417)

Reply:

- (1) to (4) For planning of education support measures, whether students whose spoken language at home is Chinese, rather than their ethnicity, is our concern. According to the information collected through the annual Student Enrolment Survey, the number of schools with non-Chinese speaking (NCS) students, notably ethnic minority (EM) students, ranging from “0”, “1 to 9”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or above”, and the percentage of NCS students among all students of these schools in the 2015/16 school year are tabulated at Annex A. It is the established practice

that we do not disclose the name and situation of individual schools so as to avoid unnecessary misconception and possible labelling on individual schools.

- (5) We note the concern about the percentage of NCS students in individual schools with regard to the provision of an immersed Chinese language environment in schools to facilitate their learning of the Chinese language. After thorough deliberation, stakeholders generally considered it necessary to take into account the worries and views of some NCS students and parents about school choice as well as concerns of schools. On balancing the views of different stakeholders, the Education Bureau (EDB) revised, in the 2013/14 school year, the mode of support to schools admitting NCS students by abolishing the so-called “designated schools” system. Starting from the 2014/15 school year, EDB has allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools and the creation of an inclusive learning environment in schools.

Besides, to enable NCS students studying in schools with a relatively high concentration of NCS students to learn together with Chinese-speaking students, we have been actively encouraging the schools concerned to form learning circles for Chinese learning activities (such as buddy reading programmes) in collaboration with schools admitting a larger number of Chinese-speaking students, and/or launch programmes for promoting awareness of cultural diversity (for example, engaging NCS students in community services) with a view to exposing NCS students to more Chinese through learning activities outside school and interaction with their Chinese-speaking peers. In addition to the implementation of the “Learning Framework”, schools receiving the additional funding are also required to make optimal use of the funding to create an inclusive learning environment in schools. The schools concerned have generally deployed about 10% of the additional funding provided for appointment of EM assistants and/or procurement of translation services to strengthen communication with NCS parents and organise multi-cultural activities. Regarding individual schools which have admitted more NCS students, some have, in collaboration with the tertiary institution, set up the Chinese Language Learning Support Centre in their schools to strengthen the support to the students concerned. They have also actively engaged their NCS students in community activities with a view to enhancing their interaction with their Chinese-speaking peers and broadening their exposure to Chinese.

- (6) EDB is committed to encouraging and supporting NCS students’ integration into the community, facilitating their adaptation to the local education system and mastery of the Chinese language. All relevant information is published in English and Chinese and there is a designated webpage on the education services for NCS students. The information or publications published with translation into major EM languages provided to NCS parents and students are tabulated at [Annex B](#). In tandem, EDB has been promoting parent education emphasising that parents (including NCS parents) should take into account the aspirations and needs of their children when making school choices, and encouraging NCS parents to consider schools which can provide more immersed Chinese language learning environment for the NCS students. EDB has, starting from the 2015/16 school year, distributed the English version of the School Profiles to each NCS student to help NCS parents grasp the basic information of all public sector schools. EDB will continue to encourage schools to keep on enriching the contents of the English School Profiles and school websites. Besides, dedicated briefing sessions with simultaneous interpretation services will continue to be organised for NCS parents. EDB has also been encouraging schools to organise parents’ visits to schools on a school / district basis for parents (including NCS parents) to get to know more about the schools before making school choices.

Number of schools with non-Chinese speaking (NCS) students ranging from “0”, “1 to 9”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or above”, and the percentage of NCS students among all students of such schools in the 2015/16 school year

2015/16 school year	Number of NCS students						
	0	1 to 9	10 to 25	26 to 50	51 to 75	76 to 90	91 or above
Primary schools							
Number of schools	146	217	57	21	6	2	26
Percentage of NCS students among all students of the schools	0%	0.1% - 6.1%	1.1% - 29.2%	3.6% - 31.8%	8.9% - 54.9%	19.8% - 21.5%	17.1% - 98.8%
Secondary schools							
Number of schools	175	193	41	12	8	0	25
Percentage of NCS students among all students of the schools	0%	0.1% - 1.9%	1.0% - 7.1%	2.6% - 9.4%	4.5% - 23.4%	-	15.9% - 98.9%

Notes:

- Figures refer to the position as at September 2015.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- The data cover NCS students in public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum. Figures do not include students in special schools.

Information or publications published by EDB as mentioned in part (6)	Language versions		
	Chinese (Yes/No)	English (Yes/No)	Others (please specify)
Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong	Yes	Yes	Hindi, Bahasa Indonesia, Urdu, Thai, Nepali
Education Support Measures for Non-Chinese Speaking Students	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Helping Your Children of Kindergarten Age – Parental Booklet	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Pre-primary Education Voucher Scheme	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Household Application for Student Financial Assistance Schemes	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	No	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Tips for Parents of Non-Chinese Speaking Students (Primary)	No	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Primary One Admission – Notes on How to Complete the “Application Form for Admission to Primary One”	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Information Note on Primary One Admission System Specifically for Non-Chinese Speaking Students	No	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Primary One Admission – Notes to Parents on Central Allocation	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the Form of Frequently Asked Questions	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 1 Discretionary Places	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes for Parents on Central Allocation	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

- End -

CONTROLLING OFFICER'S REPLY

EDB525

(Question Serial No. 6794)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- (1) whether all official information of the Education Bureau is available in both Chinese and English, our official languages;
- (2) the number of English-language parent briefing sessions conducted on the Primary One Allocation and Secondary School Places Allocation systems; the districts in which they were conducted; and the number of parents who have attended these sessions in 2012/13, 2013/14, 2014/15 and 2015/16 respectively;
- (3) the number of dedicated briefing sessions conducted with simultaneous interpretation services for NCS parents on the Primary One Allocation and Secondary School Places Allocation systems; the districts in which they were conducted; and the number of parents who have attended these sessions in the 2012/13, 2013/14, 2014/15 and 2015/16 respectively;
- (4) the list of information disseminated or publications published by the Education Bureau, including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choice, that are only available in Chinese but not English;
- (5) the list of information disseminated or publications published by the Education Bureau, including its school directories and reports on schools' qualities, particularly those that inform parents and students of their school choice, that are available in both printed and web versions in Chinese but only available in web versions in English;
- (6) the list of information disseminated or publications published by the Education Bureau, including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choice, that are available in languages other than Chinese and English, and what languages they are available in; and
- (7) if some information about schools and the education system given by the Education Bureau is available in Chinese only, how non-Chinese speaking parents can make an informed school choice for their children and whether the Education Bureau can still claim that any high concentration of ethnic minority students in certain schools is a result of parental choice.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 418)

Reply:

- (1) In general, official information of the Education Bureau (EDB) published on the Bureau's website would be made available in both Chinese and English for general reference by the public where appropriate.
- (2)&(3) To facilitate participation of non-Chinese speaking (NCS) students and parents in the Primary One Admission (POA) system and the Secondary School Places Allocation (SSPA) system, dedicated briefing sessions in English with simultaneous interpretation services are organised annually in two modes, i.e. briefing sessions open to all NCS parents and briefing sessions for NCS parents in individual kindergartens or primary schools upon their requests. A total of 9 sessions on POA which were open to all NCS parents were organised in each of the school years from 2012/13 to 2015/16 in Wan Chai, Kwun Tong and Kowloon City, which are easily accessible to parents. The number of participating parents in the briefing sessions was 248, 333, 316 and 311 in the 2012/13, 2013/14, 2014/15 and 2015/16 school years respectively. As regards SSPA, in the light that it is not uncommon for primary schools to offer counselling on admission to Secondary 1 specifically on school choices to Primary 6 students and parents, one briefing session open to all NCS parents was organised in Sham Shui Po in each of the school years from 2012/13 to 2015/16. The number of participating parents was 49, 70, 66 and 73 in the 2012/13, 2013/14, 2014/15 and 2015/16 school years respectively. We have not kept a separate record of the briefing sessions organised on request of individual kindergartens or primary schools, which may vary over the years and are therefore unable to provide the related number.
- (4)&(5) All information related to school choices is available in both Chinese and English on the Bureau's website. Relevant information is also published in other language versions where applicable to facilitate the reference by NCS communities.
- (6) EDB is committed to encouraging and supporting NCS students' integration into the community, facilitating their adaptation to the local education system and mastery of the Chinese language. All relevant information is published in English and Chinese and there is a designated webpage on the education services for NCS students. We also provide NCS parents and students with the list of information or publications published in both Chinese and English with translation into major ethnic minority languages as tabulated at Annex.
- (7) As elucidated in (6) above, information about the education system and schools published by EDB is not in Chinese only. EDB has been promoting parent education highlighting that parents (including NCS parents) should take into account the aspirations and needs of their children when making school choices, and encouraging NCS parents to consider schools which can provide more immersed Chinese language learning environment for NCS students. Dedicated briefing sessions with simultaneous interpretation services will continue to be organised for NCS parents. In tandem, EDB has been encouraging schools to organise parents' school visits on a school / district basis to enable parents (including NCS parents) to get to know more about the schools before making school choices.

Information or publications published by EDB as mentioned in part (6)	Language versions besides English and Chinese
Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong	Hindi, Bahasa Indonesia, Urdu, Thai, Nepali
Education Support Measures for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Helping Your Children of Kindergarten Age – Parental Booklet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Pre-primary Education Voucher Scheme	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Household Application for Student Financial Assistance Schemes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Tips for Parents of Non-Chinese Speaking Students (Primary)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Primary One Admission – Notes on How to Complete the “Application Form for Admission to Primary One”	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Information Note on Primary One Admission System Specifically for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes Specifically for Non-Chinese Speaking Students in the Form of Frequently Asked Questions	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes for Parents on Application for Secondary One Discretionary Places	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Secondary School Places Allocation System – Notes for Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

- End -

CONTROLLING OFFICER'S REPLY**EDB526****(Question Serial No. 6795)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau is allocating funding to primary and secondary schools according to the number of non-Chinese speaking (NCS) students they admit. In this connection, will the government inform this Council:

1. for the purpose of funding purpose, how the Education Bureau determines whether a student is an NCS student; and
2. whether the Education Bureau determines if a student is an NCS student during the Primary One Allocation and the Secondary School Place Allocation processes respectively; and if so, how.

In the Primary One Allocation process, the Education Bureau asks parents / guardians to indicate on the "Application Form for Admission to Primary One" if the applicant child "Cannot use Chinese as learning medium" (item 7 on the application form). In addition, according to the "Notes on How to Complete the 'Application Form for Admission to Primary One'" published by the Education Bureau in 2015 and 2016, "if parents / guardians claim, on the application form, that the applicant child cannot use Chinese as the learning medium," they may choose from a list of eight schools, listed in Appendix 3 of the document, that traditionally admit more non-Chinese speaking students. Will the government also inform the Council:

3. how many applicants checked the option "Cannot use Chinese as learning medium" on the "Application Form for Admission to Primary One" in 2011/12, 2012/13, 2013/14, 2014/15, 2015/16, and 2016/17 school years admission respectively; and
4. What percentage of the students who checked the option "Cannot use Chinese as learning medium" entered one of the eight schools listed in the Appendix 3 of the "Notes on How to Complete the 'Application Form for Admission to Primary One'" in the in 2014/15, 2015/16, and 2016/17 school years admission respectively.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No.419)

Reply:

1. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students.
2. The Government is committed to encouraging and supporting NCS students' integration into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. The Education Bureau (EDB) ensures equal opportunities in school admission for all

eligible children (including NCS children) and NCS children's learning of Chinese on par with their Chinese-speaking counterparts. The same arrangements are applicable to all eligible students, irrespective of whether they are Chinese speaking or non-Chinese speaking, for admission to Primary 1 and Secondary 1 under Primary One Admission (POA) and Secondary School Places Allocation respectively. Taking into account the worries and views of some NCS children at tender age and parents about studying in schools with a handful of NCS students, EDB flexibly allows parents, who choose to indicate in the application form of POA that the applicant child cannot use Chinese as the learning medium, to choose schools traditionally admitting more NCS students in addition to schools in the school net in which they reside when filling in Part B of the Choice of Schools Form at the Central Allocation stage.

Apart from keeping on encouraging parents to arrange their NCS children to study in schools with an immersed Chinese language environment as early as possible to facilitate their mastery of the Chinese language, EDB has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for NCS students in learning the Chinese language through, among others, the implementation of the "Chinese Language Curriculum Second Language Learning Framework" in schools to help NCS students overcome the difficulties of learning Chinese as a second language and the creation of an inclusive learning environment in schools.

3. The number of applicants who checked the option "Cannot use Chinese as learning medium" on the application form of POA is 595, 631, 665, 679 and 700 in the 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16 school years respectively. POA 2016 has not yet completed and relevant figures for the 2016/17 school year are not available.
4. The percentage of students who checked the option "Cannot use Chinese as learning medium" and were subsequently admitted by schools traditionally admitting more NCS students is 52.3% and 48% in the 2014/15 and 2015/16 school years respectively. POA 2016 has not yet completed and relevant figures for the 2016/17 school year are not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB527****(Question Serial No. 6946)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give the position of the vacant school premises at present, including the district lands office to which they belong, their locations, areas, availability dates, land status, and the current planned use by district.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 525)

Reply:

It has all along been EDB's policy objective to put vacant school premises (VSP) into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will consider factors including the size, location, physical conditions etc. of the relevant premises with a view to assessing the VSP's suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. In addition, EDB will also take into account factors like the demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district, the need for decanting premises for in-situ redevelopment or extension of existing schools, and the need to provide diversity in the school system etc., with a view to meeting various educational needs in the territory and supporting relevant policy initiatives.

While EDB is allowed to retain VSP for school uses, for premises which are proposed to be used for educational uses other than school uses, EDB needs to put forward its proposed use with justification to the Planning Department (PlanD) for assessment and may need to compete with other government departments on use of such VSP. Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism.

As stated in the Report No. 65 of the Director of Audit (Audit Report) on the use and disposal of VSP, at 30 April 2015, there were records of 234 VSP in EDB's database. Among these 234 VSP, 105 were not being used, of which 29 were under EDB; 102 were being used, of which 77 were under EDB; and 27 have been or were going to be demolished for housing or other developments. In other words, 106 ex-school premises were under EDB with 29 not being used.

Among these 29 premises under EDB's purview, as at end December 2015, four have been referred to PlanD for consideration of suitable alternative uses in accordance with the above-mentioned central clearing house mechanism; 14 have been reused or reallocated/ planned for educational use, nine are earmarked for educational use; and the remaining two premises which are on private land require further discussion between EDB and relevant departments on the way forward. Detailed breakdown of the 29 VSP are in the Table below:

Table – 29 VSP under EDB which were not being used as mentioned in the Audit Report (position as at end-December 2015)

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
A. Four premises that have been referred to PlanD under the Central Clearing House Mechanism				
1	Central and Western	2005/06	1 600	Not Applicable
2	Southern	2004/05	2 400	Not Applicable
3	Wan Chai	2008/09	2 700	Not Applicable
4	Yuen Long	2004/05	2 300	Not Applicable
B. 14 premises that have been reused or reallocated/planned for educational use				
1	Southern	2013/14	3 300#	School Use
2	Southern	2011/12	2 000	Other educational use
3	Wan Chai	2006/07	1 600	School Use
4	Kowloon City	2003/04	3 000	School Use
5	Kwun Tong	2007/08	3 100#	School Use
6	Kwun Tong	2008/09	3 200#	School Use
7	Sham Shui Po	2008/09	1 300	School Use
8	Sham Shui Po	2007/08	1 200	Other educational use
9	Yau Tsim Mong	2006/07	1 200	Other educational use
10	North	2004/05	700	School Use
11	Sha Tin	2009/10	5 200#	School Use
12	Sha Tin	2012/13	6 400	Other educational use
13	Tai Po	2012/13	5 800	School Use
14	Yuen Long	2012/13	3 050	School Use
C. Nine premises earmarked for educational use				
1	Central and Western	2008/09	1 600	School Use
2	Eastern	2010/11	4 300#	School Use
3	Kwun Tong	2011/12	3 700#	School Use

4	Kwun Tong	2010/11	2 900	School Use
5.	Sham Shui Po	2013/14	3 700	School Use
6	Tai Po	1999/00	2 400	School Use
7	Tsuen Wan	2010/11	3 600#	School Use
8	Tuen Mun	2010/11	5 300#	School Use
9	Islands	2006/07	5 800	School Use
D. Two premises which require further discussion				
1	Southern	2012/13	6 000	Not Applicable
2	Kowloon City	2013/14	3 200	Not Applicable

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises is only a rough estimate based on records available to EDB and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the table above.

For the nine VSP earmarked for school or other educational use, EDB has launched a School Allocation Exercise in February 2016 for one of these premises. EDB would assess and update the proposed educational use of the VSP under EDB from time to time.

- End -

CONTROLLING OFFICER'S REPLY

EDB528

(Question Serial No. 6949)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please provide the distribution of the numbers of students with special educational needs (SEN) by District Council district, primary and secondary levels and types of SEN, as well as their proportions in the total number of students in their respective districts.
2. What does the Education Bureau (EDB) think of the situation in which the proportions of students with SEN in certain districts are significantly higher and how will it cater to the needs as far as the injection of resources and the formulation of policies are concerned?
3. At the frontline implementation level, is there currently any communication and collaboration mechanism between the districts offices of the EDB and the Social Welfare Department to support families of students with SEN?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 530)

Reply:

(1) to (2)

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools. The additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Intensive Remedial Teaching Programme and Integrated Education Programme, additional teachers to cater for low academic achievers, Top-up Fund for procurement of special furniture and equipment, Intensive Support Grant for hardcore cases, etc. Professional support is also provided for schools on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists.

The provision of the above mentioned additional resources and professional support is based on various parameters such as the number of students with SEN, their level of support required, the number of classes or by applications of individual schools when need arises, but irrespective of the districts of schools. As the needs of individual schools have already been taken into account in the provision, breaking down the number of students by districts for comparison of resources is not meaningful and can be misleading.

The number of students with SEN studying in public sector mainstream primary and secondary schools by SEN types in the 2015/16 school year is as follows:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
Primary	8 370	660	4 420	3 850	120	30	280	2 100
Secondary	11 020	930	2 380	4 350	190	80	390	300

(3)

In supporting students with SEN, the EDB and the Social Welfare Department (SWD) have different roles and duties. All along, the EDB has maintained communication and collaboration with SWD to ensure orderly service delivery within our own professional ambit, including provision of assessment, treatment and referral services for students with SEN, as well as arrangement of rehabilitation services and family support services for them.

- End -

CONTROLLING OFFICER'S REPLY

EDB529

(Question Serial No. 6953)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please give an account of what assessment accommodations students with special education needs (SEN) had applied for in public examinations in the past 5 years. Please provide a breakdown by SEN types and accommodation types.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 547)

Reply:

The number of students with SEN applying for special examination arrangements in the Hong Kong Advanced Level Examination (HKALE) and Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past five years, listed by categories of SEN and special examination arrangements is at **Appendix**.

Numbers of Students Applying for Special Examination Arrangements in the HKALE and HKDSE from 2011/12 to 2015/16
(by Categories of Special Educational Needs)

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2012	HKDSE	103	63	251	82	339	218	1 056
	HKALE	43	35	98	15	16	50	257
2013	HKDSE	100	71	224	110	461	242	1 208
	HKALE #	6	1	10	1	0	6	24
2014	HKDSE	136	69	246	135	619	393	1 598
2015	HKDSE	147	79	217	139	697	467	1 746
2016	HKDSE *	113	54	268	128	881	591	2 035

Numbers of Students Applying for Special Examination Arrangements in the HKALE and HKDSE from 2011/12 to 2015/16
(by Categories of Special Examination Arrangements)

Year of Examination	Examination	Sitting Examination at Special Centre	Extra Time Allowance	Special Question Papers			Special Answer Sheets	Exemption (Part / Whole)	Special Services		
				Braille	Enlarged	Abridged			Amanuensis	Use of Personal Computer	Use of Screen Reader
2012	HKDSE	593	458	7	51	0	217	101	2	12	42
	HKALE	234	95	4	16	13	21	30	3	10	0
2013	HKDSE	891	717	9	79	1	327	108	1	17	68
	HKALE #	22	12	0	3	2	5	4	0	1	0
2014	HKDSE	1 216	1 065	3	75	0	146	105	1	23	86
2015	HKDSE	1 689^	1 271	9	98	1	151	89	2	24	95
2016	HKDSE *	1 985^	1 617	9	78	2	315	82	8	31	127

* Figures as at 4 March 2016

^ Including both written and speaking examinations

For private candidates only

- End -

CONTROLLING OFFICER'S REPLY

EDB530

(Question Serial No. 7070)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. In respect of the current ratio of school-based educational psychologists of the Education Bureau (excluding hiring of services) to students in receipt of the Learning Support Grant, the average number of cases handled by each school-based educational psychologist, as well as the average, highest and lowest number of school visits, please give a breakdown by district as well as by primary and secondary schools.
2. Please provide the wastage rate of educational psychologists in the past 5 years.
3. Please provide the number of cases in which students suspected to have dyslexia have yet to be assessed by educational psychologists. Please list out the respective number by primary and secondary schools, and also by study level.
4. Please list out and give an account of the support and adaptation being provided by schools for suspected cases.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 626)

Reply:

(1)

The School-based Educational Psychology Service (SBEPS) adopts a comprehensive and integrated service model that aims at enhancing schools' capacity to cater for students' diverse educational needs. The support rendered to schools by the educational psychologists (EPs) encompasses the school system, teacher support, and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In other words, the services provided by EPs under the SBEPS go beyond handling individual student cases. By enhancing the school support system and teachers' knowledge and skills in catering for students' diverse needs, all students in the participating schools will benefit from the provision of SBEPS directly or indirectly. Thus, reporting the ratio of EP to students receiving the Learning Support Grant can be misleading. Likewise, reporting the average number of cases handled by each EP does not reflect comprehensively the actual service provided under SBEPS and can also be misleading.

Under SBEPS, one EP serves six to ten schools. EPs visit their schools regularly throughout the school year. The number of visit days paid to each school varies, depending on the specific needs of the schools and their students. Besides, as EPs may serve both primary and secondary schools in different districts, breakdown on the number of school visits by district and by level is not available.

(2)

The wastage rate of EPs serving schools under SBEPS in the past five years (i.e. from the 2011/12 to 2015/16 school years) is 0%, 4.2%, 2.8%, 2.5% and 6.7% respectively.

(3) and (4)

The Education Bureau (EDB) has put in place a territory-wide “Early Identification and Intervention of Learning Difficulties Programme” for all public sector primary schools to identify students in primary one (P1) suspected of having learning difficulties, including those suspected with Specific Learning Difficulties. EPs will provide consultation to schools in identifying P1 students at-risk of having learning difficulties and draw up necessary intervention plans for these students. Schools will arrange prompt learning support for these students, with reference to the remedial teaching packages developed by EDB. They will also collaborate with the parents on homework and assessment accommodation, and provide ongoing monitoring of the progress of the students to facilitate adjustment of the early intervention measures. As we do not capture the information about the suspected cases, we are unable to provide the figures as requested. For students showing severe or persistent learning difficulties despite the intervention rendered, schools will refer them to EPs or other professionals as appropriate for assessment. In the 2014/15 school year, about 85% of the cases referred to EPs were assessed within two months and about 90% within four months. The remaining cases with a longer waiting time for assessment were often due to some specific circumstances. For example, there were cases whose parents requested to defer the assessment and cases in which the assessment had to be held up pending the students’ medical treatment.

- End -

CONTROLLING OFFICER'S REPLY

EDB531

(Question Serial No.7071)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the Government provide the following information:

1. The number of teachers who attended the 30-hour, 90-hour and 120-hour workshops/training courses on special education held by the Education Bureau in the last 5 financial years with a breakdown by kindergarten, primary and secondary school teachers.
2. The number of Chinese and English language teachers currently in schools who attended the 30-hour, 90-hour and 120-hour workshops/training courses on special education held by the Education Bureau, and their percentage shares in the Chinese and English language teachers of the same class level.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 627)

Reply:

(1) and (2)

The Education Bureau launched a five-year teacher professional development framework on integrated education in the 2007/08 school year, under which structured training courses pitched at Basic, Advanced and Thematic levels (BAT Courses) are provided for serving teachers in primary and secondary schools to enhance their capacity in catering for students with special educational needs (SEN). The number of teachers who attended the BAT Courses from the 2010/11 to 2014/15 school years is set out at the Appendix. Figures for the 2015/16 school year are not yet available.

Since the BAT Courses are intended to equip teachers, regardless of which subject(s) they teach, with the expertise in supporting the students with SEN, we do not have the number of language teachers who have attended the BAT Courses or their percentage share in the population of language teachers.

**Numbers of teachers attending the Basic, Advanced and Thematic Courses
from the 2010/11 to 2014/15 school years**

Course	Teachers	School Year				
		2010/11	2011/12	2012/13	2013/14	2014/15
Basic	Primary	111	156	136	232	230
	Secondary	279	234	373	412	360
Advanced	Primary	133	174	103	103	83
	Secondary	189	237	176	169	101
Thematic	Primary	570	610	160	226	167
	Secondary	527	417	255	338	347

- End -

CONTROLLING OFFICER'S REPLY**EDB532****(Question Serial No. 7118)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the distribution of all students with special educational needs (SEN) by grade level (from K1 to F.6) in Hong Kong for the past 5 school years, as well as the total number of students with SEN proceeding to study sub-degree programmes, the total number of students with SEN proceeding to study UGC-funded degree programmes, the total number of students with SEN proceeding to study self-financing degree programmes, the total number of students with SEN proceeding to study postgraduate level programmes and the total number of students with SEN proceeding to overseas studies at tertiary institutions. The above information is to be broken down by the 9 main types of SEN.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 682)

Reply:

The major types of special educational needs (SEN) adopted by the Education Bureau for SEN related matters are Specific Learning Difficulties, Intellectual Disability, Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder, Physical Disability, Visual Impairment, Hearing Impairment and Speech and Language Impairment. The number of students with SEN studying in public sector mainstream primary and secondary schools from the 2011/12 to 2015/16 school years by grade level and eight SEN types is set out at Appendix 1. At pre-primary levels, services for children with SEN are provided by the Social Welfare Department. The Education Bureau does not have the related data.

Based on the information provided by the post-secondary institutions, the number of students with SEN pursuing full-time locally-accredited sub-degree and undergraduate programmes under the University Grants Committee-funded (UGC-funded) and non-UGC-funded institutions from the 2011/12 to 2015/16 academic years is set out at Appendix 2. We do not have information on the number of students with SEN proceeding to study postgraduate level programmes and overseas studies at tertiary institutions.

**Number of Students with SEN Studying in
Public Sector Mainstream Primary and Secondary Schools by Grade Levels by SEN Types
from the 2011/12 to 2015/16 School Years**

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934	N/A
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982	N/A
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203	N/A

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A
2013/14	97	88	98	130	181	157	183	137	175	161	125	145	N/A
2014/15	76	120	126	103	134	181	180	182	152	145	130	116	N/A
2015/16	87	89	140	122	95	130	219	168	181	117	121	122	N/A

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A
2013/14	547	662	624	533	502	444	396	345	298	246	199	179	N/A
2014/15	571	684	746	694	574	532	435	442	371	314	233	190	N/A
2015/16	633	803	816	814	750	604	495	471	497	384	309	227	N/A

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A
2013/14	45	200	508	648	700	751	710	709	589	482	320	204	N/A
2014/15	77	207	515	807	853	811	847	797	736	552	418	291	N/A
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381	N/A

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A
2013/14	12	18	23	25	16	21	32	37	43	46	33	44	N/A
2014/15	12	16	21	23	26	16	18	33	47	46	38	34	N/A
2015/16	18	15	15	17	25	26	18	21	36	47	38	34	N/A

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A
2013/14	4	5	3	5	7	4	12	12	19	18	20	19	N/A
2014/15	6	5	5	3	5	7	3	14	13	24	19	20	N/A
2015/16	7	8	6	5	3	5	8	3	16	13	23	19	N/A

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A
2013/14	38	36	43	44	51	52	60	68	55	76	58	83	N/A
2014/15	44	46	38	46	44	56	57	69	71	63	69	54	N/A
2015/16	36	49	59	46	44	45	63	58	72	74	59	68	N/A

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A
2013/14	36	815	447	271	178	130	65	41	40	19	18	24	N/A
2014/15	17	916	440	261	146	112	70	48	47	23	29	23	N/A
2015/16	31	772	585	361	209	141	107	36	51	49	31	26	N/A

Note: 1. Figures as at September of the respective school years.

2. N/A: Not applicable

**Number of Students with SEN ^(Note 1) Pursuing Full-time Locally-accredited
Sub-degree and Undergraduate Programmes from the 2011/12 to 2015/16 Academic Years**

2011/12 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	1	36	37	8	3	11
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	2	19	21	6	0	6
Attention Deficit / Hyperactivity Disorder	1	10	11	6	1	7
Physical Disability	3	43	46	32	13	45
Visual Impairment	1	27	28	35	10	45
Hearing Impairment	1	73	74	38	12	50
Speech and Language Impairment	1	6	7	1	0	1
Others ^(Note 3)	3	44	47	55	41	96
Total	13	258	271	181	80	261

2012/13 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded ^(Note 4)	Non-UGC funded	Total
Specific Learning Difficulties	1	47	48	13	11	24
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	2	21	23	9	1	10
Attention Deficit / Hyperactivity Disorder	0	9	9	10	3	13
Physical Disability	2	35	37	32	15	47
Visual Impairment	1	33	34	42	16	58
Hearing Impairment	1	64	65	55	19	74
Speech and Language Impairment	0	9	9	4	0	4
Others ^(Note 3)	5	64	69	79	25	104
Total	12	282	294	244	90	334

2013/14 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	0	65	65	18	7	25
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	1	27	28	9	2	11
Attention Deficit / Hyperactivity Disorder	0	16	16	12	3	15
Physical Disability	1	40	41	33	13	46
Visual Impairment	1	29	30	31	15	46
Hearing Impairment	1	63	64	62	22	84
Speech and Language Impairment	0	12	12	4	1	5
Others ^(Note 3)	7	45	52	80	25	105
Total	11	297	308	249	88	337

2014/15 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	0	121	121	23	13	36
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	0	40	40	8	7	15
Attention Deficit / Hyperactivity Disorder	0	33	33	10	9	19
Physical Disability	2	61	63	41	18	59
Visual Impairment	0	28	28	36	17	53
Hearing Impairment	1	64	65	82	37	119
Speech and Language Impairment	0	16	16	5	6	11
Others ^(Note 3)	7	91	98	99	47	146
Total	10	454	464	304	154	458

2015/16 Academic Year	Sub-degree			Undergraduate		
	UGC-funded (Note 5)	Non-UGC funded	Total	UGC-funded (Note 5)	Non-UGC funded	Total
Specific Learning Difficulties	0	154	154	26	25	51
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	0	51	51	16	9	25
Attention Deficit / Hyperactivity Disorder	0	52	52	14	24	38
Physical Disability	2	52	54	43	13	56
Visual Impairment	0	40	40	38	14	52
Hearing Impairment	1	64	65	85	27	112
Speech and Language Impairment	0	25	25	5	6	11
Others ^(Note 3)	6	100	106	127	42	169
Total	9	538	547	354	160	514

Note: 1. The number of students with SEN is based on information as declared by individual students.

2. There is no separate category for “Intellectual Disability” under the data collection of the UGC. Students with such type of disability, if any, would be covered under “Others”.
3. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.
4. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
5. Provisional figures
6. “N.A.” denotes “not available”.

- End -

CONTROLLING OFFICER'S REPLY**EDB533****(Question Serial No. 7124)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the Vocational Development Programmes and Youth Colleges under the Vocational Training Council (VTC) in the past 5 years by expenditure, enrolment, training hours, completion rate and the industries concerned.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 690)

Reply:

The Youth College (YC) of the Vocational Training Council (VTC) provides a variety of vocational and professional education programmes for graduates of Secondary 3 or above including the Diploma of Vocational Education (DVE), Diploma of Foundation Studies (DFS), etc. These programmes help students build a solid foundation for further studies and employment. The training hours vary depending on the type of programmes enrolled. For example, the DVE programmes adopt a curriculum structure made up of credit-based modules with multiple entry and multiple exit points. It allows flexible exit at various intermediate stages with the awards of Certificate of Vocational Education, Certificate of Basic Craft Studies or Certificate of Technician Foundation Studies or continuing on to obtain the final award of DVE. Students who have completed Secondary 3 normally take three to four years to obtain the DVE award. Most YC students who are enrolled in DVE and DFS programmes would normally attend a full-time course of about 700 to 1 000 training hours per academic year (AY). As the facilities in different campuses are often shared by students of different levels of programmes offered by VTC, and staff may be deployed to different campuses as and when required, the expenditure for YC alone is not available.

The number and the graduation rate of students attending full-time and part-time vocational and professional education programmes in the eight campuses of YC in the recent five AYs are as follows –

AY	Number of students at all years	Graduation rate*
2011/12	5 570	71%
2012/13	8 844	65%
2013/14	10 347	76%
2014/15	10 499	78%
2015/16 (provisional)	11 050	Not available yet as students will graduate in August 2016

* Number of graduating students is taken as a percentage of the number of final year students who have obtained an award.

The Vocational Development Programme (VDP) offers courses which target youths aged between 14 and 24. Each course lasts for 300 training hours delivered over a three-month period. VDP is funded by the Employees Retraining Board (ERB) and the Labour and Welfare Bureau (LWB), with expenditures from 2011-12 to 2015-16 listed as follows –

Financial Year	\$ million
2011-12	30
2012-13	25
2013-14	25
2014-15	22
2015-16	22

The training for participants aged between 15 and 20 is funded under ERB. The training for the remaining participants is funded under LWB.

The number of students and the completion rate of VDP are listed below –

AY	Number of students	Completion rate
2011/12	990	70%
2012/13	811	71%
2013/14	786	67%
2014/15	631	73%
2015/16	Staggered intakes over the year; admission is still in progress	

YC's programmes and VDP courses are offered in various disciplines/fields, including business, beauty care and hairdressing, design, engineering, catering, information technology, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB534

(Question Serial No. 7125)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Would the Government inform this Committee of the following:

1. What was the number of young people/children who needed to change school due to domestic violence in each year from 2007 to 2012? What was the male-to-female ratio?
2. What was their learning progress after they changed school? (For instance, did they need to repeat class or take supplementary classes?)
3. Are there any measures taken by schools to support these students? If yes, please provide the information in table form. If no, what are the reasons?
4. What amount of resources is needed every year? Please list the information in table form.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 691)

Reply:

(1) to (3) The Education Bureau (EDB) does not have statistics about the school-aged children who need to change school due to domestic violence and other information such as the learning progress of individual students. EDB provides placement assistance to school-aged children upon request. If there is information indicating that the school transfer warrants schools' particular attention, EDB will contact the schools concerned for appropriate arrangement to meet the specific needs of the students.

To support students in need, schools currently adopt a Whole School Approach to provide a variety of remedial, preventive and developmental guidance programmes, such as an induction / adjustment programme, peer support scheme and therapeutic group work, etc. to help students adapt to the new learning environment and integrate into the new school life. Schools will also deliver multifarious teaching strategies and counselling services to cater for students' different abilities and aptitude, with a view to helping students solve their learning difficulties and handling their behavioral problems as appropriate.

Students who have been exposed to domestic violence may suffer from fear, distress, anger, confusion and frustration. School personnel have been advised to be sensitive to the traits manifested by the students affected so as to provide them with immediate and necessary assistance, with reference to the "Procedural Guide for Handling Intimate Partner Violence Cases" and the "Procedural Guide for Handling Child Abuse Cases" issued by the Social Welfare Department (SWD). To enhance front-line teachers' awareness in early identification and support of students affected by domestic violence, EDB has collaborated with SWD to organise an annual "Seminar on Helping Students Affected by Domestic Violence". For known student cases, we understand that the family social workers of the Integrated Family Service Centres of the SWD

provide follow-up support for these students and their families. Professional staff of the schools (including school social workers, student guidance personnel and school-based educational psychologists) will work in collaboration with them to help these students solve their family problems.

To enhance students' resilience, schools may also join the support programmes organised by EDB, such as the Understanding Adolescent Project for primary schools and the Enhanced Smart Teen Project for Secondary 2 to Secondary 5 students. EDB also encourages schools to make use of teaching resources, such as lesson plans on "Prevention and Helping Students Affected by Domestic Violence" and "Self-protection" provided by EDB in delivering their guidance service as well as to strengthen their parent education programmes and parent-child activities.

(4) EDB has been providing schools with various resources to meet students' adjustment needs in whole person development. It is not possible to apportion the expenditure involved for the students requiring school transfer because of domestic violence.

- End -

CONTROLLING OFFICER'S REPLY

EDB535

(Question Serial No. 7127)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Could the Administration inform us of the resources allocated by the Government to the skills opportunity schools and the unit cost of each student for the past 5 years and the next financial year?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 693)

Reply:

All skills opportunity schools had completed mainstreaming in August 2005. No government resources were allocated specifically for skills opportunity schools since then, and hence there is no information on the related unit cost per student.

- End -

CONTROLLING OFFICER'S REPLY**EDB536****(Question Serial No. 7140)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

In the Budget this year, a \$960 million has been allocated to subsidise certain self-financing undergraduate programmes. Will the Administration please explain why they do not increase the undergraduate and sub-degree intake places directly so that students do not have to take out loans for their education?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 715)

Reply:

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. Compared to increasing the number of subsidised programme places in the University Grants Committee (UGC)-funded sector, SSSDP should be able to –

- (a) increase the supply of subsidised undergraduate places by leveraging on the supply of the self-financing sector;
- (b) nurture talent in support of specific industries with keen manpower demand;
- (c) encourage the self-financing post-secondary education sector to offer programmes in selected disciplines that meet Hong Kong's social and economic needs by providing targeted financial support; and
- (d) support the healthy and sustainable development of the self-financing post-secondary education sector to complement the UGC-funded sector in broadening and diversifying study opportunities.

Selected programmes for SSSDP should be full-time locally-accredited self-financing undergraduate programmes, and should help nurture the necessary talents in support of specific industries with keen manpower demand in Hong Kong. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments.

The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the

selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

All along, the Government has been striving to provide secondary school leavers with flexible and diversified articulation pathways with multiple entry and exit points through promoting the quality and sustainable development of the publicly-funded and self-financing post-secondary education sectors. Through the development of both sectors, about 46% of our young people in the relevant cohort now have access to degree-level education. Including sub-degree education, about 70% of them have access to post-secondary education. In recent years, the Government has implemented a series of measures, including the SSSDP, to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing first-year first-degree (FYFD) places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level. We therefore do not see a genuine need to increase UGC-funded FYFD places at this juncture.

- End -

CONTROLLING OFFICER'S REPLY

EDB537

(Question Serial No. 5018)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Financial Secretary stated in paragraph 148 of the 2015-16 Budget Speech that, "(I) asked all policy bureaux to achieve more efficient use of resources through re-engineering and re-prioritising. I have also launched the "0-1-1" envelope savings programme to reduce operating expenditure by a total of two per cent over the next three financial years. Resources saved will be re-allocated for new services." Please inform this Committee of the ways of implementing the "0-1-1" envelope savings programme by the Education Bureau in 2015-16, 2016-17 and 2017-18, the services affected and the details of the expenditure involved.

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 51)

Reply:

In the face of an ageing population, shrinking labour supply and slowing economic growth, the Government needs to contain the expenditure to ensure fiscal sustainability. The "0-1-1" envelope savings programme is a fiscal planning tool aimed at achieving more efficient use of public resources through greater efforts in re-engineering and re-prioritization such that the savings can be re-deployed to the implementation of new or enhanced services.

To achieve the savings required under the "0-1-1" programme, the Education Bureau (EDB) has conducted reviews and made necessary adjustments with an aim to enhancing effectiveness in the use of available resources. Through the adjustments, EDB will deliver the savings without compromising the quality of education.

Notwithstanding the savings programme, the recurrent education expenditure for 2016-17 is estimated to increase by \$2.2 billion or 3.1% over 2015-16 revised estimates taking into account the additional resources required for gradual implementation of initiatives introduced in past years and the new initiatives to be launched in 2016-17. In addition, starting from 2017/18 school year, EDB will implement the new free quality kindergarten education policy and provide kindergartens with direct subsidy. It is estimated that Government's recurrent expenditure for pre-primary education will substantially increase to about \$6.7 billion in 2017/18 school year, representing an increase of \$2.8 billion or 72% over that of 2015-16 revised estimates.

- End -

CONTROLLING OFFICER'S REPLY**EDB538****(Question Serial No. 4938)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the actual expenditure for 2014-15, the approved estimate for 2015-16, the revised estimate for 2015-16 and the estimate for 2016-17 under Subhead 700, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. 56)

Reply:

The breakdown of expenditure by item under Subhead 700 General non-recurrent is provided below:

Item (Code)	Ambit	Approved Commitment	Expenditure for the Year			
			2014-15 Actual	2015-16 Approved Estimate	2015-16 Revised Estimate	2016-17 Estimate
		\$ million	\$ million	\$ million	\$ million	\$ million
(A) <u>One-off injections to funds</u>						
816	Qualifications Framework Fund	1,000.0	-	1,000.0	1,000.0	-
	Sub-total		-	1,000.0	1,000.0	-
(B) <u>Projects/schemes that are completed</u>						
913	Implementation of the Third Strategy on Information Technology in Education	52.0	0.7	-	-	-
920	Quality Enhancement Grant Scheme	100.0	1.1	0.2	-	-
944	Promotion of e-Learning in the school sector	128.0	2.4	1.2	0.5	-
990	Promotion of Science, Technology, Engineering and Mathematics (STEM) Education in Primary and Secondary Schools	2.2	-	-	1.1	-
	Sub-total		4.2	1.4	1.6	-

Item (Code)	Ambit	Approved Commitment	Expenditure for the Year			
			2014-15 Actual	2015-16 Approved Estimate	2015-16 Revised Estimate	2016-17 Estimate
		\$ million	\$ million	\$ million	\$ million	\$ million
(C) <u>Ongoing/new projects/schemes</u>						
813	Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme	288.0 *	10.5	32.0	6.6	35.5
817	Mainland University Study Subsidy Scheme	105.3	3.1	12.1	6.1	9.7
819	Study Subsidy Scheme for Designated Professions/Sectors	960.0	2.7	65.5	61.6	133.0
820	Scholarship Scheme for Studying Outside Hong Kong	348.0	0.1	32.8	21.2	65.0
839	Yi Jin Diploma	1,000.0	89.2	100.0	97.0	95.0
840	E-Textbook Market Development Scheme	50.0	20.2	8.4	3.9	7.8
848	Implementation of the Fourth Strategy on Information Technology in Education	105.0	-	51.0	50.3	30.0
849	Pilot on Providing Career-related Experiences for Students with Specific Learning Difficulties and Non-Chinese Speaking Students in Secondary Schools	16.6	-	5.3	1.9	6.0
855	Pilot Mainland Experience Scheme for Post-secondary Students	100.0	15.0	27.8	7.6	20.3
857	After-school Learning Support Partnership Pilot Scheme	110.0	17.9	0.2	16.5	0.9
896	Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	200.0 #	-	-	-	56.5
952	Grant to the Hong Kong Examinations and Assessment Authority for Temporary Accommodation of a Centralised Onscreen Marking Centre on Hong Kong Island	57.2	8.3	8.4	8.1	4.0
974	International Civic and Citizenship Education Study 2016	7.0	1.5	0.9	0.9	0.6
976	Supporting Schools to Adopt E-textbooks	50.0	1.7	3.3	3.3	0.1
986	Support to the 57th International Mathematical Olympiad 2016	3.0	0.8	1.0	0.6	1.0
987	Qualifications Framework Support Schemes	208.0	22.5	50.0	36.0	37.5
989	Applied Learning (ApL) Extension Programme for Workplace Experience	4.8	-	-	2.4	2.4
Sub-total			193.5	398.7	324.0	505.3
Total			197.7	1,400.1	1,325.6	505.3

* The original commitment for the item, as approved on 4 July 2014, was \$144 million. An increase in the commitment is sought in the context of the Appropriation Bill 2016.

This is a new item, funding for which is sought in the context of the Appropriation Bill 2016.

The expenditure under Subhead 700 General non-recurrent may vary significantly year by year due to the following reasons –

- (a) Expenditure items under Subhead 700 General non-recurrent are controlled by both the approved commitment of the item and the current year provision approved for the subhead. The approved commitment of an expenditure item represents the total cost of the project / scheme, which may straddle several years. The actual expenditure of individual project / scheme may vary from year to year depending on its own implementation schedule.
- (b) The sums involved in some projects / schemes are significant, particularly those one-off injections into various funds e.g. Qualifications Framework Fund. The completion of these projects / schemes would cause significant fluctuations in the expenditure under this subhead year by year.

- End -

CONTROLLING OFFICER'S REPLY**EDB539****(Question Serial No. 4939)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (871) Vocational Training Council

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the actual expenditure for 2014-15, the approved estimate for 2015-16, the revised estimate for 2015-16 and the estimate for 2016-17 under Subhead 871, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. 57)

Reply:

The breakdown of Subhead 871 required is given below –

		<u>Approved commitment</u>	<u>Actual expenditure 2014-15</u>	<u>Approved estimate 2015-16</u>	<u>Revised estimate 2015-16</u>	<u>Estimate 2016-17</u>
		\$'000	\$'000	\$'000	\$'000	\$'000
1.	Enhancement of information technology infrastructure and services	67,218	7,918	20,133	21,408	10,199
2.	Provision of augmented reality/virtual reality-assisted training facilities and equipment	4,500	Note		2,250	1,570
3.	Enhancement of e-Learning platform and ancillary support services	9,834	1,664	1,580	1,580	1,415
		81,552	9,582	21,713	25,238	13,184

Note: The project "Provision of augmented reality/virtual reality-assisted training facilities and equipment" only commenced in 2015-16.

The estimated expenditure of the above three projects in 2016-17 decreases as compared with the revised estimate in 2015-16 because of the decrease in cash flow requirement in 2016-17.

- End -

CONTROLLING OFFICER'S REPLY**EDB540****(Question Serial No. 4940)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (976) Vocational Training Council (block vote)

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown of the actual expenditure for 2014-15, the approved estimate for 2015-16, the revised estimate for 2015-16 and the estimate for 2016-17 under Subhead 976, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. 58)

Reply:

In 2016-17, "Subhead 976 Vocational Training Council (block vote)" is for replacement and additional furniture and equipment for existing teaching and training venues under the Vocational Training Council requiring a subsidy above \$200,000 but not exceeding \$10 million each.

The respective expenditures for 2014-15 to 2016-17 are maintained at similar level as follows –

	Actual expenditure 2014-15 \$'000	Approved estimate 2015-16 \$'000	Revised estimate 2015-16 \$'000	Estimate 2016-17 \$'000
Subhead 976 Vocational Training Council (block vote)	32,538	32,538	32,538	32,155

- End -

CONTROLLING OFFICER'S REPLY

EDB541

(Question Serial No. 4941)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: Not Specified
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the subventions under Subhead 000 for:

- Code of Aid for primary schools
- Code of Aid for secondary schools
- Code of Aid for special schools
- Direct Subsidy Scheme
- English Schools Foundation junior schools
- English Schools Foundation secondary schools
- Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms
- Miscellaneous educational services
- Vocational Training Council

please give a breakdown of the actual expenditure for 2014-15, the approved estimate for 2015-16, the revised estimate for 2015-16 and the estimate for 2016-17, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. 59)

Reply:

The provisions of various subventions under Subhead 000 Operational expenses for 2014-15, 2015-16 and 2016-17 are provided in the table below:

Subventions under Subhead 000 Operational expenses	2014-15 Actual	2015-16 Original Estimate	2015-16 Revised Estimate	2016-17 Estimate
	\$ million	\$ million	\$ million	\$ million
Code of Aid for primary schools	12,204.8	12,868.4	13,271.4	13,882.2
Code of Aid for secondary schools	18,994.9	19,074.1	19,675.8	19,792.4
Code of Aid for special schools	1,975.0	2,127.3	2,170.4	2,241.9
Direct Subsidy Scheme (DSS)	3,383.1	3,557.7	3,671.4	3,800.7
English Schools Foundation (ESF) junior schools	119.0	119.3	118.6	109.0
ESF secondary schools	170.7	171.5	171.1	171.6
Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms	337.6	380.6	375.5	407.1
Miscellaneous educational services	273.1	312.9	294.5	319.1
Vocational Training Council (VTC)	2,129.5	2,141.8	2,238.4	2,238.3

The major reasons for the changes over years for respective subventions are as follows:

- (a) Code of Aid for primary schools, secondary schools and special schools: The increase in 2015-16 over 2014-15 is mainly due to increased provision arising from 2015 pay adjustment, the increase in the graduate teacher ratio in primary schools and the full year payment for various measures introduced in the 2014/15 school year, including the provision of free lunch at schools for eligible needy primary students, career and life planning grant in secondary schools, etc. The increase in 2016-17 over 2015-16 is mainly due to further increase in the graduate teacher ratio in primary schools and increased provisions for various existing grants to schools.
- (b) DSS: The increase in 2015-16 over 2014-15 is mainly due to increase in DSS unit subsidy rates largely as a result of 2015 pay adjustment, the progressive increase in the graduate teacher ratio in primary schools and the full year payment for various measures introduced in the 2014/15 school year, including the provision of free lunch at schools for eligible needy primary students, career and life planning grant in secondary schools, etc. The increase in 2016-17 over 2015-16 is mainly due to increase in projected student enrolment and increase in projected DSS unit subsidy rate.
- (c) ESF junior schools and ESF secondary schools: The financial provisions include subventions to nine ESF junior schools, five ESF secondary schools and one ESF special school. Pursuant to the outcome of the subvention review, the recurrent subventions to ESF's mainstream primary and secondary schools are frozen at the level as at the 2012/13 school year for three years from the 2013/14 school year until the 2015/16 school year and will be phased out in 13 years starting from the 2016/17 school year.
- (d) Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms: The increase over the years is mainly due to increase in the rental / rateable values.

- (e) Miscellaneous educational services: The financial provision mainly includes subventions to education related organisations and government subsidy to non-governmental organisations for running school programmes. The increase over the years is mainly due to increased provision for school programmes.
- (f) VTC: The increase in 2015-16 over 2014-15 is mainly due to increased provision arising from 2015 pay adjustment.

- End -

CONTROLLING OFFICER'S REPLY**EDB542****(Question Serial No. 4942)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

At present, aided primary, secondary and special schools are allowed to retain fund balance up to twelve months' provision of their recurrent subvention under Operating Expenses Block Grant (OEBG) for non-Incorporated Management Committee schools or Expanded Operating Expenses Block Grant (EOEBG) for Incorporated Management Committee schools, while government primary and secondary schools are allowed to retain fund balance up to twelve months' provision of their recurrent funding under Expanded Subject and Curriculum Block Grant (ESCBG). Please provide the following information:

(a) Please list the cumulative amount of reserve in OEBG/EOEBG/ESCBG and the number of months of the recurrent subvention of the school that the said amount represents for the five school years from 2011/12 to 2015/16 in the tables below;

(A) Aided and government secondary schools

Amount of reserve	2011/12 school year		2012/13 school year		2013/14 school year		2014/15 school year	
	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools	In terms of the number of months of the recurrent subvention of the school	Number of secondary schools
\$0 to below \$500,000	less than 6 months		less than 6 months		less than 6 months		less than 6 months	
	6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months	
	9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months	
	12 months or more		12 months or more		12 months or more		12 months or more	
\$500,000 to below \$1 million	
\$1 million to below \$1.5 million								
\$1.5 million to below \$2 million								
\$2 million to below \$2.5 million								
\$2.5 million to below \$3 million								
\$3 million to below \$3.5 million								
\$3.5 million to below \$4 million								
\$4 million or above								

(B) Aided and government primary schools

Amount of reserve	2011/12 school year		2012/13 school year		2013/14 school year		2014/15 school year	
	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools	In terms of the number of months of the recurrent subvention of the school	Number of primary schools
\$0 to below \$500,000	less than 6 months		less than 6 months		less than 6 months		less than 6 months	
	6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months	
	9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months	
	12 months or more		12 months or more		12 months or more		12 months or more	
\$500,000 to below \$1 million	
\$1 million to below \$1.5 million								
\$1.5 million to below \$2 million								
\$2 million to below \$2.5 million								
\$2.5 million to below \$3 million								
\$3 million to below \$3.5 million								
\$3.5 million to below \$4 million								
\$4 million or above								

(C) Aided special schools

Amount of reserve	2011/12 school year		2012/13 school year		2013/14 school year		2014/15 school year	
	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools	In terms of the number of months of the recurrent subvention of the school	Number of special schools
\$0 to below \$500,000	less than 6 months		less than 6 months		less than 6 months		less than 6 months	
	6 to less than 9 months		6 to less than 9 months		6 to less than 9 months		6 to less than 9 months	
	9 to less than 12 months		9 to less than 12 months		9 to less than 12 months		9 to less than 12 months	
	12 months or over		12 months or over		12 months or over		12 months or over	
\$500,000 to below \$1 million	
\$1 million to below \$1.5 million								
\$1.5 million to below \$2 million								
\$2 million to below \$2.5 million								
\$2.5 million to below \$3 million								
\$3 million to below \$3.5 million								
\$3.5 million to below \$4 million								
\$4 million or above								

(b) Please list the highest, lowest, average and median amount of grants (including recurrent grants/time-limited grants/one-off grants, etc.) provided by the Government to public primary and secondary schools as well as the highest, lowest, average and median amount of unspent grants from 2011/12 to 2015/16 school years.

Asked by: Hon IP Kin-yuen (Member Question No. 60)

Reply:

(a)

A breakdown of the cumulative balances of Operating Expenses Block Grant (OEBG) / Expanded Operating Expenses Block Grant (EOEBG) / Expanded Subject and Curriculum Block Grant (ESCBG) for aided and government schools, and these balances in terms of number of months of schools' provision of recurrent subvention / funding by ranges at the end of 2011/12, 2012/13 and 2013/14 school years is provided at the attached [Annex 1](#). The information of aided schools is based on the annual audited accounts already submitted by the aided schools to EDB. Information for 2014/15 and 2015/16 school years are not yet available.

(b)

The highest, lowest, average and median amount of the major grants provided by the Government to aided and government schools during the financial years from 2011-12 to 2015-16, together with the highest, lowest, average and median amount of unspent grants from 2011-12 to 2013-14 are provided at the attached Annex 2. Information on the unspent amount of grants for 2014-15 and 2015-16 are not available as the aided schools have yet to submit their annual audited accounts.

**Information on OEBG / EOEBG / ESCBG cumulative balances
for the school years from 2011/12 to 2013/14**

(A) Aided and government secondary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2011/12 school year		2012/13 school year		2013/14 school year	
	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools
0 to below \$500,000	Less than 6 months	37	Less than 6 months	31	Less than 6 months	38
	6 to less than 9 months	1	6 to less than 9 months	1	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
\$500,000 to below \$1 million	Less than 6 months	19	Less than 6 months	19	Less than 6 months	17
	6 to less than 9 months	5	6 to less than 9 months	4	6 to less than 9 months	9
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	2
	12 months or more	0	12 months or more	0	12 months or more	0
\$1 million to below \$1.5 million	Less than 6 months	36	Less than 6 months	30	Less than 6 months	30
	6 to less than 9 months	4	6 to less than 9 months	5	6 to less than 9 months	3
	9 to less than 12 months	8	9 to less than 12 months	8	9 to less than 12 months	8
	12 months or more	1	12 months or more	4	12 months or more	2
\$1.5 million to below \$2 million	Less than 6 months	36	Less than 6 months	31	Less than 6 months	36
	6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	1	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0

Amount of Reserve	2011/12 school year		2012/13 school year		2013/14 school year	
	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools	In terms of number of months of subvention to the school	Number of secondary schools
\$2 million to below \$2.5 million	Less than 6 months	26	Less than 6 months	41	Less than 6 months	32
	6 to less than 9 months	2	6 to less than 9 months	3	6 to less than 9 months	1
	9 to less than 12 months	2	9 to less than 12 months	0	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	0
\$2.5 million to below \$3 million	Less than 6 months	43	Less than 6 months	25	Less than 6 months	20
	6 to less than 9 months	8	6 to less than 9 months	6	6 to less than 9 months	3
	9 to less than 12 months	0	9 to less than 12 months	1	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
\$3 million to below \$3.5 million	Less than 6 months	7	Less than 6 months	10	Less than 6 months	14
	6 to less than 9 months	35	6 to less than 9 months	35	6 to less than 9 months	26
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	2
\$3.5 million to below \$4 million	Less than 6 months	0	Less than 6 months	1	Less than 6 months	0
	6 to less than 9 months	29	6 to less than 9 months	32	6 to less than 9 months	36
	9 to less than 12 months	2	9 to less than 12 months	1	9 to less than 12 months	1
	12 months or more	0	12 months or more	2	12 months or more	0
\$4 million or above	Less than 6 months	1	Less than 6 months	1	Less than 6 months	0
	6 to less than 9 months	39	6 to less than 9 months	45	6 to less than 9 months	58
	9 to less than 12 months	53	9 to less than 12 months	52	9 to less than 12 months	52
	12 months or more	3	12 months or more	5	12 months or more	3
Total		397		394		394

(B) Aided and government primary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2011/12 school year		2012/13 school year		2013/14 school year	
	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools
0 to below \$500,000	Less than 6 months	83	Less than 6 months	74	Less than 6 months	49
	6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
\$500,000 to below \$1 million	Less than 6 months	100	Less than 6 months	98	Less than 6 months	110
	6 to less than 9 months	7	6 to less than 9 months	6	6 to less than 9 months	1
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
\$1 million to below \$1.5 million	Less than 6 months	90	Less than 6 months	84	Less than 6 months	89
	6 to less than 9 months	26	6 to less than 9 months	22	6 to less than 9 months	21
	9 to less than 12 months	11	9 to less than 12 months	8	9 to less than 12 months	1
	12 months or more	1	12 months or more	0	12 months or more	0
\$1.5 million to below \$2 million	Less than 6 months	31	Less than 6 months	55	Less than 6 months	62
	6 to less than 9 months	41	6 to less than 9 months	33	6 to less than 9 months	28
	9 to less than 12 months	7	9 to less than 12 months	3	9 to less than 12 months	4
	12 months or more	0	12 months or more	1	12 months or more	0
\$2 million to below \$2.5 million	Less than 6 months	3	Less than 6 months	9	Less than 6 months	16
	6 to less than 9 months	28	6 to less than 9 months	27	6 to less than 9 months	31
	9 to less than 12 months	2	9 to less than 12 months	6	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	0

Amount of Reserve	2011/12 school year		2012/13 school year		2013/14 school year	
	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools	In terms of number of months of subvention to the school	Number of primary schools
\$2.5 million to below \$3 million	Less than 6 months	0	Less than 6 months	0	Less than 6 months	1
	6 to less than 9 months	7	6 to less than 9 months	9	6 to less than 9 months	14
	9 to less than 12 months	8	9 to less than 12 months	2	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	0
\$3 million to below \$3.5 million	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	1	6 to less than 9 months	4	6 to less than 9 months	12
	9 to less than 12 months	1	9 to less than 12 months	5	9 to less than 12 months	4
	12 months or more	0	12 months or more	0	12 months or more	0
\$3.5 million to below \$4 million	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	0	6 to less than 9 months	4	6 to less than 9 months	0
	9 to less than 12 months	3	9 to less than 12 months	0	9 to less than 12 months	1
	12 months or more	1	12 months or more	0	12 months or more	0
\$4 million or above	Less than 6 months	0	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	0
Total		451		450		447

(C) Aided special schools (Note 1)

Amount of Reserve	2011/12 school year		2012/13 school year		2013/14 school year	
	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools
0 to below \$500,000	Less than 6 months	2	Less than 6 months	1	Less than 6 months	1
	6 to less than 9 months	0	6 to less than 9 months	0	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
\$500,000 to below \$1 million	Less than 6 months	8	Less than 6 months	4	Less than 6 months	5
	6 to less than 9 months	1	6 to less than 9 months	1	6 to less than 9 months	0
	9 to less than 12 months	0	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
\$1 million to below \$1.5 million	Less than 6 months	6	Less than 6 months	8	Less than 6 months	8
	6 to less than 9 months	3	6 to less than 9 months	4	6 to less than 9 months	2
	9 to less than 12 months	1	9 to less than 12 months	1	9 to less than 12 months	1
	12 months or more	0	12 months or more	0	12 months or more	0
\$1.5 million to below \$2 million	Less than 6 months	4	Less than 6 months	3	Less than 6 months	3
	6 to less than 9 months	6	6 to less than 9 months	6	6 to less than 9 months	9
	9 to less than 12 months	5	9 to less than 12 months	5	9 to less than 12 months	1
	12 months or more	1	12 months or more	0	12 months or more	0
\$2 million to below \$2.5 million	Less than 6 months	2	Less than 6 months	2	Less than 6 months	2
	6 to less than 9 months	3	6 to less than 9 months	5	6 to less than 9 months	7
	9 to less than 12 months	5	9 to less than 12 months	3	9 to less than 12 months	6
	12 months or more	1	12 months or more	1	12 months or more	0

Amount of Reserve	2011/12 school year		2012/13 school year		2013/14 school year	
	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools	In terms of number of months of subvention to the school	Number of special schools
\$2.5 million to below \$3 million	Less than 6 months	0	Less than 6 months	4	Less than 6 months	2
	6 to less than 9 months	3	6 to less than 9 months	5	6 to less than 9 months	3
	9 to less than 12 months	1	9 to less than 12 months	1	9 to less than 12 months	0
	12 months or more	0	12 months or more	1	12 months or more	1
\$3 million to below \$3.5 million	Less than 6 months	2	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	2	6 to less than 9 months	1	6 to less than 9 months	2
	9 to less than 12 months	1	9 to less than 12 months	0	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
\$3.5 million to below \$4 million	Less than 6 months	0	Less than 6 months	0	Less than 6 months	1
	6 to less than 9 months	0	6 to less than 9 months	1	6 to less than 9 months	2
	9 to less than 12 months	1	9 to less than 12 months	0	9 to less than 12 months	2
	12 months or more	0	12 months or more	0	12 months or more	0
\$4 million or above	Less than 6 months	0	Less than 6 months	1	Less than 6 months	0
	6 to less than 9 months	0	6 to less than 9 months	1	6 to less than 9 months	1
	9 to less than 12 months	1	9 to less than 12 months	0	9 to less than 12 months	1
	12 months or more	1	12 months or more	1	12 months or more	0
Total		60		60		60

Notes

1. Information for 2014/15 and 2015/16 school years are not yet available as the aided schools have yet to submit their annual audited accounts.
2. Information for government schools is provided on a financial year basis.

**Information on government grants to
aided and government schools for the years from 2011-12 to 2015-16**

(A) Aided and government secondary schools (excluding special schools)

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2011-12	2012-13	2013-14	2014-15	2015-16 (Note 5)	2011-12	2012-13	2013-14
Career and Life Planning Grant								
- Highest	-	-	-	517.6	541.6	-	-	-
- Lowest	-	-	-	301.9	531.6	-	-	-
- Average	-	-	-	501.0	540.8	-	-	-
- Median	-	-	-	517.6	541.6	-	-	-
Diversity Learning Grant - Applied Learning								
- Highest	680.6	604.5	767.1	575.6	629.4	123.1	76.6	286.4
- Lowest	3.5	3.6	4.6	5.1	6.3	0	0	0
- Average	148.3	151.4	156.3	153.7	145.5	1.8	1.2	2.6
- Median	108.5	127.2	123.2	132.7	129.9	0	0	0
Diversity Learning Grant - Other Programmes								
- Highest	140.0	126.0	147.0	147.0	147.0	157.1	210.0	186.8
- Lowest	12.3	11.7	14.0	2.9	21.0	0	0	0
- Average	83.2	86.1	86.6	83.8	81.8	50.5	57.1	56.4
- Median	91.0	98.0	98.0	91.0	91.0	45.5	55.5	54.8

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2011-12	2012-13	2013-14	2014-15	2015-16 (Note 5)	2011-12	2012-13	2013-14
Enhanced Senior Secondary Curriculum Support Grant / Senior Secondary Curriculum Support Grant								
- Highest	1,416.2	1,016.5	889.8	1,074.8	1,124.7	2,489.1	1,827.5	858.5
- Lowest	66.5	16.9	108.1	20.6	25.9	0	0	0
- Average	885.7	689.4	639.2	645.8	646.5	583.3	410.2	330.3
- Median	917.5	713.5	697.4	724.7	709.2	506.5	400.4	304.9
Extra Senior Secondary Curriculum Support Grant								
- Highest	250.0	250.0	250.0	250.0	250.0	500.0	750.0	1,000.0
- Lowest	145.8	187.5	62.5	62.5	62.5	0	0	0
- Average	212.8	241.5	240.5	236.7	220.2	199.8	328.2	426.0
- Median	187.5	250.0	250.0	250.0	250.0	250.0	395.8	476.0
Grants for Teaching and Non-teaching Staff								
- Highest	5,509.4	4,697.9	5,025.3	5,369.7	7,362.2	6,523.0	7,524.7	8,381.7
- Lowest	2.2	3.3	1.1	1.9	2.0	0	0	0
- Average	1,064.2	989.3	1,088.0	1,164.9	1,303.9	691.7	907.4	939.0
- Median	412.2	256.2	497.9	552.9	619.3	304.3	384.7	378.0
Learning Support Grant								
- Highest	1,000.0	1,000.0	1,500.0	1,500.0	1,387.0	783.7	691.8	1,040.0
- Lowest	5.8	7.0	7.0	8.0	9.4	0	0	0
- Average	367.5	367.8	421.3	587.8	442.2	131.9	87.9	89.8
- Median	300.0	290.0	330.0	468.0	351.8	86.7	57.7	56.4
Liberal Studies Curriculum Support Grant								
- Highest	-	160.0	-	-	-	318.1	208.4	0
- Lowest	-	71.8	-	-	-	0	0	0
- Average	-	119.0	-	-	-	38.7	7.9	0
- Median	-	160.0	-	-	-	11.0	0	0

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2011-12	2012-13	2013-14	2014-15	2015-16 (Note 5)	2011-12	2012-13	2013-14
Moral and National Education Support Grant								
- Highest	-	530.0	-	-	-	-	530.0	530.0
- Lowest	-	530.0	-	-	-	-	33.4	0
- Average	-	530.0	-	-	-	-	517.1	445.1
- Median	-	530.0	-	-	-	-	530.0	527.7
New Senior Secondary Curriculum Migration Grant								
- Highest	-	-	-	-	-	218.9	-	-
- Lowest	-	-	-	-	-	0	-	-
- Average	-	-	-	-	-	3.1	-	-
- Median	-	-	-	-	-	0	-	-
OEBG / EOEBG / ESCBG								
- Highest	10,136.7	10,357.9	11,339.4	11,057.6	11,421.9	7,894.8	7,707.3	7,129.5
- Lowest	660.4	786.0	757.4	313.0	719.5	0	0	0
- Average	5,970.2	6,148.4	6,266.4	6,401.0	6,490.9	2,708.3	2,825.2	2,847.9
- Median	6,389.6	6,600.0	6,734.1	6,870.3	6,952.0	2,671.0	2,804.8	2,920.8
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMCs)								
- Highest	350.0	350.0	-	-	-	350.0	350.0	0
- Lowest	175.0	350.0	-	-	-	0	0	0
- Average	334.8	350.0	-	-	-	80.9	2.2	0
- Median	350.0	350.0	-	-	-	0	0	0
One-off Grant for Procurement of e-Learning Resources								
- Highest	71.6	58.9	-	-	-	84.2	52.6	0
- Lowest	17.7	17.7	-	-	-	0	0	0
- Average	35.2	32.4	-	-	-	32.6	1.4	0
- Median	33.7	24.3	-	-	-	33.7	0	0

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2011-12	2012-13	2013-14	2014-15	2015-16 (Note 5)	2011-12	2012-13	2013-14
Salaries Grants								
- Highest	57,873.6	60,858.8	62,428.6	66,370.7	64,197.7	-	-	-
- Lowest	3,012.9	3,372.8	6,890.3	7,915.4	2,381.1	-	-	-
- Average	36,636.1	38,442.7	39,441.0	41,270.3	39,155.1	-	-	-
- Median	37,787.7	39,675.8	40,676.1	42,499.4	40,357.4	-	-	-
School-based After-school Learning and Support Programmes								
- Highest	309.6	276.4	256.0	349.8	373.8	265.4	314.2	337.0
- Lowest	15.6	11.6	10.4	7.2	9.6	0	0	0
- Average	137.6	127.3	116.8	141.1	147.0	81.7	83.7	70.7
- Median	141.4	130.0	119.8	131.0	132.0	73.4	82.8	65.8
Teacher Professional Preparation Grant								
- Highest	-	-	-	-	-	108.9	-	-
- Lowest	-	-	-	-	-	0	-	-
- Average	-	-	-	-	-	1.0	-	-
- Median	-	-	-	-	-	0	-	-

(B) Aided and government primary schools (excluding special schools)

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2011-12	2012-13	2013-14	2014-15	2015-16 (Note 5)	2011-12	2012-13	2013-14
Free Lunch at Schools								
- Highest	-	-	-	1,353.2	1,405.6	-	-	-
- Lowest	-	-	-	18.6	12.4	-	-	-
- Average	-	-	-	430.1	457.0	-	-	-
- Median	-	-	-	397.0	435.5	-	-	-
Grants for Teaching and Non-teaching staff								
- Highest	2,311.9	2,651.8	2,783.7	2,936.6	3,378.3	1,066.6	1,550.4	1,950.3
- Lowest	1.7	1.8	2.9	5.1	3.2	0	0	0
- Average	163.5	198.6	254.4	359.9	503.0	94.1	110.3	150.4
- Median	84.6	95.6	108.0	124.4	138.5	60.3	65.0	97.2
Learning Support Grant								
- Highest	1,122.5	1,047.0	1,370.0	1,590.0	1,652.1	603.8	557.1	781.3
- Lowest	70.0	30.0	7.0	9.1	28.1	0	0	0
- Average	525.7	526.9	564.8	727.3	572.7	98.5	96.1	112.3
- Median	480.0	480.0	520.0	695.5	553.5	83.7	79.8	87.5
Moral and National Education Support Grant								
- Highest	-	530.0	-	-	-	-	530.0	530.0
- Lowest	-	530.0	-	-	-	-	0	0
- Average	-	530.0	-	-	-	-	482.2	401.1
- Median	-	530.0	-	-	-	-	530.0	476.2
OEBG / EOEBG / ESCBG								
- Highest	5,077.4	5,451.0	5,944.9	6,384.1	6,830.1	3,927.9	3,779.5	4,290.5
- Lowest	155.4	289.6	384.2	132.0	764.4	0	0	0
- Average	3,028.2	3,270.2	3,514.9	3,874.1	4,090.6	1,184.7	1,274.9	1,361.6
- Median	3,175.3	3,390.4	3,675.3	4,032.0	4,334.1	1,166.0	1,246.6	1,249.0

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2011-12	2012-13	2013-14	2014-15	2015-16 (Note 5)	2011-12	2012-13	2013-14
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMC)								
- Highest	350.0	350.0	-	-	-	350.0	350.0	0
- Lowest	175.0	175.0	-	-	-	0	0	0
- Average	342.0	348.9	-	-	-	91.1	2.1	0
- Median	350.0	350.0	-	-	-	0.0	0	0
One-off Grant for Procurement of e-Learning Resources								
- Highest	58.9	58.9	-	-	-	84.2	58.9	0
- Lowest	11.1	10.0	-	-	-	0	0	0
- Average	32.1	25.0	-	-	-	25.5	1.5	0
- Median	26.3	23.4	-	-	-	25.0	0	0
Salaries Grants								
- Highest	40,641.1	36,274.2	38,205.4	40,730.5	39,211.2	-	-	-
- Lowest	1,291.1	1,372.4	2,166.2	7,200.7	1,617.5	-	-	-
- Average	18,996.0	20,285.5	21,448.8	23,049.3	22,354.0	-	-	-
- Median	20,910.1	22,456.8	23,567.3	24,950.9	24,127.6	-	-	-
School-based After-school Learning and Support Programmes								
- Highest	242.4	233.2	223.2	400.8	421.8	185.7	243.4	260.1
- Lowest	5.2	4.0	4.0	6.0	6.4	0	0	0
- Average	86.8	88.4	90.5	128.2	141.6	39.6	44.4	45.6
- Median	78.8	79.6	85.4	114.5	128.0	28.5	32.7	33.0

(C) Aided special schools

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2011-12	2012-13	2013-14	2014-15	2015-16 (Note 5)	2011-12	2012-13	2013-14
Career and Life Planning Grant								
- Highest	-	-	-	517.6	541.6	-	-	-
- Lowest	-	-	-	517.6	541.6	-	-	-
- Average	-	-	-	517.6	541.6	-	-	-
- Median	-	-	-	517.6	541.6	-	-	-
Diversity Learning Grant - Applied Learning								
- Highest	127.9	155.7	254.3	215.9	214.4	5.3	19.1	6.8
- Lowest	3.7	3.3	6.0	6.8	6.5	0	0	0
- Average	43.3	56.8	75.0	81.6	81.2	0.6	1.0	0.2
- Median	28.8	44.0	63.2	75.2	65.6	0	0	0
Enhanced Senior Secondary Curriculum Support Grant / Senior Secondary Curriculum Support Grant								
- Highest	539.5	397.8	444.9	569.4	428.5	1,394.2	703.9	329.7
- Lowest	443.1	95.1	74.2	102.4	81.2	0	0	0
- Average	447.0	235.1	195.3	211.1	217.1	351.5	147.5	79.7
- Median	443.1	219.4	185.4	204.7	214.2	259.2	105.4	62.7
Free Lunch at Schools								
- Highest	-	-	-	146.5	141.9	-	-	-
- Lowest	-	-	-	1.9	2.6	-	-	-
- Average	-	-	-	45.4	47.3	-	-	-
- Median	-	-	-	32.9	41.4	-	-	-

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2011-12	2012-13	2013-14	2014-15	2015-16 (Note 5)	2011-12	2012-13	2013-14
Grants for Teaching and Non-teaching Staff								
- Highest	3,069.4	3,394.9	4,003.9	4,612.2	3,784.3	2,395.5	3,234.4	4,076.2
- Lowest	46.0	11.8	45.2	57.8	59.3	0	0	0
- Average	839.5	1,039.3	1,198.4	1,426.0	1,252.6	447.7	570.4	701.2
- Median	539.1	755.3	717.9	845.8	880.2	304.5	284.1	386.6
Liberal Studies Curriculum Support Grant								
- Highest	-	160.0	-	-	-	319.5	102.9	0
- Lowest	-	71.8	-	-	-	0	0	0
- Average	-	105.6	-	-	-	61.3	6.2	0
- Median	-	71.8	-	-	-	28.0	0	0
Moral and National Education Support Grant								
- Highest	-	530.0	-	-	-	-	530.0	530.0
- Lowest	-	530.0	-	-	-	-	59.1	0
- Average	-	530.0	-	-	-	-	498.0	404.2
- Median	-	530.0	-	-	-	-	530.0	499.3
New Senior Secondary Curriculum Migration Grant								
- Highest	-	-	-	-	-	57.3	-	-
- Lowest	-	-	-	-	-	0	-	-
- Average	-	-	-	-	-	2.1	-	-
- Median	-	-	-	-	-	0	-	-
OEBG / EOEBG / ESCBG								
- Highest	10,050.0	10,257.0	10,600.8	11,278.0	11,788.5	4,349.9	4,467.1	5,981.0
- Lowest	1,414.8	1,472.1	1,544.6	1,728.7	1,884.0	173.4	200.0	0
- Average	3,495.9	3,690.5	3,896.9	4,199.7	4,400.6	1,876.8	1,975.1	2,090.4
- Median	3,209.4	3,340.1	3,534.5	3,850.2	4,128.6	1,851.2	1,883.8	2,004.1

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2011-12	2012-13	2013-14	2014-15	2015-16 (Note 5)	2011-12	2012-13	2013-14
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMCs)								
- Highest	350.0	350.0	-	-	-	339.1	297.9	0
- Lowest	175.0	350.0	-	-	-	0	0	0
- Average	306.3	350.0	-	-	-	50.3	7.2	0
- Median	350.0	350.0	-	-	-	0.0	0	0
One-off grant for Procurement of e-Learning Resources								
- Highest	-	-	-	-	-	52.4	45.5	0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	21.5	2.6	0
- Median	-	-	-	-	-	25.7	0	0
Salaries Grants								
- Highest	62,093.9	67,876.9	71,216.1	75,876.0	75,189.5	-	-	-
- Lowest	5,607.7	5,774.6	6,044.2	6,366.1	7,164.6	-	-	-
- Average	20,761.7	22,574.0	23,722.2	25,470.8	25,099.2	-	-	-
- Median	19,047.8	21,314.9	22,220.7	24,374.3	23,918.7	-	-	-
School-based After-school Learning and Support Programmes								
- Highest	70.0	66.8	62.4	114.0	130.2	55.6	46.3	48.4
- Lowest	3.6	3.6	5.2	5.6	5.2	0	0	0
- Average	25.1	24.3	24.5	31.5	38.4	12.6	13.8	12.3
- Median	20.4	20.4	20.4	24.0	30.0	10.4	10.8	7.8

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2011-12	2012-13	2013-14	2014-15	2015-16 (Note 5)	2011-12	2012-13	2013-14
Teacher Professional Preparation Grant								
- Highest	-	-	-	-	-	400.0	-	-
- Lowest	-	-	-	-	-	0	-	-
- Average	-	-	-	-	-	16.8	-	-
- Median	-	-	-	-	-	0	-	-

Notes

1. Some government grants are not received by most of the aided and government schools, or are received by a few schools only. To present a more realistic picture of the unspent balance of grants kept by individual schools, this Annex only shows information on those grants that were received by the majority of aided and government schools (i.e. more than 50% of the aided and government secondary schools, the aided and government primary schools, or the aided special schools as appropriate) from the Government.
2. Information on government grants disbursed to aided and government schools and the respective unspent amount of government schools are provided on a financial year basis, while the respective unspent amount of aided schools is provided on a school year basis.
3. Information on the unspent amount of government grants for aided schools for the years 2014-15 and 2015-16 are not available as the schools have yet to submit their annual audited accounts.
4. Amount unspent is calculated after taking into account the amount brought forward from the previous school/financial year and after deduction of the excessive surplus amount to be refunded to the Government.
5. Information on government grants disbursed to aided and government schools for the financial year 2015-16 is the position up to 29.2.2016.

- End -

CONTROLLING OFFICER'S REPLY**EDB543****(Question Serial No. 4943)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Regarding the measure implemented by the Government to progressively reduce the number of students allocated per S1 class in public sector secondary schools in the 2015/16 school year, please give, for each of the 18 school districts, a breakdown on the numbers of schools involved and their total number:
- (i) the numbers of schools accepting or not accepting this measure and their percentages;
 - (ii) among the schools accepting this measure, what are the numbers of schools choosing “2-1-1” or “1-1-1” options and their percentage share in the total number of public sector secondary schools in the territory;
 - (iii) the numbers of classes and places reduced in schools choosing “2-1-1” or “1-1-1” options in the 2013/14 school year;
 - (iv) the number of schools which have to freeze teacher establishment due to under-enrollment after the introduction of “2-1-1” or “1-1-1” options, as well as the actual number of teachers affected.
- (b) In the 2015/16 school year, the Government will continue to reduce 1 place per S1 class in schools accepting the measure. Please give, for each of the 18 school districts, a breakdown on the number of S1 places to be reduced each year.
- (c) Does the Administration have other corresponding measures to help schools and teachers cope with the decline in S1 student population?

Asked by: Hon IP Kin-yuen (Member Question No. 61)

Reply:

- (a)(i) When mapping out the series of targeted relief measures announced in end-2012 with a view to maintaining the stability and strengths of public sector secondary schools and the teaching force, the Education Bureau (EDB) has given due consideration to the transient decline in Secondary One (S1) student population in recent years. Taking into account the school sector's proposal to reduce the number of students allocated per S1 class, EDB, aiming to strike a balance between the concerns and interest of different stakeholders including parents and the school sector, has further implemented the progressive reduction of the number of students allocated per S1 class on a year-on-year basis by “2-1-1” and “1-1-1” for schools to opt for the period from the 2013/14 to 2015/16 school years. The number of schools adopting reduction of the number of students allocated per S1 class by district and their percentage in the 2015/16 school year is tabulated at [Annex 1](#).

- (ii) The number of schools choosing the “2-1-1” or “1-1-1” option and their percentage share in the total number of public sector secondary schools in the territory is tabulated at Annex 2.
 - (iii) The number of places reduced in schools choosing the “2-1-1” or “1-1-1” option with the number of classes involved by district in the 2013/14 school year is tabulated at Annex 3.
 - (iv) Under the package of targeted relief measures introduced in the 2013/14 school year to address the temporary decline of the S1 student population, aided schools with reduced number of S1 classes from the 2013/14 to the 2015/16 school years are allowed to retain their surplus teachers for three school years. However, there is no such arrangement in this measure to allow schools to freeze their teaching staff establishment as depicted in the question asked. Hence, we are unable to provide the information related to the freezing of teaching staff establishment.
- (b) The number of S1 places reduced in the 2015/16 school year according to the measure is tabulated at Annex 4.
- (c) The package of targeted relief measures EDB has implemented since the 2013/14 school year aims at preserving the stability and strengths of the schools as well as the teaching force in the period of the transient decline in S1 student population. In gist, the targeted relief measures include:
- i. a progressive reduction of the number of students allocated per S1 class by “2-1-1” / “1-1-1” under a district-/school-based approach in the 3 school years from 2013/14 to 2015/16;
 - ii. relaxing the “not less than 3 S1 classes” requirement under which only schools operating 1 S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to 1 or 2 to participate in the next Secondary School Places Allocation exercise with a cap of 3 S1 classes; and
 - iii. extending the retention period from 1 year to 3 years for surplus teachers arising from packing of S1 classes in the 3 school years from 2013/14 to 2015/16.

To further stabilise the teaching force, the Chief Executive has announced in the 2016 Policy Address that schools with surplus teachers arising from reduction of S1 classes in the 2013/14 and 2014/15 school years, if in need, may apply to extend the retention period for these surplus teachers up to the 2017/18 school year.

Number of schools adopting reduction of no. of students per S1 class by district and their percentage in the 2015/16 school year

District	Schools adopting reduction of no. of student per S1 class in 2015/16	
	No.	Percentage among schools in the district
Central & Western	6	66.7%
Wan Chai	8	66.7%
Eastern	24	85.7%
Southern	12	92.3%
Yau Tsim Mong	12	85.7%
Sham Shui Po	16	94.1%
Kowloon City	23	79.3%
Wong Tai Sin	23	100.0%
Kwun Tong	26	96.3%
Kwai Tsing	31	100.0%
Tsuen Wan	12	92.3%
Tuen Mun	37	100.0%
Yuen Long	30	88.2%
North	19	100.0%
Tai Po	18	100.0%
Sha Tin	37	97.4%
Sai Kung	17	89.5%
Islands	7	100.0%

Note: Schools refer to public sector secondary schools.

Number of schools choosing the “2-1-1” or “1-1-1” option by district and their percentage share in the total no. of public sector secondary schools in the 2015/16 school year

District	Schools Choosing the “1-1-1” Option		Schools Choosing the “2-1-1” Option	
	No.	Percentage among all schools	No.	Percentage among all schools
Central & Western	5	1.3%	1	0.3%
Wan Chai	2	0.5%	6	1.5%
Eastern	-	-	24	6.2%
Southern	-	-	12	3.1%
Yau Tsim Mong	1	0.3%	11	2.8%
Sham Shui Po	4	1.0%	12	3.1%
Kowloon City	3	0.8%	20	5.2%
Wong Tai Sin	-	-	23	5.9%
Kwun Tong	5	1.3%	21	5.4%
Kwai Tsing	-	-	31	8.0%
Tsuen Wan	3	0.8%	9	2.3%
Tuen Mun	-	-	37	9.5%
Yuen Long	1	0.3%	29	7.5%
North	19	4.9%	-	-
Tai Po	-	-	18	4.6%
Sha Tin	2	0.5%	35	9.0%
Sai Kung	1	0.3%	16	4.1%
Islands	1	0.3%	6	1.5%

Note: Schools refer to public sector secondary schools.

**Number of places reduced in schools choosing “2-1-1” or “1-1-1” option by district
and S1 classes concerned in the 2013/14 school year**

District	Schools Choosing the “1-1-1” Option		Schools Choosing the “2-1-1” Option	
	S1 Classes involved	S1 Places reduced	S1 Classes involved	S1 Places reduced
Central & Western	21	21	4	8
Wan Chai	8	8	24	48
Eastern	-	-	90	180
Southern	-	-	48	96
Yau Tsim Mong	5	5	45	90
Sham Shui Po	18	18	50	100
Kowloon City	12	12	82	164
Wong Tai Sin	-	-	91	182
Kwun Tong	21	21	85	170
Kwai Tsing	-	-	121	242
Tsuen Wan	12	12	36	72
Tuen Mun	-	-	137	274
Yuen Long	5	5	117	234
North	73	73	-	-
Tai Po	-	-	67	134
Sha Tin	9	9	137	274
Sai Kung	4	4	63	126
Islands	5	5	22	44

Note: Schools refer to public sector secondary schools.

Number of S1 places reduced by district in the 2015/16 school year

District	2015/16
Central & Western	24
Wan Chai	32
Eastern	87
Southern	45
Yau Tsim Mong	49
Sham Shui Po	68
Kowloon City	94
Wong Tai Sin	89
Kwun Tong	105
Kwai Tsing	120
Tsuen Wan	48
Tuen Mun	134
Yuen Long	121
North	73
Tai Po	67
Sha Tin	145
Sai Kung	64
Islands	27

- End -

CONTROLLING OFFICER'S REPLY

EDB544

(Question Serial No. 4944)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (-) Not Specified
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding duty visits outside Hong Kong made by the Secretary for Education and the Permanent Secretary for Education in their official capacities, please provide the dates, reasons for visits, number of entourage, the related expenditure incurred and the details in the three financial years from 2013-14 to 2015-16, as well as the estimate in this regard for the 2016-17 financial year.

Asked by: Hon IP Kin-yuen (Member Question No. 62)

Reply:

Information about duty visits outside Hong Kong made by Secretary for Education (SED) and Permanent Secretary for Education (PS(Ed)) in the past three years from 2013-14 to 2015-16 are at Annexes A to B respectively.

In 2016-17, duty visits will be conducted based on operational needs and prior approval is needed before related expenses are incurred. In making an application for duty visit, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the expenditure is fully justified and appropriate for the official purpose in question. The duty visit expenditure will be governed by relevant regulations and guidelines and charged to the relevant votes to ensure effective control and use of public money.

**Duty visits outside Hong Kong made by
Secretary for Education from 2013-14 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by SED and official entourage from SED's Office (\$)(Note)
2013-14 (10)	<ul style="list-style-type: none"> To learn about kindergarten education and information technology in education in Korea, Singapore and Australia To officiate and/or address in international forum/seminars in Singapore and United Kingdom and exchange views on education policies, co-operation and development, etc. with Minister of Education of other countries, local educational officials and institutions as well as students To pay goodwill visits to education authorities and officials in Shenzhen, Guangzhou and Nansha to exchange views on the latest development on the educational front and visit local schools To lead a delegation of education professionals and sector representatives to Shanghai and Beijing for professional exchange To visit Indonesia for boosting educational co-operation and exchange with member states of the Association of Southeast Asian Nations and promoting Hong Kong's role as a regional education hub To lead a delegation from the education sector to attend an international convention in Shanghai To attend an international summit in New Zealand and to have bilateral meetings with Minister of Education of other countries 	1 - 2	688,414
2014-15 (10)	<ul style="list-style-type: none"> To visit Belgium and Finland to observe the education systems and good practices of European countries and visit Malaysia to enhance the education link with the ASEAN country and promote Hong Kong's role as an education hub To lead the "Passing on the Torch" Mainland Exchange Programme to Beijing and Shanghai to participate in visits and exchange activities To lead a delegation of the education sector to Ningbo for exchanges, and give opening remarks/witness the signing of higher education cooperation documents and sister school agreements 	1 - 2	729,038

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by SED and official entourage from SED's Office (\$)(Note)
	<ul style="list-style-type: none"> To meet with Shenzhen Municipal Education Bureau officials to exchange views and deepen cooperation on education issues To officiate a ceremony and address in an education forum in Hangzhou and witness the signing of sister school agreements To lead an education delegation to study the vocational education systems and good practices in promoting young persons' career development in Germany and Switzerland To lead a delegation of secondary school students to participate in "Passing on the Torch" Mainland Exchange Programme in Nanjing To meet with Guangdong Party Secretary and Shenzhen Party Secretary To attend an international summit in Canada 		
2015-16 (13)	<ul style="list-style-type: none"> To meet with officials of the Ministry of Education in Beijing, Beijing Municipal Education Commission, Shenzhen Municipal Education Bureau, Department of Education of Guangdong Province and Zhongshan Municipal Government to exchange views on educational issues and co-operation To deliver a speech at the 10th anniversary celebratory event of the United International College, and to hold discussion with officials of the Zhuhai Municipal Education Bureau To lead Hong Kong university students to a career and life planning education programme and visit enterprises in Huizhou and Shunde To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities to exchange views with university leaders and Hong Kong students To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp, and to pay a courtesy visit to the Ministry of Education in Beijing To visit the United States and Belgium to exchange views with overseas funding and research agencies in the higher education sector on education and research policies and funding strategies 	1 - 3	482,820

Year (number of visits)*	Purpose of visits	Number of official entourage from SED's Office in each visit	Total expenditure incurred by SED and official entourage from SED's Office (\$)(Note)
	<ul style="list-style-type: none"> • To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression in Beijing • To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde • To attend an international education conference, and to hold discussion with officials of the Ministry of Education of Singapore • To join a delegation of presidents or vice-presidents of the eight University Grants Committee-funded institutions for a visit to Guangdong Province, and to attend a Guangdong and Hong Kong university presidents' forum in Guangzhou • To officiate at an opening ceremony of a national competition of extra-curricular academic and technological projects by university students in Guangzhou 		

* The above duty visits lasted for one to seven days per trip.

Note : The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

**Duty visits outside Hong Kong made by
Permanent Secretary for Education from 2013-14 to 2015-16 up to 8 March 2016
(as at 8 March 2016)**

Year (number of visits)*	Purpose of visits	Number of EDB officers participating in each visit	Total expenditure incurred in the Bureau (\$)(Note)
2013-14 (2)	<ul style="list-style-type: none"> To attend the annual Hong Kong / Guangdong Expert Group on Co-operation in Education Meeting in Guangzhou, and pay visits to a teacher training institute and a secondary school To observe the classroom teaching and learning practices of the place in Weifang 	4	68,810
2014-15 (2)	<ul style="list-style-type: none"> To lead school heads and teachers of a school-sponsoring body to Kaiping, Xinhui and Jiangmen for exploring the implementation of moral education and development of group-based moral education curriculum To attend an international conference in Korea, and establish connections with educational professionals from various countries 	1 - 2	27,572
2015-16 (4)	<ul style="list-style-type: none"> To conduct exchanges with the officials and practitioners in Singapore on various educational policies and practices there To pay a courtesy visit to the Ministry of Education and Hong Kong and Macao Affairs Office of the State Council in Beijing to exchange on various educational matters To attend the Hong Kong / Guangdong Expert Group on Co-operation in Education Meeting in Guangzhou To meet with officials of the Shenzhen Municipal Education Bureau to exchange views on education issues 	1 - 5	74,266

* The above duty visits lasted for one to four days per trip.

Note : The total expenditure includes expenses on accommodation and travelling, subsistence allowance and other incidental expenses for duty visits outside Hong Kong in accordance with the prevailing Civil Service Regulations and guidelines.

- End -

CONTROLLING OFFICER'S REPLY**EDB545****(Question Serial No. 4945)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (950) Hong Kong Examinations and Assessment Authority

Programme: Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(1) Please provide a breakdown of the 2014-15 actual expenditure, 2015-16 approved estimate, 2015-16 revised estimate and 2016-17 estimate under Subhead 950, and explain any changes in expenditure.

(2) Regarding the Hong Kong Diploma of Secondary Education Examination conducted by the Hong Kong Examinations and Assessment Authority in 2012-13, 2013-14 and 2014-15, please give a breakdown of the following:

(a) the number of appeal applications received (please list out separately the appeals for rechecking scores and appeals for remarking scripts) by subject, the number of cases with result upgraded after review, the expenditure involved and the amount of fees refunded; and

(b) the number of appeal review applications received by category, the number of cases with different results after review by category, the expenditure involved and the total amount of fees refunded.

Asked by: Hon IP Kin-yuen (Member Question No. 63)

Reply:

(1) The actual expenditure for 2014-15, approved estimate for 2015-16, revised estimate for 2015-16 and estimate for 2016-17 of Subhead 950 Hong Kong Examinations and Assessment Authority are listed below:

Subhead	Actual expenditure 2014-15 (\$ million)	Approved estimate 2015-16 (\$ million)	Revised estimate 2015-16 (\$ million)	Estimate 2016-17 (\$ million)
950 - Hong Kong Examinations and Assessment Authority (HKEAA)	5.848	-	-	-

The expenditure under this Subhead is subvention for HKEAA for the development of Hong Kong Diploma of Secondary Education Examination system. As the project has been completed in 2014-15, there is no estimate for this Subhead for 2015-16 and 2016-17.

(2) HKEAA is a statutory body established under the Hong Kong Examinations and Assessment Authority Ordinance which operates on a self-financing basis. Regarding the Hong Kong Diploma of Secondary Education (HKDSE) Examination conducted in 2013 to 2015, HKEAA has provided the following information -

- (a) The number of appeal applications by subject, the number of cases with results upgraded after review, the expenditure involved and the fees refunded to applicants are at Appendix 1.
- (b) The number of appeal review applications by category, the number of cases with different results after review, the expenditure involved and the fees refunded to applicants are at Appendix 2.

Appeal applications for 2013, 2014 and 2015 HKDSE Examination

	2013 Examination		2014 Examination		2015 Examination	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
(a) Rechecking and remarking application per subject						
Category A:						
Biology	4	1 829	12	1 274	7	1 323
Business, Accounting and Financial Studies	11	867	5	714	-	-
Business, Accounting and Financial Studies (Accounting)	-	-	-	-	5	390
Business, Accounting and Financial Studies (Business Management)	-	-	-	-	1	175
Chemistry	20	1 562	17	1 543	15	1 369
Chinese History	1	587	1	534	3	497
Chinese Language	53	13 638	49	11 683	59	10 696
Chinese Literature	5	455	3	351	2	367
Combined Science (Biology, Chemistry)	2	204	0	92	0	51
Combined Science (Biology, Physics)	0	58	2	26	0	6
Combined Science (Chemistry, Physics)	0	49	1	57	0	25
Design and Applied Technology	0	8	1	10	1	13
Economics	8	1 377	18	1 562	12	1 036
English Language	43	9 104	64	7 534	59	6 574
Ethics and Religious Studies	0	61	0	49	1	57
Geography	9	949	2	722	1	792
Health Management and Social Care	1	24	1	15	0	21
History	2	721	3	581	1	676
Information and Communication Technology	3	302	2	308	1	300
Integrated Science	0	14	0	1	0	8
Liberal Studies	24	8 718	36	7 586	32	6 249
Literature in English	0	135	0	88	1	114
Mathematics	74	2 179	103	2 383	82	1 977

	2013 Examination		2014 Examination		2015 Examination	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
Music	0	36	0	18	1	17
Physical Education	0	26	1	27	2	17
Physics	8	652	8	682	6	383
Technology and Living (Fashion, Clothing and Textiles)	0	11	0	4	0	7
Technology and Living (Food Science and Technology)	0	15	1	9	0	15
Tourism and Hospitality Studies	1	64	0	79	2	72
Visual Arts	1	311	1	284	4	308
Category B:						
Applied Psychology	2	Not applicable	0	Not applicable	0	Not applicable
Aviation Studies	0		0		0	
Hospitality Services in Practice	0		0		0	
Hotel Operations	1		0		0	
Marketing in Global Trade	0		1		0	
Medical Laboratory Science	1		0		1	
Understanding Financial Services	0		1		0	
Western Cuisine	0		0		0	
Category C:						
French Language	0	1	0	0	0	1
Japanese Language	0	0	0	5	1	6
Spanish Language	0	0	0	0	0	0
Urdu Language	0	1	0	0	0	0
Total :	274	43 958	333	38 221	300	33 542
(ii) No. of cases with result upgraded	0	1 597	0	1 183	0	1 324
(iii) Expenditure in handling appeal applications for the year	\$12.7 million		\$10.7 million		\$9.6 million	
(iv) Fees refunded to applicants	\$0.8 million		\$0.6 million		\$0.7 million	

Appeal review applications for 2013, 2014 and 2015 HKDSE Examination

	2013 Examination		2014 Examination		2015 Examination	
	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review
(i) Category						
Processing of Examination irregularities	25	10	6	3	11	1
Review on the process of rechecking and remarking	15	0	10	0	7	1
Review on the marking of scripts after access to scripts	35	5	40	5	33	5
(ii) Expenditure in handling appeal review applications for the year	\$1.0 million		\$1.0 million		\$1.1 million	
(iii) Fees refunded to applicants	\$11,955		\$6,376		\$5,579	

- End -

CONTROLLING OFFICER'S REPLY**EDB546****(Question Serial No. 4946)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

(a) Please provide information on Direct Subsidy Scheme (DSS) primary and secondary schools in the past 5 school years:

Table 1

Districts	No. of DSS primary schools	No. of students in DSS primary schools	No. of DSS secondary schools	No. of students in DSS secondary schools

Table 2

DSS primary schools					
Districts	Average of subsidy per student	Average of subsidy per DSS school	Median of subsidy per DSS school	Average of tuition fee charged	Median of tuition fee charged

Table 3

DSS secondary schools					
Districts	Average of subsidy per student	Average of subsidy per DSS school	Median of subsidy per DSS school	Average of tuition fee charged	Median of tuition fee charged

Table 4

DSS primary schools					
Districts	Average of financial reserve	Median of financial reserve	Average annual expenditure of grant	Median annual expenditure of grant	Average no. of students benefited from the grant

Table 5

DSS secondary schools					
Districts	Average of financial reserve	Median of financial reserve	Average annual expenditure of grant	Median annual expenditure of grant	Average no. of students benefited from the grant

Table 6

Categories of school fee	No. of DSS primary schools	No. of students in DSS primary schools	No. of DSS secondary schools	No. of students in DSS secondary schools
Annual school fee under \$10,000				
Annual school fee between \$10,000 and \$20,000				
Annual school fee over \$20,000				

Table 7

DSS primary schools					
Categories of school fee	Average of subsidy per student	Average of subsidy per DSS school	Median of subsidy per DSS school	Average of tuition fee charged	Median of tuition fee charged
Annual school fee under \$10,000					
Annual school fee between \$10,000 and \$20,000					
Annual school fee over \$20,000					

Table 8

DSS secondary schools					
Categories of school fee	Average of subsidy per student	Average of subsidy per DSS school	Median of subsidy per DSS school	Average of tuition fee charged	Median of tuition fee charged
Annual school fee under \$10,000					
Annual school fee between \$10,000 and \$20,000					
Annual school fee over \$20,000					

Table 9

DSS primary schools					
Categories of school fee	Average of financial reserve	Median of financial reserve	Average annual expenditure of grant	Median annual expenditure of grant	Average no. of students benefited from the grant
Annual school fee under \$10,000					
Annual school fee between \$10,000 and \$20,000					
Annual school fee over \$20,000					

Table 10

DSS secondary schools					
Categories of school fee	Average of financial reserve	Median of financial reserve	Average annual expenditure of grant	Median annual expenditure of grant	Average no. of students benefited from the grant
Annual school fee under \$10,000					
Annual school fee between \$10,000 and \$20,000					
Annual school fee over \$20,000					

(b) Please provide the numbers and percentages of secondary students of government, aided, DSS, English Schools Foundation (ESF), private and international schools who were admitted to universities (both local and overseas) in the past 5 school years in the table below:

Table 11

Districts	Government	Aided	DSS	ESF	Private	International

(c) Please provide the numbers and percentages of students of government, aided, DSS, ESF, private and international schools who were residing in public rental housing (public housing) and receiving Comprehensive Social Security Assistance (CSSA) in the past 5 school years:

Table 12

No. and percentage of primary school students residing in public rental housing						
Districts	Government	Aided	DSS	ESF	Private	International

Table 13

No. and percentage of secondary school students residing in public rental housing						
Districts	Government	Aided	DSS	ESF	Private	International

Table 14

No. and percentage of primary school students receiving CSSA						
Districts	Government	Aided	DSS	ESF	Private	International

Table 15

No. and percentage of secondary school students receiving CSSA						
Districts	Government	Aided	DSS	ESF	Private	International

Table 16

No. and percentage of primary school students residing in public rental housing					
Categories of school fee	DSS	ESF	Private	International	
Annual school fee under \$10,000					
Annual school fee between \$10,000 and \$20,000					
Annual school fee over \$20,000					

Table 17

No. and percentage of secondary school students residing in public rental housing				
Categories of school fee	DSS	ESF	Private	International
Annual school fee under \$10,000				
Annual school fee between \$10,000 and \$20,000				
Annual school fee over \$20,000				

Table 18

No. and percentage of primary school students receiving CSSA					
Categories of school fee	DSS	ESF	Private	International	
Annual school fee under \$10,000					
Annual school fee between \$10,000 and \$20,000					
Annual school fee over \$20,000					

Table 19

No. and percentage of secondary school students receiving CSSA					
Categories of school fee	DSS	ESF	Private	International	
Annual school fee under \$10,000					
Annual school fee between \$10,000 and \$20,000					
Annual school fee over \$20,000					

(d) Please provide the numbers of primary schools and secondary schools which applied to join DSS in the past 5 school years in the tables below:

Table 20

Districts	No. of aided primary schools which applied to join DSS	number of aided secondary schools which applied to join DSS	No. of private primary schools which applied to join DSS	No. of private secondary schools which applied to join DSS	Other categories	Total

Table 21

Districts	No. of aided primary schools which were granted approval to join DSS	No. of aided secondary schools which were granted approval to join DSS	No. of private primary schools which were granted approval to join DSS	No. of private secondary schools which were granted approval to join DSS	Other categories	Total

(e) How many complaint cases about insufficient consultation by aided schools in applying to join DSS in the past 5 school years were received by the Administration? How many complaint cases about the lack of transparency of the financial status of DSS schools were received? Will the Government continue to subsidise DSS schools in the long run or let DSS schools turn into private independent schools? What are the manpower and expenditure involved in implementing the policy each year?

Asked by: Hon IP Kin-yuen (Member Question No. 64)

Reply:

- (a) The required information on Direct Subsidy Scheme (DSS) primary/secondary schools in the past 5 school years (from the 2011/12 to 2015/16 school years) is tabulated at Appendix 1.
- (b) According to the students' pathway surveys for the secondary 6 and secondary 7 graduates conducted by the Education Bureau (EDB), the number and percentage of secondary 6/7 graduates of government, aided, DSS and local private schools studying Bachelor's degree programmes in Hong Kong, as well as the number and percentage of those students studying Bachelor's degree programmes overseas among those secondary 6/7 graduates studying outside Hong Kong in the past 5 school years (from the 2011/12 to 2015/16 school years) are tabulated at Appendix 2. Relevant information for ESF and international schools is not available as the surveys did not cover these schools.
- (c) EDB does not have the statistics on the number and percentage of students of government, aided, DSS, ESF, private and international schools who are living in public rental housing estates and receiving Comprehensive Social Security Assistance.
- (d) The number of primary schools and secondary schools which have applied to join DSS in the past 5 school years (from the 2011/12 to 2015/16 school years) is tabulated at Appendix 3.
- (e) In the past 5 school years (from the 2011/12 to 2015/16 school years), EDB has received 1 complaint about the lack of transparency of the financial status of DSS schools and 22 complaints about insufficient consultation by aided schools in applying to join the DSS.

The DSS was introduced in 1991 pursuant to the recommendations of the Education Commission Report No. 3. The objectives of introducing the DSS are to inject diversity to our school system and give parents more choices. As the DSS sector has added much desired diversity to our school system, the Government has no plan to turn DSS schools into private independent schools at this stage.

Regarding the manpower and expenditure involved in the implementation of the DSS policy, since the work related to the administration and operation of the DSS cuts across various divisions and the amount of resources may also fluctuate from time to time in tandem with policy and other priority considerations, we are unable to segregate the manpower and expenditure allocated for implementing the DSS policy.

Information on DSS Primary/Secondary Schools from the 2011/12 to 2015/16 School Years

Table 1

2011/12 School Year

Districts	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	1	549	3	2 872
Hong Kong East	2	1 006	4	3 479
Islands	0	0	3	1 582
Southern	1	819	2	1 982
Wan Chai	0	0	3	2 019
Kowloon City	2	1 364	5	4 187
Kwun Tong	1	508	7	5 928
Sai Kung	4	3 126	8	6 169
Sham Shui Po	3	1 682	9	7 582
Wong Tai Sin	0	0	1	1 329
Yau Tsim and Mong Kok	1	1 012	3	2 969
North	0	0	1	1 212
Sha Tin	2	1 688	7	5 118
Tai Po	0	0	2	1 852
Kwai Chung and Tsing Yi	1	561	0	0
Tuen Mun	1	722	0	0
Yuen Long	2	1 057	5	3 988

2012/13 School Year

Districts	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	1	562	3	2 735
Hong Kong East	2	1 050	4	3 187
Islands	0	0	3	1 448
Southern	1	839	2	1 887
Wan Chai	0	0	3	1 841
Kowloon City	2	1 503	5	4 420
Kwun Tong	1	516	6	5 248
Sai Kung	4	3 079	8	5 819
Sham Shui Po	3	1 676	9	7 106
Wong Tai Sin	0	0	1	1 264
Yau Tsim and Mong Kok	1	996	3	2 777
North	0	0	1	1 200
Sha Tin	2	1 646	6	4 533
Tai Po	0	0	2	1 599
Kwai Chung and Tsing Yi	1	540	0	0
Tuen Mun	1	731	0	0
Yuen Long	2	1 139	5	3 907

2013/14 School Year

Districts	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	3	2 724
Hong Kong East	2	1 063	4	3 111
Islands	0	0	3	1 433
Southern	2	1 428	2	1 821
Wan Chai	0	0	3	1 789
Kowloon City	2	1 557	5	4 372
Kwun Tong	1	564	7	6 283
Sai Kung	4	3 018	8	5 628
Sham Shui Po	3	1 678	9	6 944
Wong Tai Sin	0	0	1	1 246
Yau Tsim and Mong Kok	1	974	3	2 706
North	0	0	1	1 201
Sha Tin	2	1 718	6	4 455
Tai Po	0	0	2	1 518
Kwai Chung and Tsing Yi	1	564	0	0
Tuen Mun	1	741	0	0
Yuen Long	2	1 245	5	3 893

2014/15 School Year

Districts	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	2	2 261
Hong Kong East	2	1 109	4	3 036
Islands	0	0	3	1 403
Southern	2	1 418	2	1 813
Wan Chai	0	0	3	1 755
Kowloon City	2	1 609	5	4 408
Kwun Tong	1	624	7	6 012
Sai Kung	4	3 073	7	5 564
Sham Shui Po	3	1 667	9	6 816
Wong Tai Sin	0	0	1	1 252
Yau Tsim and Mong Kok	1	966	3	2 623
North	0	0	1	1 186
Sha Tin	2	1 731	7	4 822
Tai Po	0	0	2	1 406
Kwai Chung and Tsing Yi	1	548	0	0
Tuen Mun	1	746	0	0
Yuen Long	2	1 355	5	3 864

2015/16 School Year

Districts	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	2	2 292
Hong Kong East	2	1 148	4	3 013
Islands	0	0	3	1 380
Southern	2	1 414	2	1 808
Wan Chai	0	0	3	1 635
Kowloon City	2	1 687	5	4 395
Kwun Tong	1	698	7	5 591
Sai Kung	4	3 112	7	5 518
Sham Shui Po	3	1 645	9	6 690
Wong Tai Sin	0	0	1	1 267
Yau Tsim and Mong Kok	1	932	3	2 532
North	0	0	1	1 194
Sha Tin	2	1 766	7	4 806
Tai Po	0	0	2	1 283
Kwai Chung and Tsing Yi	1	540	0	0
Tuen Mun	1	755	0	0
Yuen Long	2	1 418	5	3 818

Table 2

DSS Primary Schools					
School Year	Average of Subsidy per Student ^{Note 1}	Average of Subsidy per DSS School ^{Note 2}	Median of Subsidy per DSS School ^{Note 2}	Average of Tuition Fee Charged ^{Note 2}	Median of Tuition Fee Charged ^{Note 2}
2011/12	39,338 or 35,950	25,239,000	27,431,000	22,901	21,000
2012/13	43,445 or 40,332	29,004,524	30,510,000	23,189	21,000
2013/14	46,672 or 43,750	31,397,619	32,427,000	23,512	21,000
2014/15	50,073 or 47,117	34,705,524	35,250,000	24,198	22,400
2015/16	52,132 or 49,654	-- ^{Note 3}	-- ^{Note 3}	25,073	23,900

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rate would be applied to schools with an age of 16 years or above while the lower rate to those with an age below 16 years.

Note 2: The amount of subsidy is calculated on a financial year basis. DSS schools admit students on a territory-wide basis and the amount of government subsidy provided for a DSS school is based on student enrolment, school age and calculated in terms of the average unit cost of an aided school place irrespective of the district of the school. Similarly, the tuition fee charged by a DSS school would depend on individual school's needs in delivering education services to students with no direct relation to the location of the school.

Note 3: Since the 2015-16 financial year has not yet been concluded, the amount of subsidy provided to each DSS school is not yet available.

Table 3

DSS Secondary Schools							
School Year	Average of Subsidy per Student ^{Note 1}	Average of Subsidy per DSS School ^{Note 2}	Median of Subsidy per DSS School ^{Note 2}	Average of Tuition Fee Charged ^{Note 2}		Median of Tuition Fee Charged ^{Note 2}	
				S1-3	S4-7	S1-3	S4-7
2011/12	S1 – 3: 40,349 or 38,387 S4 – 6: 43,047 or 40,986 S7: 59,789 or 56,808	36,664,270	37,433,000	16,530	19,490	14,000	13,300
2012/13	S1 – 3: 43,138 or 40,760 S4 – 6: 47,098 or 44,546	36,703,810	38,203,000	17,298	19,127	15,120	14,500
2013/14	S1 – 3: 45,888 or 43,400 S4 – 6: 51,753 or 48,977	39,036,651	40,418,000	17,743	20,513	15,120	16,500
2014/15	S1 – 3: 49,704 or 47,528 S4 – 6: 57,916 or 55,399	42,132,032	44,353,000	18,590	21,169	17,600	17,300
2015/16	S1 – 3: 52,829 or 50,881 S4 – 6: 62,979 or 60,700	-- Note 3	-- Note 3	19,570	22,361	18,000	17,600

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rates would be applied to schools with an age of 16 years or above while the lower rates to those with an age below 16 years. Upon the full implementation of New Senior Secondary academic structure in the 2012/13 school year, the Secondary 7 level has been phased out.

Note 2: The amount of subsidy is calculated on a financial year basis. DSS schools admit students on a territory-wide basis and the amount of government subsidy provided for a DSS school is based on student enrolment, school age and calculated in terms of the average unit cost of an aided school place irrespective of the district of the school. Similarly, the tuition fee charged by a DSS school would depend on individual school's needs in delivering education services to students with no direct relation to the location of the school.

Note 3: Since the 2015-16 financial year has not yet been concluded, the amount of subsidy provided to each DSS school is not yet available.

Table 4

DSS Primary Schools					
School Year	Average of Financial Reserve Note 2	Median of Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship t Note 3	Average No. of Students Benefited from the Scholarship Note 3
2011/12	27,141,678	19,109,744	3,173,724	1,450,100	--
2012/13	34,752,618	28,601,574	3,552,745	1,364,342	--
2013/14	41,801,341	34,578,221	5,229,456	1,674,955	--
2014/15 ^{Note 1}	--	--	--	--	--
2015/16 ^{Note 1}	--	--	--	--	--

Note 1: Relevant information for the 2014/15 and 2015/16 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and includes the net book value of additional school buildings and constructions within the school premises. DSS schools have varied backgrounds and characteristics irrespective of the district. Figures on a territory-wide basis provide an overall financial situation of the schools.

Note 3: DSS schools are only required to provide information on the total expenditure of fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown for fee remission, scholarship and the number of student beneficiaries.

Table 5

DSS Secondary Schools					
School Year	Average of Financial Reserve Note 2	Median of Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average No. of Students Benefited from the Scholarship Note 3
2011/12	46,222,105	27,161,961	2,750,664	1,458,492	--
2012/13	33,446,081	25,482,740	2,697,084	1,455,325	--
2013/14	34,335,707	26,783,379	3,177,541	1,618,862	--
2014/15 ^{Note 1}	--	--	--	--	--
2015/16 ^{Note 1}	--	--	--	--	--

Note 1: Relevant information for the 2014/15 and 2015/16 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and includes the net book value of additional school buildings and constructions within the school premises. DSS schools have varied backgrounds and characteristics irrespective of the district. Figures on a territory-wide basis provide an overall financial situation of the schools.

Note 3: DSS schools are only required to provide information on the total expenditure of fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown for fee remission, scholarship and the number of student beneficiaries.

Table 6

2011/12 School Year

Categories of School Fee	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee under \$10,000	2	1 283	19	14 772
Annual School Fee between \$10,000 and \$20,000	8	5 382	16	14 109
Annual School Fee Over \$20,000	11	7 429	28	23 387

2012/13 School Year

Categories of School Fee	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee under \$10,000	2	1 271	23	16 598
Annual School Fee between \$10,000 and \$20,000	8	5 506	11	9 369
Annual School Fee Over \$20,000	11	7 500	27	23 004

2013/14 School Year

Categories of School Fee	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee under \$10,000	2	1 305	24	16 984
Annual School Fee between \$10,000 and \$20,000	8	5 583	11	9 275
Annual School Fee Over \$20,000	11	7 662	27	22 865

2014/15 School Year

Categories of School Fee	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee under \$10,000	1	548	22	15 217
Annual School Fee between \$10,000 and \$20,000	9	6 423	12	9 924
Annual School Fee Over \$20,000	11	7 875	27	23 080

2015/16 School Year

Categories of School Fee	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee under \$10,000	1	540	22	14 370
Annual School Fee between \$10,000 and \$20,000	9	6 545	11	8 900
Annual School Fee Over \$20,000	11	8 030	28	23 952

Table 7

2011/12 School Year

DSS Primary Schools					
Categories of School Fee	Average of Subsidy per Student Note 1	Average of Subsidy per DSS School Note 2	Median of Subsidy per DSS School Note 2	Average of Tuition Fee Charged	Median of Tuition Fee Charged
Annual School Fee under \$10,000	39,338 or 35,950	23,928,000	23,928,000	8,635	8,635
Annual School Fee between \$10,000 and \$20,000		25,236,875	28,917,500	13,554	13,000
Annual School Fee Over \$20,000		25,478,909	27,431,000	32,293	30,000

2012/13 School Year

DSS Primary Schools					
Categories of School Fee	Average of Subsidy per Student Note 1	Average of Subsidy per DSS School Note 2	Median of Subsidy per DSS School Note 2	Average of Tuition Fee Charged	Median of Tuition Fee Charged
Annual School Fee under \$10,000	43,445 or 40,332	27,079,500	27,079,500	8,635	8,635
Annual School Fee between \$10,000 and \$20,000		29,537,125	31,863,500	13,846	13,200
Annual School Fee Over \$20,000		28,967,182	30,510,000	32,630	30,000

2013/14 School Year

DSS Primary Schools					
Categories of School Fee	Average of Subsidy per Student Note 1	Average of Subsidy per DSS School Note 2	Median of Subsidy per DSS School Note 2	Average of Tuition Fee Charged	Median of Tuition Fee Charged
Annual School Fee under \$10,000	46,672 or 43,750	29,359,000	29,359,000	8,635	8,635
Annual School Fee between \$10,000 and \$20,000		31,819,625	33,448,500	14,003	14,062
Annual School Fee Over \$20,000		31,461,364	32,427,000	33,132	30,800

2014/15 School Year

DSS Primary Schools					
Categories of School Fee	Average of Subsidy per Student Note 1	Average of Subsidy per DSS School Note 2	Median of Subsidy per DSS School Note 2	Average of Tuition Fee Charged	Median of Tuition Fee Charged
Annual School Fee under \$10,000	50,073 or 47,117	27,617,000	27,617,000	7,370	7,370
Annual School Fee between \$10,000 and \$20,000		35,116,333	36,601,000	13,720	14,124
Annual School Fee Over \$20,000		35,013,818	35,250,000	34,301	30,800

2015/16 School Year

DSS Primary Schools					
Categories of School Fee	Average of Subsidy per Student Note 1	Average of Subsidy per DSS School Note 3	Median of Subsidy per DSS School Note 3	Average of Tuition Fee Charged	Median of Tuition Fee Charged
Annual School Fee under \$10,000	52,132 or 49,654	--	--	7,370	7,370
Annual School Fee between \$10,000 and \$20,000		--	--	13,923	14,800
Annual School Fee Over \$20,000		--	--	35,805	36,300

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rate would be applied to schools with an age of 16 years or above while the lower rate to those with an age below 16 years.

Note 2: The amount of subsidy is calculated on a financial year basis.

Note 3: Since the 2015-16 financial year has not yet been concluded, the amount of subsidy provided to each DSS school is not yet available.

Table 8

2011/12 School Year

DSS Secondary Schools							
Categories of School Fee	Average of Subsidy per Student Note 1	Average of Subsidy per DSS School Note 2	Median of Subsidy per DSS School Note 2	Average of Tuition Fee Charged		Median of Tuition Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Annual School Fee under \$10,000	S1 – 3: 40,349 or 38,387	35,512,789	38,610,000	2,677	4,989	2,500	4,478
Annual School Fee between \$10,000 and \$20,000	S4 – 6: 43,047 or 40,986	39,100,313	39,500,000	14,615	12,924	14,160	13,000
Annual School Fee Over \$20,000	S7: 59,789 or 56,808	36,053,607	37,294,000	31,970	37,024	32,780	29,000

2012/13 School Year

DSS Secondary Schools							
Categories of School Fee	Average of Subsidy per Student Note 1	Average of Subsidy per DSS School Note 2	Median of Subsidy per DSS School Note 2	Average of Tuition Fee Charged		Median of Tuition Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under \$10,000	S1 – 3: 43,138 or 40,760 S4 – 6: 47,098 or 44,546	34,843,500	36,253,000	2,897	4,937	2,650	4,500
Annual School Fee between \$10,000 and \$20,000		40,137,182	39,954,000	15,463	14,694	16,500	15,000
Annual School Fee Over \$20,000		36,949,536	36,994,000	33,271	36,138	33,880	29,000

2013/14 School Year

DSS Secondary Schools							
Categories of School Fee	Average of Subsidy per Student Note 1	Average of Subsidy per DSS School Note 2	Median of Subsidy per DSS School Note 2	Average of Tuition Fee Charged		Median of Tuition Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under \$10,000	S1 – 3: 45,888 or 43,400 S4 – 6: 51,753 or 48,977	36,040,333	35,706,500	2,832	5,056	2,675	4,500
Annual School Fee between \$10,000 and \$20,000		42,101,167	42,499,000	15,594	14,787	15,810	15,120
Annual School Fee Over \$20,000		40,338,037	41,288,000	34,506	36,798	32,780	29,900

2014/15 School Year

DSS Secondary Schools							
Categories of School Fee	Average of Subsidy per Student Note 1	Average of Subsidy per DSS School Note 2	Median of Subsidy per DSS School Note 2	Average of Tuition Fee Charged		Median of Tuition Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under \$10,000	S1 – 3: 49,704 or 47,528	36,538,125	37,421,500	3,160	4,842	3,000	4,750
Annual School Fee between \$10,000 and \$20,000		45,760,250	46,262,500	16,140	15,315	16,850	16,100
Annual School Fee Over \$20,000	S4 – 6: 57,916 or 55,399	45,491,852	44,495,000	34,398	37,928	32,505	31,000

2015/16 School Year

DSS Secondary Schools							
Categories of School Fee	Average of Subsidy per Student Note 1	Average of Subsidy per DSS School Note 3	Median of Subsidy per DSS School Note 3	Average of Tuition Fee Charged		Median of Tuition Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under \$10,000	S1 – 3: 52,829 or 50,881	--	--	3,453	5,107	3,400	5,100
Annual School Fee between \$10,000 and \$20,000				16,154	15,512	16,150	15,600
Annual School Fee Over \$20,000	S4 – 6: 62,979 or 60,700			35,627	38,825	33,000	33,050

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rates would be applied to schools with an age of 16 years or above while the lower rates to those with an age below 16 years. Upon the full implementation of New Senior Secondary academic structure in the 2012/13 school year, the secondary 7 level has been phased out.

Note 2: The amount of subsidy is calculated on a financial year basis.

Note 3: Since the 2015-16 financial year has not yet been concluded, the amount of subsidy provided to each DSS school is not yet available.

Table 9 ^{Note 1}

2011/12 School Year

DSS Primary Schools					
Categories of School Fee	Average of Financial Reserve <small>Note 2</small>	Median of Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Annual School Fee under \$10,000	10,564,118	10,564,118	489,349	489,349	--
Annual School Fee between \$10,000 and \$20,000	19,958,658	19,032,551	984,106	741,248	--
Annual School Fee Over \$20,000	35,379,794	27,038,159	5,254,242	3,940,252	--

2012/13 School Year

DSS Primary Schools					
Categories of School Fee	Average of Financial Reserve <small>Note 2</small>	Median of Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Annual School Fee under \$10,000	17,976,437	17,976,437	433,502	433,502	--
Annual School Fee between \$10,000 and \$20,000	28,475,941	26,611,939	1,102,305	989,012	--
Annual School Fee Over \$20,000	42,367,689	35,019,287	5,902,019	4,009,156	--

DSS Primary Schools					
Categories of School Fee	Average of Financial Reserve Note 2	Median of Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee under \$10,000	23,351,833	23,351,833	454,692	454,692	--
Annual School Fee between \$10,000 and \$20,000	37,123,923	32,587,897	1,280,591	1,103,215	--
Annual School Fee Over \$20,000	48,557,557	39,206,813	8,969,496	5,033,792	--

Note 1: Relevant information for the 2014/15 and 2015/16 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and include the net book value of additional school buildings and constructions within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure of fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown for fee remission, scholarship and the number of student beneficiaries.

Table 10 ^{Note 1}

2011/12 School Year

DSS Secondary Schools					
Categories of School Fee	Average of Financial Reserve Note 2	Median of Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee under \$10,000	67,752,042	24,740,794	779,159	662,723	--
Annual School Fee between \$10,000 and \$20,000	27,941,368	26,611,398	1,147,815	1,220,468	--
Annual School Fee Over \$20,000	42,058,641	28,587,323	5,004,384	3,614,942	--

2012/13 School Year

DSS Secondary Schools					
Categories of School Fee	Average of Financial Reserve Note 2	Median of Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee under \$10,000	24,690,194	22,032,135	775,598	640,600	--
Annual School Fee between \$10,000 and \$20,000	29,202,034	25,955,988	1,157,132	1,017,156	--
Annual School Fee Over \$20,000	43,150,463	33,289,291	5,107,608	3,589,021	--

DSS Secondary Schools					
Categories of School Fee	Average of Financial Reserve Note 2	Median of Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average No. of Students Benefited from the Scholarship Note 3
Annual School Fee under \$10,000	22,731,397	20,196,266	729,362	609,544	--
Annual School Fee between \$10,000 and \$20,000	32,161,068	29,693,297	1,309,404	1,318,558	--
Annual School Fee Over \$20,000	46,051,058	38,476,423	6,299,616	4,697,361	--

Note 1: Relevant information for the 2014/15 and 2015/16 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and include the net book value of additional school buildings and constructions within the school premises.

Note 3: DSS schools are only required to provide information on the total expenditure of fee remission and scholarship in their annual audited accounts. They are not required to provide a separate breakdown for fee remission, scholarship and the number of student beneficiaries.

**Number and Percentage of Secondary 6/7 Graduates
Studying Bachelor's Degree Programmes from the 2011/12 to 2015/16 School Years** ^{Note 1}

Table 11

(Number and Percentage of Secondary 6/7 Graduates Studying Bachelor's Degree Programmes in Hong Kong)

School Year ^{Note 2}	Government Schools		Aided Schools ^{Note 3}		Others ^{Note 3}		Total	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2011/12	1 756	43.0	15 047	34.7	2 161	42.5	18 964	36.1
2012/13	1 765	45.1	15 522	34.2	2 814	44.9	20 101	36.2
2013/14	1 794	47.7	15 942	36.6	2 942	47.2	20 678	38.7
2014/15	1 770	48.4	16 234	38.7	2 828	47.2	20 832	40.4
2015/16 ^{Note 4}	--	--	--	--	--	--	--	--

Table 12

(Number and Percentage of Secondary 6/7 Graduates Studying Bachelor's Degree Programmes Overseas among those Secondary 6/7 graduates studying outside Hong Kong)

School Year ^{Note 2}	Secondary 6/7 Graduates Studying Bachelor's Degree Programmes Overseas		Number of Secondary 6/7 Graduates Studying outside Hong Kong
	Number	Percentage	
2011/12	2 827	66.8	4 234
2012/13	4 194	75.1	5 582
2013/14	4 664	77.2	6 044
2014/15	4 512	81.5	5 548
2015/16 ^{Note 4}	--	--	--

Note 1: A number of schools and secondary 6/7 graduates did not respond to the surveys concerning the secondary 6/7 students' pathway. As the activity status of those non-responded students was likely to be totally different from that of the responded students, the figures provided above should only be taken as a raw reference.

Note 2: Distribution of figures by districts is not available.

Note 3: Schools classified under "Others" include DSS and local private schools while data of Caput schools are included under aided schools.

Note 4: Since the 2015/16 school year has not yet been concluded, the relevant figures are not yet available.

**Number of Primary and Secondary Schools Having Applied to Join DSS
from the 2011/12 to 2015/16 School Years**

Table 13

School Year	District	Number of Aided Primary Schools Having Applied to Join DSS	Number of Aided Secondary Schools Having Applied to Join DSS	Number of Private Primary Schools Having Applied to Join DSS Note 1	Number of Private Secondary Schools Having Applied to Join DSS Note 1	Other Categories Note 2	Total
2011/12	Kwun Tong	0	0	--	--	1	1
2012/13	Wan Chai	0	1	--	--	0	1
2013/14	--	0	0	--	--	0	0
2014/15	--	0	0	--	--	0	0
2015/16	--	0	0	--	--	0	0

Table 14

School Year	District	Number of Aided Primary Schools Approved to Join DSS	Number of Aided Secondary Schools Approved to Join DSS	Number of Private Primary Schools Approved to Join DSS Note 1	Number of Private Secondary Schools Approved to Join DSS Note 1	Other Categories Note 2	Total
2011/12	Kwun Tong	0	0	--	--	1	1
2012/13	Wan Chai	0	0	--	--	0	0
2013/14	--	0	0	--	--	0	0
2014/15	--	0	0	--	--	0	0
2015/16	--	0	0	--	--	0	0

Note 1: Private schools are no longer eligible to apply to join the DSS with effect from the 2000/01 school year.

Note 2: The school under “Other Categories” is a Caput school.

- End -

CONTROLLING OFFICER'S REPLY

EDB547

(Question Serial No. 4947)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

As to supporting schools to enhance life planning and career guidance services,

- (a) What other measures were implemented by the Administration to help schools take forward life planning work in the past year in addition to the provision for schools? What are the details and expenditure involved?
- (b) Upon turning the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts, what support will be rendered by the Administration to enhance career guidance services and teacher training?

Asked by: Hon IP Kin-yuen (Member Question No. 65)

Reply:

- (a) Starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent Career and Life Planning Grant (CLPG). The CLPG per school is benchmarked to the mid-point salary of the Graduate Master pay scale, i.e. \$541,560 per annum at the 2015 salary level. The total expenditure for the provision of CLPG for the 2014/15 school year is \$264.6 million while the estimated expenditure for the 2015/16 school year is \$273.8 million.

Apart from the provision of CLPG, EDB has also taken measures to strengthen professional support for schools and teachers in providing life planning and career guidance services for students, such as increasing the number of structured teacher training places, organising seminars / workshops on specific themes, promoting professional exchanges among schools and teachers, conducting advisory visits to provide professional advice to schools, engaging business organisations to provide students with career exploration opportunities via the Business School Partnership Programme, disseminating updated information on further studies and career opportunities on the webpage, issuing a Guide on Life Planning Education and Career Guidance for Secondary Schools for reference, etc.

To enhance the readiness of non-Chinese speaking students and students with specific learning difficulties for work and further studies, EDB has also commissioned non-governmental organisations, on a pilot basis, to organise work experience programmes for these students over a three-year period as from the 2015/16 school year. The expenditure for the three-year pilot projects is estimated to be about \$16.6 million.

The Business-School Partnership Programme (BSPP) has been an effective means to provide career exploration for students to exercise successful career planning and management. In the 2014/15 school year, more than 120 organisations collaborated with EDB to organise over 750 activities benefitting some 250 000 students. From September to November 2015, more than 70 BSPP partners have collaborated with EDB to organise over 220 BSPP activities benefitting more than 26 000 students.

(b) As announced in the 2016 Policy Address, schools may turn the existing CLPG into regular teaching posts from the 2016/17 school year. EDB will continue to provide the enhanced support measures as detailed at (a). Besides, EDB will make vigorous effort to promote life planning education, including forging more business partners to expand the variety and scale of career exploration activities for students, arranging activities for parents to enhance their understanding about the importance of life planning education and nurturing the culture of supporting the young generation in life planning. We will continue to pay advisory visits to all eligible secondary schools by the 2016/17 school year. Information collected will serve as useful feedback to inform the future planning of life planning education.

- End -

CONTROLLING OFFICER'S REPLY**EDB548****(Question Serial No. 4951)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Please list the measures and financial provision on improving the learning and teaching of the English Language in secondary and primary schools respectively by the Administration in the past 5 years (2011/12 to 2015/16) and 2016/17; and
- (b) What are the details of expenditure on the Native-speaking English Teacher (NET) Scheme in primary schools and the Enhanced NET Scheme in secondary schools by the Administration in the past 5 years (2011/12 to 2015/16) and 2016/17?

Asked by: Hon IP Kin-yuen (Member Question No. 69)

Reply:

- (a) Throughout the years, we have been implementing various support measures for improving the learning and teaching of English Language in secondary and primary schools. The provision for the purpose totalled \$690.78 million (of which \$40.22 million is from Language Fund) in 2011-12 financial year, \$740.31 million (of which \$37.0 million is from Language Fund) in 2012-13 financial year, \$761.48 million (of which \$34.47 million is from Language Fund) in 2013-14 financial year, \$792.11 million (of which \$35.64 million is from Language Fund) in 2014-15 financial year, and \$845.08 million (of which \$33.27 million is from Language Fund) in 2015-16 financial year.

In 2016-17 financial year, we will continue to improve the teaching and learning of the English Language in primary and secondary schools. The estimated expenditure in 2016-17 is \$876.33 million, of which \$32.74 million is from Language Fund. Details of the support measures are tabulated as below:

Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Scheme for Secondary Schools (EES)	To strengthen the teaching and learning of English of secondary schools through strategic planning with a holistic school-based plan on capacity building of English teachers with a view to enhancing students' English proficiency.

No.	Name of Project	Details
*2.	Refined English Enhancement Scheme for Secondary Schools	To support schools to build on the foundation of EES to adjust and/or refocus relevant items of their plans as appropriate to put in place their school-based fine-tuned Medium of Instruction arrangements.
*3.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
4.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4.	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme for Primary Schools (PNET Scheme)	Under the PNET Scheme, NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
2.	The Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools (ENET Scheme)	Under the ENET Scheme, NETs collaborate with local English teachers to enrich the English language environment in schools and to enhance the learning and teaching of English with linguistically and culturally authentic materials and resources. In general, an eligible public sector secondary school is provided with a NET.
*3.	English Alliance	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.
*4.	Sponsorship Project	To engage community partners to organize language-related events/competitions in the community.

* Initiatives funded by Language Fund

** The initiative is funded out of Head 173 Student Financial Assistance Agency

- (b) Details of the expenditure over the past 5 years (2011-12 to 2015-16 financial years) and the estimated expenditure for the 2016-17 financial year of the PNET Scheme and the ENET Scheme, are tabulated as below:

	Expenditure (Million)					
	11-12	12-13	13-14	14-15	15-16 #	16-17 (estimated)
PNET Scheme	312.5	328.5	336.3	357.0	317.3	401.7
Enhanced NET Scheme in Secondary Schools	344.5	357.9	350.6	371.2	322.7	429.4

as at 31 January 2016

- End -

CONTROLLING OFFICER'S REPLY**EDB549****(Question Serial No. 4952)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The EDB states that it will provide professional support, where appropriate, to schools for national education. In this connection, please provide:

- (a) the details, items and expenditures of the professional support for national education in the past 5 years (2011/12 to 2015/16);
- (b) the specific details and budget involved in the professional support for national education in the year ahead (2016/17); and
- (c) the details of the professional exchange programmes for teachers in the past 5 years (2011/12 to 2015/16) and the year ahead (2016/17), including the programmes completed, programme locations, the Mainland or overseas government departments and organisations involved, as well as the expenditures involved.

Asked by: Hon IP Kin-yuen (Member Question No. 70)

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources, provision of Mainland exchange opportunities to complement student's learning in relevant Key Learning Areas/subjects as well as, where appropriate, provision of professional support to schools etc. The professional support includes providing expert advice and collaborating with schools in related curriculum planning and implementation of values education. With staffing and expenditure for most of these items being absorbed by the recurrent expenditure of the Education Bureau (EDB), we are not able to provide a separate breakdown of the professional support to schools from the 2011/12 to 2016/17 school years.

Teachers participate in different kinds of professional exchange programmes through a variety of channels, including those organised by school sponsoring bodies and schools to meet the professional development needs of teachers. Insofar as the mode of study tour is concerned, EDB provides professional exchange for teachers through the "National Day Delegation from the Educational Sector of Hong Kong" (香港教育界國慶訪京暨專業交流團), etc. Apart from this, teachers also participate in the Mainland exchange programmes (MEPs) for students as learning facilitators according to the "1 teacher:10 students ratio". These different types of exchange programmes organised by EDB and the school sector cover different

provinces and cities in the Mainland. The manpower for the implementation of professional exchange programmes for teachers is absorbed in the recurrent expenditure of EDB.

Expenditure on MEPs for teachers from the 2011/12 to 2016/17 school years is as follows:

School Year	Expenditure (\$million) [@]
2011/12	1.9
2012/13	1.0
2013/14	1.3
2014/15 [#]	1.1
2015/16 [*]	1.5
2016/17 ⁺⁺	1.3

[@] Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB550

(Question Serial No. 4953)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the Military Summer Camp for Hong Kong Youth co-organised by the Education Bureau (EDB):

- (a) What were the expenditure involved and the staff establishment for the Military Summer Camp for Hong Kong Youth co-organised by EDB and the Hong Kong Garrison of the Chinese People's Liberation Army in the past 5 years (2011/12 to 2015/16)?
- (b) Which Policy Programme and Subhead of EDB does this summer camp fall under? What are the criteria on choosing the co-organisers? Has the effectiveness of the summer camp been assessed? If yes, what are the details?

Asked by: Hon IP Kin-yuen (Member Question No. 71)

Reply:

(a) The "Military Summer Camp for Hong Kong Youth" (The Summer Camp) is jointly organised by the Concerted Efforts Resource Centre, the Hong Kong Garrison of the Chinese People's Liberation Army and the Education Bureau (EDB). EDB has no funding allocation for the Summer Camp. The manpower of EDB for co-organising the Summer Camp is absorbed in the recurrent expenditure of EDB.

(b) The Summer Camp aims to provide discipline training and thematic talks so as to develop morality and leadership potential among students, and to foster their endurance, self-discipline, compliance and spirit of unity. In recognition of the educational value of the activity, EDB has agreed to be one of the co-organisers. After completion of the Summer Camp, feedback of the participants was collected through questionnaires. Based on the information collected, a great majority of the participants reflected that the learning objectives of the Summer Camp were met.

- End -

CONTROLLING OFFICER'S REPLY**EDB551****(Question Serial No. 4954)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please specify the various funds (such as the Quality Education Fund) set up by the government that have funded programmes relating to national education during the school years from 2011/12 to 2015/16 and the amount of annual funding;
2. Please list out the details of the national education activities that were coordinated or organised by the Education Bureau (EDB) or organised by non-government organisations commissioned by EDB during the school years from 2011/12 to 2015/16; and
3. Please provide a list of the non-government organisations commissioned by the government to organise Mainland exchange programmes during the school years from 2012/13 to 2015/16, as well as the number of exchange programmes organised by each of the organisations and the respective funding involved.

Asked by: Hon IP Kin-yuen (Member Question No. 72)

Reply:

1. The Quality Education Fund (QEF) finances projects for the promotion of quality school education in Hong Kong. It caters for one-off, innovative, worthwhile non-profit making and bottom-up initiatives that support students' learning. It welcomes applications on various themes including national education. In fact, it was one of the priority themes from April 2008 to March 2013 and has been subsumed under values education since April 2013. Details of related programmes can be found in the QEF's website: <https://qcrc.qef.org.hk/>

The approved funding for the projects relating to national education from the 2011/12 to 2015/16 school years is as follows:

School Year	Approved Funding (\$million)
2011/12	7.5
2012/13	3.1
2013/14	2.5
2014/15	4.9
2015/16 (up to 31 Jan 2016)	0

2. Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in and outside schools at primary and secondary levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching

resources as well as provision of Mainland exchange opportunities to complement students' learning in relevant Key Learning Areas/subjects, etc. Apart from offering opportunities for students to join Mainland exchange programmes (MEPs) and arranging professional exchange programmes for teachers, the professional support measures include providing expert advice and collaborating with schools in related curriculum planning and implementation of values education. While staffing and expenditure for most of these items are absorbed by the recurrent expenditure of the Education Bureau (EDB), expenditure in respect of subsidising MEPs for primary and secondary school teachers and students can be separately identified. Expenditure on MEPs from 2011/12 to 2015/16 school years is as follows:

School Year	Expenditure (\$million) [@]	
	Programmes for students	Programmes for teachers
2011/12	52.3	1.9
2012/13	33.0	1.0
2013/14	37.2	1.3
2014/15 [#]	52.7	1.1
2015/16 [*]	70.5	1.5

- [@] Staffing resources in the provision of MEPs are absorbed by the recurrent expenditure of the Education Bureau
- [#] Actual figures revised from last year's estimates
- ^{*} Provisional figures

3. The EDB-commissioned MEPs are conducted through the prescribed procurement procedures. Among the service providers of MEPs commissioned by EDB, the non-government organisations (NGOs) involved and the number of programmes they provide are as follows:

School Year	NGOs* involved	No. of MEPs provided
2012/13	Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司)	1
2013/14	Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司)	1
	Wofoo Social Enterprises Limited (和富社會企業有限公司)	1
2014/15	Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司)	2
	Wofoo Social Enterprises Limited (和富社會企業有限公司)	1
	Chinese Language Education Research Association Limited (中國語文教育研究學會有限公司)	1
2015/16	Wofoo Social Enterprises Limited (和富社會企業有限公司)	2
	Chinese Language Education Research Association Limited (中國語文教育研究學會有限公司)	1

The contract periods of the NGOs concerned do not fully coincide with the school year and their contract amount cannot be apportioned to the respective school years concerned. Besides, the amount of expenditure for the commissioned programmes depends on the actual number of students who participate in these programmes on a voluntary basis. A breakdown of the funding involved is not available.

- * The list of NGOs refers to those which have been granted tax exemption under Section 88 of the Inland Revenue Ordinance.

- End -

CONTROLLING OFFICER'S REPLY

EDB552

(Question Serial No. 4955)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Please provide the respective number of students pursuing undergraduate, taught postgraduate and research postgraduate programmes in Mainland universities in each of the past 5 years (2011/12 to 2015/16 academic years), broken down by institution.
- (b) Please provide the list of Mainland institutions participating in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) in each of the past 5 years (2011/12 to 2015/16 academic years).
- (c) Please provide the respective number of student applicants and those admitted under the Admission Scheme in each of the past 5 years (2011/12 to 2015/16 academic years), broken down by institution.
- (d) Please provide the first quartile, median and lower quartile of the Hong Kong Diploma of Secondary Education (HKDSE) examination results of student applicants under the Admission Scheme in each of the past 5 years (2011/12 to 2015/16 academic years).
- (e) Please provide the first quartile, median and lower quartile of the HKDSE examination results of students admitted under the Admission Scheme in each of the past 5 years (2011/12 to 2015/16 academic years).
- (f) How many civil servants in the Education Bureau were involved in handling matters relating to the Admission Scheme in each of the past 5 years (2011/12 to 2015/16 academic years)? What are the details of the staffing establishment? What is the amount of public funds involved?

Asked by: Hon IP Kin-yuen (Member Question No. 73)

Reply:

- (a) Regarding the number of Hong Kong students pursuing studies in the Mainland, we do not maintain such records. Nevertheless, according to the information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying in Mainland higher education institutions and research institutes was 15 483 as at October 2015.
- (b) The Ministry of Education has implemented the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) since the 2012/13 academic year. The number of Mainland higher education institutions participating in the Admission Scheme was 63, 70, 75 and 78 in the 2012/13, 2013/14, 2014/15 and 2015/16 academic years respectively, list of which can be downloaded from the website of the Education Bureau at www.edb.gov.hk/expo2011, www.edb.gov.hk/expo12, www.edb.gov.hk/expo13 and www.edb.gov.hk/expo14.

(c) The number of students enrolling in the Admission Scheme in the 2012/13, 2013/14, 2014/15 and 2015/16 academic years was 4 248, 2 278, 3 249 and 2 988 respectively whereas the number of students admitted under the scheme was 976, 1 188, 1 535 and 1 444 respectively. As regards the number of students admitted by individual Mainland higher education institutions participating in the Admission Scheme, the relevant information provided by the institutions for the 2013/14, 2014/15 and 2015/16 academic years was set out in the "Handbook on the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions" for the 2014/15, 2015/16 and 2016/17 academic years, which can be downloaded from the website of the Education Bureau at www.edb.gov.hk/expo13, www.edb.gov.hk/expo14 and www.edb.gov.hk/expo15 respectively.

(d) & (e) As regards the Hong Kong Diploma of Secondary Education examination results attained by those students who had enrolled in or were admitted under the Admission Scheme over the years, we do not maintain such records.

(f) The manpower and related expenditure for implementing the Admission Scheme have been subsumed under the establishment and provision for the Education Bureau. The ranks of civil servants responsible for the relevant work range from assistant clerical officer to directorate officer.

- End -

CONTROLLING OFFICER'S REPLY

EDB553

(Question Serial No. 4956)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau introduced the Mainland University Study Subsidy Scheme in August 2014 to provide assistance for needy Hong Kong students to pursue undergraduate programmes in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions.

(a) Please provide by institution the number of enrolment under the Mainland University Study Subsidy Scheme as well as the number of students with full grant and half grant in the past 2 years (2014/15 and 2015/16 academic years)

(b) Please provide by institution the number of attrition among students in receipt of grant under the Mainland University Study Subsidy Scheme.

(c) How many civil servants in the Education Bureau are involved in handling matters relating to the Mainland University Study Subsidy Scheme? What are the details of the staffing establishment? What is the amount of public funds involved?

Asked by: Hon IP Kin-yuen (Member Question No. 74)

Reply:

1. The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

Of the 448 applications received for the 2014/15 academic year, 263 applicants pass the means test, with 152 eligible to receive the full-rate subsidy and the remaining 111 to receive the half-rate subsidy. As for the 2015/16 academic year, 336 new applications were received. Of them, 236 applicants pass the means test, with 161 eligible to receive the full-rate subsidy and the remaining 75 to receive the half-rate subsidy. Including both newly approved applications and subsidy renewal, subsidy was provided to 479 students in total, with 304 receiving the full-rate subsidy and 175 receiving the half-rate subsidy. Breakdowns of the applicants and those receiving the full-rate and half-rate subsidy by institutions in the 2014/15 and 2015/16 academic years are set out in the Annexes 1 & 2 respectively.

2. Three cases of attrition among the students in receipt of the subsidy under the MUSSS have been reported so far.

3. Apart from the three time-limited civil service posts (namely, one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) created to cope with the additional workload arising from the implementation of the MUSSS, the Education Bureau (EDB) and Working Family and Student Financial Assistance Agency (WFSFAA) have been handling the work with their existing resources. The manpower and related expenditure involved have been subsumed under the establishment and provision for EDB and WFSFAA. The ranks of civil servants responsible for the relevant work range from assistant clerical officer to directorate officer.

Mainland University Study Subsidy Scheme

Breakdown of Applicants by Institutions
for the 2014/15 Academic Year

Mainland higher education institutions	Total number of applicants	Number of applicants receiving full-rate subsidy	Number of applicants receiving half-rate subsidy
Beijing Institute of Fashion Technology	1	0	1
Beijing Language and Culture University	2	1	1
Beijing Normal University	8	2	5
Beijing Normal University, Zhuhai	2	1	2
Beijing Sport University*	1	0	0
Beijing University of Chinese Medicine	20	10	5
Central China Normal University	3	2	1
Chengdu University of Traditional Chinese Medicine	2	1	0
China University of Political Science and Law	13	7	4
Communication University of China	3	3	0
Donghua University	3	1	1
East China Normal University	1	0	1
East China University of Political Science and Law	2	1	1
East China University of Science And Technology	3	3	0
Fudan University	1	0	1
Fuzhou University	2	2	0
Guangdong Pharmaceutical University	1	1	0
Guangdong University of Finance and Economics	1	0	0
Guangdong University of Foreign Studies	4	1	2
Guangdong University of Technology	1	0	1
Guangzhou Medical University*	1	0	0
Guangzhou University	6	4	2
Guangzhou University of Chinese Medicine	72	32	28
Huaqiao University	28	6	0
Hunan Normal University	4	3	0
Jimei University	1	0	0
Jinan University	124	9	2
Nanjing Normal University	4	0	3
Nanjing University	2	1	1
Nanjing University of Chinese Medicine	1	0	1
Nankai University	2	0	1
Renmin University of China	5	2	2
Shandong University	20	11	8
Shanghai International Studies University	1	1	0
Shanghai University of Finance and Economics	2	1	0
Shanghai University of Traditional Chinese Medicine	5	4	1
Shantou University	1	0	1
Shaoguan University	1	0	0
Shenzhen University	7	3	4
Sichuan University	6	4	2
South China Normal University	3	2	1
South China University of Technology	1	0	1

Mainland higher education institutions	Total number of applicants	Number of applicants receiving full-rate subsidy	Number of applicants receiving half-rate subsidy
Southern Medical University	5	2	2
Southwest University	5	2	1
Southwest University of Political Science and Law	5	2	2
Sun Yat-sen University	25	14	7
The Guangzhou Academy of Fine Arts	1	0	1
Tianjin Academy of Fine Arts*	1	0	0
Tianjin University	1	0	1
Tsinghua University	2	0	0
University of International Business and Economics	2	0	2
Wuhan University	8	2	3
Xiamen University	9	3	4
Xinghai Conservatory of Music	7	3	3
Yunnan University	1	0	1
Zhejiang University	2	2	0
Zhongnan University of Economics and Law	3	3	0
Total:	448	152	111

* Institutions which have not participated in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions for the 2014/15 academic year.

Mainland University Study Subsidy Scheme

Breakdown of Applicants by Institutions
for the 2015/16 Academic Year

Mainland higher education institutions	Total number of applicants	Number of applicants receiving full-rate subsidy	Number of applicants receiving half-rate subsidy
Beijing Institute of Fashion Technology	1	0	1
Beijing Language and Culture University	2	1	1
Beijing Normal University	6	3	2
Beijing Normal University, Zhuhai	6	3	2
Beijing University of Chinese Medicine	17	10	4
Central China Normal University	2	2	0
China Three Gorges University	1	1	0
China University of Geosciences(Wuhan)	3	2	1
China University of Political Science and Law	18	8	3
Communication University of China	3	2	1
Donghua University	3	2	1
East China Normal University	1	1	0
East China University of Political Science and Law	1	0	1
East China University Of Science And Technology	3	1	1
Fudan University	2	1	0
Fuzhou University	2	1	1
Guangdong University of Foreign Studies	3	0	3
Guangzhou University	2	1	1
Guangzhou University of Chinese Medicine	53	32	11
Huaqiao University	15	5	1
Hunan Normal University	4	3	1
Jimei University	3	1	1
Jinan University	65	7	5
Nanjing Normal University	4	1	3
Nanjing University	3	2	0
Nankai University	3	2	0
Peking University	1	1	0
Renmin University of China	8	6	2
Shandong University	3	2	0
Shanghai International Studies University	5	3	1
Shanghai Jiao Tong University	3	2	1
Shanghai University of Traditional Chinese Medicine	3	2	1
Shantou University	1	1	0
Shaoguan University	2	0	1
Shenzhen Polytechnic*	1	0	0
Shenzhen University	6	4	1
Sichuan University	5	4	1
Sichuan Normal University	1	1	0
South China Normal University	3	2	1
Southern Medical University	2	2	0
Southwest University	8	6	2
Sun Yat-sen University	18	11	4

Tianjin University	1	0	1
Tianjin Normal University	1	1	0
Tongji University	4	2	2
Tsinghua University	1	1	0
University of International Business and Economics	1	0	1
Wuhan University	5	4	1
Xiamen University	13	7	5
Yunnan University	1	1	0
Zhejiang University	2	1	1
Zhejiang Chinese Medical University	1	-	-
Zhejiang Sci-Tech University	4	3	1
Zhongnan University of Economics and Law	6	2	3
Total:	336	161	75

* Institution which has not participated in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions for the 2015/16 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB554

(Question Serial No. 4957)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Regarding the annual Mainland Higher Education Expo jointly organised in a row by the Education Bureau of Hong Kong and the Ministry of Education of the Mainland, please:

- (a) provide information on the respective date, venue, theme and turnout of the Mainland Higher Education Expos held in the past 5 years (from the 2011/12 to 2015/16 academic years);
- (b) advise whether the expenses for the Mainland Higher Education Expos jointly organised by the Education Bureau of Hong Kong and the Ministry of Education of the Mainland are shared equally and of the sum of public money drawn from the coffer of the Hong Kong SAR Government to cover the expenses of the Mainland Higher Education Expos in each of the past 5 years (from the 2011/12 to 2015/16 academic years); and
- (c) advise of the number of civil servants from the Education Bureau that were involved in dealing with the Mainland Higher Education Expos in the past 5 years (from the 2011/12 to 2015/16 academic years) and provide information on their ranks and the amount of public funds involved.

Asked by: Hon IP Kin-yuen (Member Question No. 75)

Reply:

- (a) To help local secondary schools, students and parents understand better the details of and arrangements for the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme), the Education Bureau (EDB) and Ministry of Education (MoE) jointly organised the Mainland Higher Education Expos in Hong Kong annually from 2011 to 2015 to inform teachers, students and parents of the particulars of the Admission Scheme and latest development on further studies in the Mainland. Information about the past five Mainland Higher Education Expos is as follows:

Date	Venue	Theme	Approximate number of visitors
10 & 11 December 2011	Queen Elizabeth School	Details and arrangements of the Admission Scheme and the latest development on further studies in the Mainland.	7 500
3 & 4 December 2012	KITEC [^]		7 000
23 & 24 November 2013	KITEC [^]		7 500
1 & 2 November 2014	KITEC [^]		9 000
7 & 8 November 2015	KITEC [^]		12 000

[^] Kowloonbay International Trade & Exhibition Centre (KITEC)

- (b) EDB is responsible for all the costs incurred for organising the Mainland Higher Education Expos. The actual expenditure involved in the organisation of the annual Expos over the past five years is as follows:

Financial Year	Actual Expenditure (\$ million)
2011-12	1.17
2012-13	2.43
2013-14	2.48
2014-15	2.54
2015-16	3.23

At the Expos, Mainland institutions participating in the Admission Scheme set up exhibition booths and held talks to disseminate information on their institutions and disciplines, admission requirements, number of student places, tuition fees, etc. There were also thematic sharing sessions for representatives of the institutions to brief teachers, students and parents on the characteristics of individual specialised programmes and employment prospects of graduates. MoE would support representatives of the Mainland institutions to come to Hong Kong to participate in the Expos at its cost.

- (c) The manpower and related expenditure for organising the Mainland Higher Education Expos have been subsumed under the establishment and provision for EDB. The ranks of civil servants responsible for the relevant work range from assistant clerical officer to directorate officer.

- End -

CONTROLLING OFFICER'S REPLY

EDB555

(Question Serial No. 4958)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Please provide a breakdown by institution the total number of courses, estimated intake, actual intake, unit cost as well as the tuition fees of the undergraduate, senior year top-up degree, sub-degree and higher diploma programmes offered by self-financing post-secondary institutions in the past 5 years (i.e. 2011/12 to 2015/16 academic years);
- (b) Please provide a breakdown by institution the total number of courses, estimated intake, actual intake, unit cost as well as the tuition fees of the taught postgraduate and research postgraduate programmes offered by self-financing post-secondary institutions in the past 5 years (i.e. 2011/12 to 2015/16 academic years); and
- (c) In the past 5 years (i.e. 2011/12 to 2015/16 academic years), how many civil servants of the Education Bureau were involved in handling matters relating to self-financing post-secondary institutions? What was the staff establishment? How much public funding was involved?

Asked by: Hon IP Kin-yuen (Member Question No. 76)

Reply:

(a) and (b)

The number of full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes, their estimated intakes, actual intakes and the average annual tuition fees by institution from the 2011/12 to 2015/16 academic years are set out at **Annexes A to D**. The number of locally-accredited self-financing taught postgraduate and research postgraduate programmes, actual intakes and the average annual tuition fees by institution from the 2011/12 to 2015/16 academic years are set out at **Annexes E and F**. We do not have information on the estimated intakes of post-graduate programmes and the unit costs.

(c)

While the Further and Higher Education Branch of the Education Bureau is responsible for, among others, the policy matters of the self-financing post-secondary education sector, the staff of this Branch also oversees many other subject areas. Therefore, we are unable to provide the staff establishment and related expenditure for handling matters related to the self-financing post-secondary institutions alone.

**Number of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year			2012/13 Academic Year			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year		
	Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree
Caritas Bianchi College of Careers	3	-	-	4	-	-	4	-	-	4	-	-	4	-	-
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	2	-	-	6	-	-
Caritas Institute of Higher Education	6	1	1	6	1	1	6	3	1	6	4	5	6	5	8
Centennial College	-	-	-	-	2	2	-	2	2	-	2	2	-	2	2
Chu Hai College of Higher Education	-	10	-	-	11	-	-	11	-	-	11	-	-	15	-
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	38	-	7	36	-	22	36	-	22	36	-	13	34	-	13
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-
Hang Seng Management College	1	4	3	1	5	3	1	5	3	1	10	4	-	11	3
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1
HKU SPACE Po Leung Kuk Stanley Ho Community College	19	-	-	19	-	-	22	-	-	23	-	-	23	-	-
Hong Kong Adventist College	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-
Hong Kong Art School	2	-	-	2	1	-	2	1	-	2	1	-	2	1	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	25	-	8	25	-	10	28	-	10	30	1	17	34	1	18
Hong Kong College of Technology	11	-	-	22	-	-	23	-	-	22	-	-	17	-	-
Hong Kong Institute of Technology	2	2	-	3	6	6	3	5	5	3	5	5	4	5	5
Hong Kong Nang Yan College of Higher Education	-	-	-	3	-	-	4	-	-	4	2	2	3	4	4
Hong Kong Shue Yan University	-	12	-	-	12	-	-	12	-	-	12	-	-	12	-
Kaplan Business and Accountancy School	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	33	-	-	44	-	-	39	-	-	35	-	-	17	-	-
Pui Ching Academy	-	-	-	2	-	-	4	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation(Hong Kong) Limited	-	8	-	-	8	-	-	13	-	-	13	-	-	13	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong	26	-	-	28	-	4	30	-	4	32	-	6	27	-	7

Institution	2011/12 Academic Year			2012/13 Academic Year			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year		
	Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	10	5	1	4	5	6	3	6	2	4	7	6	2	7	6
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	35	-	18	36	-	23	35	-	26	35	-	30	35	-	27
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-
The Open University of Hong Kong - Proper and Li Ka Shing Institute of Professional and Continuing Education	9	29	23	9	34	25	10	29	25	16	33	32	23	28	39
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	28	-	-	27	1	1	32	4	4	35	4	5	29	4	17
Tung Wah College	1	1	1	3	5	3	4	6	3	3	6	4	2	6	4
Vocational Training Council	38	-	8	32	6	14	32	9	21	28	12	43	26	16	45
Yew Chung Community College	1	-	-	3	-	-	3	-	-	4	-	-	1	-	-
YMCA College of Careers	-	-	-	3	-	-	3	-	-	2	-	-	4	-	-

Notes:

[1] Excludes sub-degree programmes provided under the old academic structure.

“-” Denotes no related programmes were offered.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-Year-First-Degree ^[2]	Top-up Degree	Total
Caritas Bianchi College of Careers	440	-	-	440	340	-	-	340	400	-	-	400	290	-	-	290	270	-	-	270
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	60	-	-	60	296	-	-	296
Caritas Institute of Higher Education	313	240	120	673	360	480	80	920	400	360	30	790	340	660	200	1 200	300	360	345	1 005
Centennial College	-	-	-	-	-	400	320	720	-	240	320	560	-	320	320	640	-	440	320	760
Chu Hai College of Higher Education	-	665	-	665	-	1 450	-	1 450	-	725	-	725	-	880	-	880	-	1 030	-	1 030
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 830	-	474	4 304	3 525	-	1 142	4 667	3 500	-	1 634	5 134	3 600	-	1 848	5 448	2 500	-	1 930	4 430
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	180	-	180
Hang Seng Management College	150	480	230	860	200	1 295	130	1 625	140	801	69	1 010	140	1 513	99	1 752	-	1 282	215	1 497
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	20	20	40	-	25	25	50
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 465	-	-	1 465	1 591	-	-	1 591	2 040	-	-	2 040	2 000	-	-	2 000	1 900	-	-	1 900
Hong Kong Adventist College	-	-	-	-	40	-	-	40	40	-	-	40	-	-	-	-	-	-	-	-
Hong Kong Art School ^[3]	55	-	-	55	55	65	-	120	55	65	-	120	80	65	-	145	80	65	-	145
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 985	-	540	2 525	3 090	-	630	3 720	2 055	-	730	2 785	1 957	120	900	2 977	1 993	120	1 450	3 563
Hong Kong College of Technology	580	-	-	580	945	-	-	945	1 030	-	-	1 030	1 005	-	-	1 005	375	-	-	375
Hong Kong Institute of Technology	280	140	-	420	460	140	90	690	662	210	130	1 002	300	250	170	720	300	100	191	591
Hong Kong Nang Yan College of Higher Education	-	-	-	-	300	-	-	300	300	-	-	300	90	120	40	250	90	120	80	290
Hong Kong Shue Yan University	-	1 200	-	1 200	-	1 314	-	1 314	-	1 500	-	1 500	-	1 323	-	1 323	-	1 283	-	1 283
Kaplan Business and Accountancy School	-	-	-	-	160	-	-	160	-	-	-	-	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 800	-	-	1 800	2 880	-	-	2 880	2 000	-	-	2 000	1 665	-	-	1 665	680	-	-	680
Pui Ching Academy	-	-	-	-	120	-	-	120	150	-	-	150	260	-	-	260	-	-	-	-
Sacred Heart Canossian College of Commerce	160	-	-	160	160	-	-	160	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	-	228	-	228	-	228	-	175	-	175	-	225	-	225	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 093	-	-	1 093	1 420	-	185	1 605	1 650	-	270	1 920	1 500	-	415	1 915	1 400	-	455	1 855
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	619	-	-	619	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	870	325	50	1 245	285	271	104	660	250	355	112	717	226	380	139	745	126	379	139	644

Institution	2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-Year-first-Degree ^[2]	Top-up Degree	Total
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	3 742	-	1 405	5 147	4 500	-	1 725	6 225	4 000	-	1 877	5 877	4 000	-	2 230	6 230	3 640	-	2 065	5 705
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	45	-	45	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 045	1 064	678	2 787	420	1 353	1 134	2 907	740	371	886	1 997	1 035	1 796	1 256	4 087	1 440	1 810	1 380	4 280
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 068	-	-	2 068	3 901	-	55	3 956	4 220	35	185	4 440	4 220	50	292	4 562	3 500	120	731	4 351
Tung Wah College	200	200	55	455	250	710	205	1 165	300	710	205	1 215	200	710	305	1 215	150	710	305	1 165
Vocational Training Council	3 450	-	335	3 785	5 510	210	775	6 495	5 056	495	1 235	6 786	3 740	660	2 340	6 740	3 030	930	2 705	6 385
Yew Chung Community College	20	-	-	20	220	-	-	220	420	-	-	420	180	-	-	180	120	-	-	120
YMCA College of Careers	-	-	-	-	105	-	-	105	40	-	-	40	90	-	-	90	90	-	-	90

Notes:

[1] Excludes sub-degree programmes provided under the old academic structure.

[2] Figures include subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors.

[3] The estimated intakes for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there were no student intakes for part-time programmes.

“-” Denotes no relevant programmes were offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree ^[3]	Top-up Degree	Total
Caritas Bianchi College of Careers	339	-	-	339	179	-	-	179	215	-	-	215	191	-	-	191	162	-	-	162
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	36	-	-	36	69	-	-	69
Caritas Institute of Higher Education	296	8	38	342	180	60	43	283	216	73	64	353	207	307	130	644	173	283	121	577
Centennial College	-	-	-	-	-	231	54	285	-	154	77	231	-	105	119	224	-	75	60	135
Chu Hai College of Higher Education	-	274	-	274	-	852	-	852	-	309	-	309	-	381	-	381	-	169	-	169
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 798	-	445	4 243	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 457	-	1 794	4 251	3 397	-	1 123	4 520
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	52	-	52
Hang Seng Management College	127	496	124	747	318	1 636	121	2 075	106	755	65	926	85	1 479	89	1 653	-	1 053	143	1 126
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	@	@	@	-	0	8	8
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 866	-	-	1 866	2 824	-	-	2 824	992	-	-	992	1 252	-	-	1 252	1 272	-	-	1 272
Hong Kong Adventist College ^[4]	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	46	-	-	46	93	68	-	161	54	42	-	96	60	61	-	121	41	132	-	173
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 290	-	562	2 852	2 853	-	672	3 525	1 750	-	693	2 443	1 861	132	982	2 975	1 949	132	1 076	3 157
Hong Kong College of Technology	387	-	-	387	206	-	-	206	336	-	-	336	268	-	-	268	209	-	-	209
Hong Kong Institute of Technology	172	70	-	242	476	51	62	589	587	71	127	785	230	193	248	671	238	13	102	353
Hong Kong Nang Yan College of Higher Education	-	-	-	-	12	-	-	12	20	-	-	20	5	8	15	28	12	25	13	50
Hong Kong Shue Yan University	-	1 277	-	1 277	-	1 354	-	1 354	-	1 495	-	1 495	-	1 262	-	1 262	-	1 306	-	1 306
Kaplan Business and Accountancy School	-	-	-	-	14	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 998	-	-	1 998	3 514	-	-	3 514	1 333	-	-	1 333	601	-	-	601	503	-	-	503
Pui Ching Academy ^[5]	-	-	-	-	-	-	-	-	3	-	-	3	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	110	-	-	110	116	-	-	116	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	88	-	88	-	155	-	155	-	178	-	178	-	129	-	129	-	141	-	141
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 101	-	-	1 101	1 410	-	163	1 573	979	-	295	1 274	1 171	-	387	1 558	1 111	-	219	1 330
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	842	-	-	842	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	515	251	48	814	333	295	119	747	181	350	109	640	212	358	126	696	119	291	134	544

Institution	2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree ^[3]	Top-up Degree	Total
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 379	-	1 522	5 901	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 591	-	2 133	5 724	3 769	-	1 326	5 095
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	41	-	41	-	49	-	49
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	823	1 141	1 037	3 001	495	1 481	951	2 927	626	264	920	1 810	856	1 779	1 341	3 976	1 042	1 880	1 401	3 973
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 333	-	-	2 333	5 181	-	39	5 220	2 532	57	230	2 819	2 911	71	349	3 331	2 773	53	487	3 313
Tung Wah College	274	35	24	333	274	464	112	850	231	475	165	871	78	394	181	653	110	372	118	600
Vocational Training Council	3 638	-	281	3 919	3 695	268	920	4 883	3 662	522	1 227	5 411	3 570	494	2 594	6 658	3 002	760	3 190	6 672
Yew Chung Community College	15	-	-	15	56	-	-	56	44	-	-	44	84	-	-	84	107	-	-	107
YMCA College of Careers	-	-	-	-	48	-	-	48	23	-	-	23	32	-	-	32	37	-	-	37

Notes:

[1] Provisional figures as at late October 2015. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] Figures include intakes under the Study Subsidy Scheme for Designated Professions/Sectors.

[4] Hong Kong Adventist College ceased to accept intake with effect from the 2013/14 academic year.

[5] Pui Ching Academy eventually decided not to offer any programmes in the 2012/13 and 2014/15 academic years. As a result, there were no student intakes in these two academic years.

“-” Indicates that no relevant programmes were offered by the institutions.

@ Figures are not provided by institution due to incomplete admission cycle.

Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes by Institution from the 2011/12 to 2015/16 Academic Years

Institution	Average Annual Tuition Fee (\$)														
	2011/12 Academic Year			2012/13 Academic Year ^[1]			2013/14 Academic Year ^[1]			2014/15 Academic Year ^[1]			2015/16 Academic Year ^[1]		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
Caritas Bianchi College of Careers	45,473 - 50,790	-	-	49,045 - 53,840	-	-	51,015 - 56,540	-	-	51,800 - 57,705	-	-	54,000 - 60,500	-	-
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	48,500	-	-	46,000 - 48,500	-	-
Caritas Institute of Higher Education	45,160 - 49,495	54,715	56,865	49,045 - 52,750	57,230	59,265	51,015 - 55,390	60,095 - 61,903	62,230	51,800 - 56,235	64,023 - 89,100	65,473 - 66,590	54,000 - 58,500	66,250 - 94,050	67,667 - 71,280
Centennial College	-	-	-	-	87,000	92,000	-	87,000	92,000	-	87,000	92,000	-	94,000	99,000
Chu Hai College of Higher Education	-	53,000	-	-	55,000	-	-	53,429 - 61,500	-	-	65,000 - 65,833	-	-	68,500 - 69,333	-
City University of Hong Kong and its School of Continuing and Professional Education ^[2] and Community College of City University	36,000 - 53,100	-	72,000 - 85,200	47,250 - 56,250	-	72,000 - 90,300	47,250 - 56,250	-	61,750 - 95,700	47,250 - 56,250	-	64,350 - 100,500	47,250 - 56,250	-	66,950 - 97,380
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	62,500	-
Hang Seng Management College	40,000	62,500	65,000	45,000	63,500	65,000	48,000	66,500	68,000	49,500	69,000	70,500	-	77,250	82,300
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	64,750	66,000	-	64,750	66,000
HKU SPACE Po Leung Kuk Stanley Ho Community College	42,800 - 49,800	-	-	51,150	-	-	52,500	-	-	52,500	-	-	55,000	-	-
Hong Kong Adventist College	-	-	-	39,600	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School ^[2]	40,500	-	-	43,000	77,522	-	45,000	81,400	-	46,500	81,400	-	48,000	84,000	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	36,000 - 50,000	-	63,000 - 67,200	48,750 - 58,720	-	63,000 - 69,300	48,750 - 66,978	-	63,000 - 82,500	47,250 - 55,000	58,720	50,463 - 108,000	47,250 - 55,000	58,720	50,463 - 108,000
Hong Kong College of Technology	36,895 - 40,800	-	-	41,000 - 49,480	-	-	43,740 - 51,600	-	-	47,100 - 54,120	-	-	47,100 - 54,120	-	-
Hong Kong Institute of Technology ^[2]	32,400 - 42,120	42,120 - 43,080	42,120 - 45,000	35,800	42,120 - 45,000	42,120 - 45,000	37,400	45,000	45,000	42,000	57,533	55,000 - 58,800	42,000 - 65,000	58,800	58,800
Hong Kong Nang Yan College of Higher Education	-	-	-	38,000	-	-	38,000	-	-	38,000	60,000	60,000	40,000	63,000 - 69,000	63,000 - 76,500
Hong Kong Shue Yan University	-	55,000	-	-	55,000	-	-	55,000	-	-	60,000	-	-	60,000	-
Kaplan Business and Accountancy School	-	-	-	48,000	-	-	-	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	35,000 - 50,000	-	-	43,800 - 50,000	-	-	43,800 - 50,000	-	-	43,800 - 50,000	-	-	48,000 - 52,500	-	-

Institution	Average Annual Tuition Fee (\$)														
	2011/12 Academic Year			2012/13 Academic Year ^[1]			2013/14 Academic Year ^[1]			2014/15 Academic Year ^[1]			2015/16 Academic Year ^[1]		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
Pui Ching Academy	-	-	-	39,000	-	-	41,000	-	-	41,000 - 44,000	-	-	-	-	-
Sacred Heart Canossian College of Commerce	41,400	-	-	43,700	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. ^[2]	-	253,460	-	-	266,939	-	-	279,755	-	-	282,215	-	-	287,856	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong ^[2]	40,333 - 49,150	-	-	42,000 - 49,150	-	117,600	45,225 - 49,810	-	117,600	45,140 - 57,375	-	95,000 - 119,400	46,575 - 69,700	-	95,000 - 119,400
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	47,000 - 50,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	31,800 - 46,800	78,000 - 85,866	63,000	41,800 - 46,800	72,000 - 77,500	79,267 - 93,600	48,100	72,000 - 80,000	73,500 - 84,000	48,100 - 65,000	72,000 - 84,000	72,000 - 84,000	48,100	75,000 - 84,000	72,000 - 84,000
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	39,600 - 52,470	-	60,000 - 105,000	49,200 - 54,120	-	65,100 - 105,000	50,400 - 55,440	-	66,650 - 110,000	50,400 - 55,440	-	64,500 - 120,000	50,400 - 55,440	-	64,500 - 120,000
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	247,759	-	-	251,649	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education ^[2]	34,500 - 54,337	46,750 - 62,910	45,937 - 79,066	43,000 - 55,800	49,600 - 62,000	49,600 - 66,133	45,000 - 66,365	52,000 - 65,000	52,000 - 77,440	48,000 - 72,700	54,600 - 68,250	54,600 - 78,667	51,000 - 72,900	60,060 - 111,800	54,600 - 82,107
The University of Hong Kong - HKU SPACE & HKU SPACE Community College ^[2]	42,800 - 59,000	-	-	52,500 - 62,000	57,200	72,000	52,500 - 72,000	59,200	46,200 - 108,500	52,500 - 72,000	48,000	46,200 - 108,500	55,000 - 75,500	50,000	46,200 - 108,000
Tung Wah College	80,300	66,000	66,000	52,500 - 79,200	66,000 - 99,200	66,000 - 90,600	52,500 - 79,200	66,000 - 108,800	66,000 - 90,600	52,500 - 76,250	66,000 - 108,800	42,000 - 90,600	60,000 - 76,250	68,100 - 115,600	42,000 - 105,700
Vocational Training Council ^[2]	42,000 - 44,800	-	68,250 - 69,000	46,500 - 47,750	66,150 - 75,900	55,000 - 75,400	46,500 - 47,750	66,150 - 75,900	57,800 - 75,400	48,600 - 49,800	66,000 - 79,200	58,700 - 86,800	51,200 - 52,400	68,640 - 82,500	61,000 - 90,250
Yew Chung Community College	40,000 - 51,000	-	-	53,550	-	-	60,500	-	-	63,150 - 63,650	-	-	64,900	-	-
YMCA College of Careers	-	-	-	43,000	-	-	44,250	-	-	46,000	-	-	43,200 - 46,000	-	-

Notes:

[1] Tuition fee information does not include the sub-degree programmes provided under the old academic structure.

[2] Institutions providing locally-accredited non-local first-year-first-degree and/or top-up degree programmes.

"-" Denotes no related programmes were offered.

**Number of Locally-Accredited Self-financing Taught Postgraduate Programmes, their Actual Intake and Total Tuition Fee by Institution
from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12			2012/13			2013/14			2014/15			2015/16 #		
	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)
Chu Hai College of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	2	NA	80,000 - 20,000
City University of Hong Kong	64	2 721	32,040 - 516,860	68	3 049	34,080 - 567,760	66	3 240	34,080 - 634,000	68	3 466	34,080 - 677,310	64	NA	36,120 - 696,690
Hong Kong Baptist University	58	1 730	14,000 - 388,000	59	2 000	14,000 - 428,000	63	2 332	14,000 - 428,000	69	2 392	65,000 - 428,000	66	NA	73,260 - 495,000
Hong Kong Shue Yan University	2	21	132,000	3	35	132,000	8	88	66,000 - 126,000	8	80	66,000 - 126,000	8	NA	66,000 - 126,000
Lingnan University	7	310	49,000 - 105,000	9	337	55,000 - 120,000	8	232	55,000 - 120,000	9	318	65,000 - 126,000	9	NA	52,000 - 152,000
SCAD Foundation (Hong Kong) Limited	-	-	-	5	3	NA	7	6	NA	7	9	258,324 - 532,149	8	NA	273,771 - 561,231
The Chinese University of Hong Kong	171	5 108	42,500 - 550,800	184	5 411	45,000 - 597,000	201	6 070	45,000 - 550,800	206	5 686	50,000 - 550,800	197	NA	52,000 - 645,540
The Hong Kong Academy for Performing Arts	9	54	168,000 - 200,000	10	52	168,000 - 200,000	10	57	168,000 - 200,000	12	49	168,000 - 200,000	10	NA	190,000 - 228,000
The Hong Kong Institute of Education	21	542	48,000 - 252,000	20	526	48,000 - 252,000	24	745	78,000 - 252,000	24	725	78,000 - 273,600	34	NA	83,000 - 286,560
The Hong Kong Polytechnic University	91	3 476	67,800 - 556,000	96	3 358	81,000 - 556,000	103	3 729	81,000 - 634,000	105	3 743	81,000 - 690,000	161	NA	81,000 - 690,000
The Hong Kong University of Science and Technology	42	1 388	43,260 - 638,000	43	1 425	45,000 - 688,000	50	1 575	45,000 - 738,000	52	1 763	50,000 - 838,000	55	NA	50,000 - 898,000
The Open University of Hong Kong	15	60	40,600 - 208,000	21	101	40,600 - 208,000	16	81	45,200 - 200,000	22	177	46,800 - 184,480	25	NA	46,800 - 184,480
The University of Hong Kong	181	4 175	23,000 - 1,038,024	162	4 212	24,030 - 1,095,120	169	4 568	12,400 - 975,312	184	4 514	13,400 - 1,095,120	195	NA	14,800 - 1,095,120

Notes:

1. Taught postgraduate covers postgraduate certificate, postgraduate diploma, master's degree and doctorate programmes, figures include both full-time and part-time mode of study with at least 1 year of duration.
2. “-” denotes no relevant programmes were offered in the academic year.
3. “#” denotes provisional figures.
4. NA denotes not available.

**Number of Locally-Accredited Self-financing Research Postgraduate Programmes, their Actual Intake and Total Tuition Fee by Institution
from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12			2012/13			2013/14			2014/15			2015/16 #		
	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)	No. of program- mes	Actual intake	Total Tuition Fee (\$)
Hong Kong Baptist University	1	5	144,000 – 216,000	3	3	144,000 – 252,600	7	8	144,000 – 252,600	7	6	144,000 – 252,600	7	NA	144,000 – 252,600
The Hong Kong University of Science and Technology	2	12	84,000	1	43	160,000	1	38	160,000	1	0	160,000	-	-	-
The University of Hong Kong	45	63	151,500 – 227,250	47	71	151,500 – 227,250	55	97	151,500 – 227,250	56	100	151,500 – 227,250	58	NA	151,500 – 227,250

Notes:

1. Research postgraduate programmes include M Phil and PhD programmes and figures include both full-time and part-time mode of study. The tuition fees above are based on normal programme duration.
2. “-“ denotes no such programme offered in the academic year.
3. “#” denotes provisional figures.
4. NA denotes not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB556****(Question Serial No. 4959)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. Please provide the number and percentage of schools equipped with wireless internet (WiFi) facilities in the past 5 school years (2011/12 to 2015/16 school years) by district and by the categories of secondary, primary and special schools; and
2. In the past 5 school years (2011/12 to 2015/16 school years), how many schools were subsidised by the Government to install wireless internet (WiFi) facilities? How much public expenditure was involved in it? Please list in detail.

Asked by: Hon IP Kin-yuen (Member Question No. 77)

Reply:

1. According to information collected from schools, as at February 2016, 100 schools under the "Support Scheme for e-Learning in Schools" or WiFi-100 project launched in early 2014 and 368 first batch schools under the WiFi-900 project of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015 have completed the enhancement of WiFi infrastructure. The figures are broken down as follows –

School type	Number and percentage of schools with enhanced WiFi infrastructure	Total number of schools
Government primary	7 (21%)	34
Government secondary	7 (23%)	31
Aided primary	217 (49%)	443
Aided secondary	209 (49%)	423
Aided special	28 (47%)	60
Total	468 (47%)	991

Note: Aided schools also include local schools under the Direct Subsidy Scheme.

We do not have information on further breakdown of these 468 schools by districts. We also do not have the figure on those schools which have enhanced their WiFi infrastructure using their own funds.

2. We have been providing all public sector schools with an annual recurrent Composite Information Technology (CITG) at amounts ranging from \$189,686 to \$652,397, depending on the school type and the number of classes. School can use the grant to cover expenditure such as Internet service fee, upgrading and replacement of IT facilities including WiFi equipment, purchase of digital resources materials for learning and teaching (including annual subscription/renewal fees for licences and software), etc. The amounts of CITG over the past five financial years are shown in the table below.

Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education, including the installation of WiFi equipment in schools and are not required to report to us on how they have used the grant.

	Amount of CITG
2011-12	\$300 million
2012-13	\$335 million
2013-14	\$328 million
2014-15	\$341 million
2015-16	\$353 million

Apart from CITG, we have also launched the following two e-learning initiatives over recent years to enhance WiFi infrastructure in schools.

We launched the WiFi-100 project in early 2014 with a commitment of \$50 million under which around \$35 million one-off grant was provided to the 100 public sector schools under the WiFi-100 project in early 2014 for enhancement of their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices.

In addition, we launched the ITE4 in August 2015 with a non-recurrent funding of \$105 million, of which around \$40 million was disbursed to the first batch of 412 schools under the WiFi-900 project in 2015-16 as one-off grant for acquisition of mobile computing devices to facilitate the use of e-textbooks or other e-learning resources in class under a WiFi school environment. We also disbursed an extra recurrent grant of \$70,000 on average per school for these 412 schools for subscription of WiFi services.

- End -

CONTROLLING OFFICER'S REPLY**EDB557****(Question Serial No. 4960)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide the following information in the tables below:

(a) The numbers of cross-boundary students with both parents being Hong Kong permanent residents, one of the parents being non-Hong Kong permanent resident and both parents being non-Hong Kong permanent residents who attended local kindergartens, primary and secondary schools in different sectors, as well as their distribution by class level and school district from 2011/12 to 2015/16 school years.

Table 1

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7	Sub-total
North																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Tai Po																	
a. Both parents being																	

Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Yuen Long																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Tuen Mun																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong																	

permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Tsuen Wan																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Kwai Tsing																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	

Tung Chung																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Other Districts (Please specify)																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Total																	

(b) The numbers of cross-boundary students who were issued with education vouchers to attend local kindergartens, as well as their distribution by class level and school district from 2011/12 to 2015/16 school years.

Table 2

	Numbers of cross-boundary students who were issued with education vouchers to attend local kindergartens			
	K1	K2	K3	Sub-total
North				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tai Po				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Yuen Long				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tuen Mun				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tsuen Wan				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Kwai Tsing				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tung Chung				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Other Districts (Please specify)				
a. Both parents being Hong Kong				

permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Total				

(c) The numbers of cross-boundary students diagnosed with special educational needs (SEN) and both parents being Hong Kong residents, one of the parents being non-Hong Kong resident and both parents being non-Hong Kong residents who attended local kindergartens, primary and secondary schools in different sectors, as well as their distribution by class level and school district from 2011/12 to 2015/16 school years.

Table 3

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tai Po																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being																

non-Hong Kong permanent residents																
Yuen Long																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tuen Mun																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tsuen Wan																
a. Both parents being Hong																

Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Kwai Tsing																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tung Chung																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong																

permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Other Districts (Please specify)																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Total																

(d) According to the estimation of the Administration for the next five school years (2016/17 to 2020/21 school years), the numbers of cross-boundary students with both parents being Hong Kong residents, one of the parents being non-Hong Kong resident and both parents being non-Hong Kong residents who will attend local kindergartens, primary and secondary schools in different sectors, as well as their distribution by class level and school district.

Table 4

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being																

non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tai Po																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Yuen Long																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent																

residents																
Tuen Mun																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tsuen Wan																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Kwai Tsing																
a. Both parents being Hong Kong permanent residents																

b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tung Chung																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Other Districts (Please specify)																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent																

resident																
c. Both parents being non-Hong Kong permanent residents																
Total																

(e) Please give a breakdown by 18 districts and by class level of the numbers of students with one of the parents being non-Hong Kong resident and both parents being non-Hong Kong residents who resided in Hong Kong in the past five school years (2011/12 to 2015/16 school years).

(f) In view of the increasing number of cross-boundary students or newly-arrived students from the Mainland, did the Administration increase the numbers of classes and teachers in schools from 2011/12 to 2015/16 school years? If yes, please list the number of classes and teachers increased and their respective class levels as well as the number of the schools involved and their respective districts? What is the amount of money involved?

Asked by: Hon IP Kin-yuen (Member Question No. 78)

Reply:

(a) The Education Bureau (EDB) does not collect information on the residency status of the parents of cross-boundary students (CBS). Hence, we are unable to provide the requested information.

(b) Under the Pre-primary Education Voucher Scheme, every child, aged 2 years 8 months or above, as at end August prior to the commencing of the new school year, with right of abode, right to land or valid permission to remain without any condition of stay in Hong Kong, may apply for the Certificate of Eligibility. Children meeting the above criteria will be issued with the Certificate of Eligibility by the Student Finance Office of the Working Family and Student Financial Assistance Agency. We do not collect the figures of children issued with Certificate of Eligibility by the category of CBS and hence are unable to provide the information as requested.

(c) In designing the survey for collecting CBS figures, the information of residency status of the parents and the special educational needs of CBS is, among other variables, not the target item. Hence, we are unable to provide the information as requested.

(d) The number of CBS is subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, kindergarten education has all along been provided by the private sector. Parents may choose a kindergarten suitable for their children with regard to their needs, and admission is at the full discretion of individual kindergartens which may have different admission practices and procedures. It is therefore not plausible to accurately project the overall number of CBS and their geographical distribution in the coming 5 school years.

(e) and (f) EDB does not collect information on the residency status of the parents of students and hence is unable to provide the number of students with breakdown by their parents' residency status. Eligible students, irrespective of whether they are CBS or newly-arrived students from the Mainland, may receive education in public sector schools if they so wish. The year-on-year changes in the total number of operating classes and the number of teachers are due to various factors such as the changes in school-age population by level and by district, parental choices, etc. It is not possible to segregate the impact of CBS and newly-arrived students from the Mainland from other concurrent developments. We are therefore not able to provide the number of additional classes and teachers arising solely from the increase of CBS and newly-arrived students from the Mainland.

- End -

CONTROLLING OFFICER'S REPLY**EDB558****(Question Serial No. 4961)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education,
(5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Concerning the facilities at the land-based boundary control points used by cross-boundary students:

(a) Please provide the numbers of cross-boundary students and school coaches using various land-based boundary control points daily in the past 5 school years in the following tables:

Table 1

Control Points (CP)	School Year	Number of Cross-boundary Students				Number of Local/Cross-boundary School Coaches Carrying Cross-boundary Students			
		Kindergarten (including kindergarten -cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten -cum-child care centre)	Primary school	Secondary school	Sub-total
Shenzhen Bay Control Point (SZB CP)	2011/12								
	2012/13								
	2013/14								
	2014/15								
	2015/16								
Lok Ma Chau Control Point (LMC CP)	2011/12								
	2012/13								
	2013/14								
	2014/15								
	2015/16								
Man Kam To Control Point (MKT CP)	2011/12								
	2012/13								
	2013/14								
	2014/15								
	2015/16								
Sha Tau Kok Control Point	2011/12								
	2012/13								
	2013/14								
	2014/15								

(STK CP)	2015/16								
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2011/12								
	2012/13								
	2013/14								
	2014/15								
	2015/16								
Lo Wu Control Point (LW CP)	2011/12								
	2012/13								
	2013/14								
	2014/15								
	2015/16								

Table 2

Control Points (CP)	Grade Level	Number of Cross-boundary Students				
		2011/12	2012/13	2013/14	2014/15	2015/16
Shenzhen Bay Control Point (SZB CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					
Lok Ma Chau Control Point (LMC CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					

Man Kam To Control Point (MKT CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					
Sha Tau Kok Control Point (STK CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					
Lok Ma Chau Spur Line Control Point (LMCSL CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					
Lo Wu Control Point (LW CP)	K1					
	K2					
	K3					
	P1					

	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					

Table 3

Control Points (CP)	District	Number of Cross-boundary Students				
		2011/12	2012/13	2013/14	2014/15	2015/16
Shenzhen Bay Control Point (SZB CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Lok Ma Chau Control Point (LMC CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Man Kam To Control Point (MKT CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Sha Tau Kok Control Point	North					
	Tai Po					
	Yuen Long					

(STK CP)	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Lok Ma Chau Spur Line Control Point (LMCSL CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
Lo Wu Control Point (LW CP)	Total					
	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					

(b) Please provide the number of accidents concerning cross-boundary students in the area of the land-based boundary control points, e.g. injury from slip, in the past 5 years in the following table:

Table 4

Control Points (CP)	School Years	Number of Accidents Concerning Cross-boundary Students			Total
		Kindergarten Students	Primary Students	Secondary Students	
Shenzhen Bay Control Point (SZB CP)	2011/12				
	2012/13				
	2013/14				
	2014/15				
	2015/16				
Lok Ma Chau Control Point (LMC CP)	2011/12				
	2012/13				
	2013/14				
	2014/15				
	2015/16				
Man Kam To Control Point (MKT CP)	2011/12				
	2012/13				
	2013/14				
	2014/15				

	2015/16				
Sha Tau Kok Control Point (STK CP)	2011/12				
	2012/13				
	2013/14				
	2014/15				
	2015/16				
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2011/12				
	2012/13				
	2013/14				
	2014/15				
	2015/16				
Lo Wu Control Point (LW CP)	2011/12				
	2012/13				
	2013/14				
	2014/15				
	2015/16				

(c) As there is an increasing number of cross-boundary students using boundary control points daily in recent years, what is being and what will be done by the Government to upgrade or improve the facilities concerned? What is the amount of expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 79)

Reply:

(a) The number of cross-boundary students (CBS) and local / cross-boundary school coaches by level using various land-based boundary control points from the 2011/12 to 2015/16 school years is as follows:

Table 1

Control Point (CP)	School Year	Number of Cross-boundary Students				Number of Local / Cross-boundary School Coaches Carrying Cross-boundary Students		
		Kindergarten (including kindergarten-cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten-cum-child care centre) and primary school	Secondary school	Sub-total
Shenzhen Bay Control Point (SZB CP)	2011/12	1 567	466	94	2 127	43	NA	43
	2012/13	2 281	971	108	3 360	77	NA	77
	2013/14	3 159	1 920	123	5 202	102	NA	102
	2014/15	3 575	2 980	182	6 737	116	NA	116
	2015/16	3 598	4 013	189	7 800	130	NA	130
Lok Ma Chau Control Point (LMC CP)	2011/12	60	98	65	223	3	NA	3
	2012/13	335	279	98	712	12	NA	12
	2013/14	331	295	148	774	17	NA	17
	2014/15	393	550	119	1 062	19	NA	19

Control Point (CP)	School Year	Number of Cross-boundary Students				Number of Local / Cross-boundary School Coaches Carrying Cross-boundary Students		
		Kindergarten (including kindergarten-cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten-cum-child care centre) and primary school	Secondary school	Sub-total
	2015/16	539	899	135	1 573	23	NA	23
Man Kam To Control Point (MKT CP)	2011/12	4	358	14	376	10	NA	10
	2012/13	0	610	9	619	13	NA	13
	2013/14	213	795	20	1 028	13	NA	13
	2014/15	323	1 004	70	1 397	26	NA	26
	2015/16	482	1 260	84	1 826	40	NA	40
Sha Tau Kok Control Point (STK CP)	2011/12	412	469	163	1 044	8	NA	8
	2012/13	433	544	136	1 113	7	NA	7
	2013/14	387	582	155	1 124	8	NA	8
	2014/15	445	691	152	1 288	9	NA	9
	2015/16	445	754	175	1 374	12	NA	12
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2011/12	2 090	1 923	575	4 588	25	NA	25
	2012/13	2 814	2 462	725	6 001	29	NA	29
	2013/14	3 651	3 316	818	7 785	44	NA	44
	2014/15	3 997	4 090	934	9 021	46	NA	46
	2015/16	3 796	4 878	1 078	9 752	47	NA	47
Lo Wu Control Point (LW CP)	2011/12	1 575	1 962	970	4 507	34	NA	34
	2012/13	1 591	1 883	1 077	4 551	34	NA	34
	2013/14	1 545	2 173	1 240	4 958	34	NA	34
	2014/15	1 631	2 459	1 395	5 485	34	NA	34
	2015/16	1 547	2 763	1 471	5 781	34	NA	34

- Notes:
- (1) Figures refer to the position as at September of the respective school years.
 - (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
 - (3) Local school coaches at LMCSL and LW CPs are local vehicles which do not cross any CP. They are permitted to operate multiple trips to carry CBS from Hong Kong side of the respective CPs to other parts of Hong Kong. The cross-boundary school coaches at SZB, LMC, MKT and STK CPs are cross-boundary vehicles which cross the respective CPs.
 - (4) Local/cross-boundary school coach services are intended for CBS attending kindergartens and primary schools only. These coaches are allowed to carry eligible CBS from kindergartens and primary schools at the same time.

Table 2

Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2011/12	2012/13	2013/14	2014/15	2015/16
Shenzhen Bay Control Point (SZB CP)	K1	647	837	1 145	1 237	1 025
	K2	513	834	1 064	1 262	1 321
	K3	407	610	950	1 076	1 252
	P1	220	541	913	1 230	1 268
	P2	95	218	557	851	1 144
	P3	53	85	244	521	803
	P4	55	57	101	227	521
	P5	25	47	62	90	197
	P6	18	23	43	61	80
	S1	26	27	36	57	44
	S2	26	24	20	34	43
	S3	14	30	27	26	31
	S4	11	14	23	31	29
	S5	9	10	11	24	24
	S6	8	3	6	10	18
	S7	0	NA	NA	NA	NA
	Total	2 127	3 360	5 202	6 737	7 800
Lok Ma Chau Control Point (LMC CP)	K1	17	103	109	202	145
	K2	15	125	108	94	241
	K3	28	107	114	97	153
	P1	15	101	128	300	353
	P2	16	70	62	111	304
	P3	18	48	40	60	125
	P4	21	29	34	32	67
	P5	12	23	17	34	26
	P6	16	8	14	13	24
	S1	9	25	31	23	29
	S2	16	20	32	22	28
	S3	25	19	21	18	27
	S4	4	21	28	27	21
	S5	7	8	23	15	13
	S6	3	5	13	14	17

Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2011/12	2012/13	2013/14	2014/15	2015/16
	S7	1	NA	NA	NA	NA
	Total	223	712	774	1 062	1 573
Man Kam To Control Point (MKT CP)	K1	0	0	98	143	166
	K2	1	0	64	109	180
	K3	3	0	51	71	136
	P1	122	251	354	371	431
	P2	79	147	247	296	363
	P3	60	86	118	175	263
	P4	56	67	44	107	145
	P5	31	36	17	39	38
	P6	10	23	15	16	20
	S1	4	1	6	16	23
	S2	5	2	6	13	22
	S3	3	2	1	17	14
	S4	0	3	2	13	17
	S5	1	1	1	5	4
	S6	1	0	4	6	4
	S7	0	NA	NA	NA	NA
	Total	376	619	1 028	1 397	1 826
Sha Tau Kok Control Point (STK CP)	K1	141	139	113	140	142
	K2	132	145	142	151	150
	K3	139	149	132	154	153
	P1	110	122	150	159	147
	P2	71	118	108	145	152
	P3	72	83	111	118	152
	P4	75	77	75	117	117
	P5	77	73	70	84	103
	P6	64	71	68	68	83
	S1	29	22	39	30	46
	S2	42	30	22	25	31
	S3	23	34	25	21	20
	S4	23	20	39	18	20
	S5	19	16	16	35	23

Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2011/12	2012/13	2013/14	2014/15	2015/16
	S6	26	14	14	23	35
	S7	1	NA	NA	NA	NA
	Total	1 044	1 113	1 124	1 288	1 374
Lok Ma Chau Spur Line Control Point (LMCSL CP)	K1	713	941	1 258	1 354	1 108
	K2	723	982	1 243	1 363	1 391
	K3	654	891	1 150	1 280	1 297
	P1	576	832	1 079	1 128	1 226
	P2	386	521	809	1 025	1 108
	P3	290	371	503	818	962
	P4	282	296	402	512	725
	P5	201	240	276	338	508
	P6	188	202	247	269	349
	S1	150	222	209	232	261
	S2	127	148	202	193	229
	S3	97	119	142	196	190
	S4	82	111	123	131	176
	S5	65	60	82	108	130
	S6	45	65	60	74	92
	S7	9	NA	NA	NA	NA
	Total	4 588	6 001	7 785	9 021	9 752
Lo Wu Control Point (LW CP)	K1	580	531	529	578	422
	K2	503	568	518	556	597
	K3	492	492	498	497	528
	P1	438	523	538	512	448
	P2	342	344	458	553	464
	P3	306	273	323	511	575
	P4	297	212	293	336	566
	P5	281	259	267	297	390
	P6	298	272	294	250	320
	S1	247	281	290	338	306
	S2	221	215	258	285	317
	S3	166	223	236	264	261
	S4	147	152	207	193	250

Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2011/12	2012/13	2013/14	2014/15	2015/16
	S5	81	131	142	192	165
	S6	95	75	107	123	172
	S7	13	NA	NA	NA	NA
	Total	4 507	4 551	4 958	5 485	5 781

- Notes:
- (1) Figures refer to the position as at September of the respective school years.
 - (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
 - (3) Upon the full phasing in of the New Senior Secondary Academic Structure, there is no Secondary 7 class under local curriculum starting from the 2012/13 school year.

Table 3

Control Point (CP)	District	Number of Cross-boundary Students				
		2011/12	2012/13	2013/14	2014/15	2015/16
Shenzhen Bay Control Point (SZB CP)	North	16	20	17	37	6
	Tai Po	3	2	1	1	9
	Yuen Long	875	1 450	2 277	3 047	3 620
	Tuen Mun	1 232	1 887	2 907	3 632	4 139
	Tsuen Wan	0	0	0	0	7
	Kwai Tsing	1	0	0	0	0
	Tung Chung	NA	0	0	4	0
	Others (Sha Tin and Wong Tai Sin)	0	1	0	16	19
	Total	2 127	3 360	5 202	6 737	7 800
Lok Ma Chau Control Point (LMC CP)	North	111	310	390	407	609
	Tai Po	0	55	7	20	24
	Yuen Long	108	247	275	432	495
	Tuen Mun	2	1	4	22	57
	Tsuen Wan	1	1	2	0	0
	Kwai Tsing	0	34	48	80	132
	Tung Chung	NA	0	0	0	138
	Others (Sha Tin and Wong Tai Sin)	1	64	48	101	118
	Total	223	712	774	1 062	1 573
Man Kam To Control Point (MKT CP)	North	209	344	580	820	1 064
	Tai Po	164	275	446	510	647
	Yuen Long	1	0	0	67	53

Control Point (CP)	District	Number of Cross-boundary Students				
		2011/12	2012/13	2013/14	2014/15	2015/16
	Tuen Mun	0	0	0	0	19
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	0	0	0	0
	Tung Chung	NA	0	0	0	0
	Others (Sha Tin and Wong Tai Sin)	2	0	2	0	43
	Total	376	619	1 028	1 397	1 826
Sha Tau Kok Control Point (STK CP)	North	1 024	1 088	1 088	1 258	1 300
	Tai Po	18	23	35	27	28
	Yuen Long	1	0	0	0	1
	Tuen Mun	0	0	0	0	0
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	0	0	0	0
	Tung Chung	NA	0	0	1	0
	Others (Sha Tin and Wong Tai Sin)	1	2	1	2	45
	Total	1 044	1 113	1 124	1 288	1 374
Lok Ma Chau Spur Line Control Point (LMCSL CP)	North	3 403	4 270	5 143	5 714	5 783
	Tai Po	198	440	891	1 086	1 324
	Yuen Long	903	1 206	1 538	1 843	2 150
	Tuen Mun	3	4	20	55	58
	Tsuen Wan	1	2	0	1	0
	Kwai Tsing	2	3	1	2	0
	Tung Chung	NA	29	54	71	0
	Others (Sha Tin and Wong Tai Sin)	78	47	138	249	437
	Total	4 588	6 001	7 785	9 021	9 752
Lo Wu Control Point (LW CP)	North	4 274	4 197	4 468	4 728	4 903
	Tai Po	217	319	425	649	761
	Yuen Long	3	8	15	13	14
	Tuen Mun	3	4	3	2	7
	Tsuen Wan	0	0	1	1	0
	Kwai Tsing	1	1	4	0	0
	Tung Chung	NA	0	0	0	0
	Others (Sha Tin and Wong Tai Sin)	9	22	42	92	96
	Total	4 507	4 551	4 958	5 485	5 781

- Notes:
- (1) Figures refer to the position as at September of the respective school years.
 - (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.

(b) According to Police records, for the period from 1 January to 10 March 2016, there were two reported cases of accident at LMCSL CP, each involving minor injury of one CBS (one kindergarten grade and one primary grade). In 2015, there was one reported case of accident at LMCSL CP involving minor injury of one CBS (kindergarten grade). In 2014, there were two reported cases of accident at LMCSL CP, each involving minor injury of one CBS (kindergarten grade) as well as one reported case of accident at SZB CP involving minor injury of three CBS (kindergarten grade). For years before 2014, figures and breakdown are not readily available.

(c) The Government has put in place various facilitating measures to enhance transportation and clearance services for CBS using the above land-based boundary control points. These measures include facilitating local school buses to gain access to the LW and LMCSL CPs to take CBS to and from their schools; granting special quotas for cross-boundary school coaches for carriage of CBS through the LMC, MKT, STK and SZB CPs; implementation of simplified clearance services at the LMCSL, LW and SZB CPs and on-board clearance services at MKT, STK and LMC CPs. The Government will continue to monitor closely the transportation and clearance needs of CBS, and will provide necessary supporting measures to cater for their needs and ensure their safety.

- End -

CONTROLLING OFFICER'S REPLY**EDB559****(Question Serial No. 4962)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education,
(5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Concerning the number of and related measures for cross-boundary students (CBS):

(a) Please provide in the following tables the numbers of cross-boundary students attending secondary schools, primary schools and kindergartens in each district and the total number of school places in each of these districts from the 2011/12 to 2015/16 school years.

Table 1

	Number of cross-boundary students				
	2011/12	2012/13	2013/14	2014/15	2015/16
North District					
a. Kindergarten (including child care centres)					
b. Primary school					
c. Secondary school					
Tai Po					
a. Kindergarten (including child care centres)					
b. Primary school					
c. Secondary school					
Yuen Long					
a. Kindergarten (including child care centres)					
b. Primary					

school					
c. Secondary school					
Tuen Mun					
a. Kindergarten (including child care centres)					
b. Primary school					
c. Secondary school					
Tsuen Wan					
a. Kindergarten (including child care centres)					
b. Primary school					
c. Secondary school					
Kwai Tsing					
a. Kindergarten (including child care centres)					
b. Primary school					
c. Secondary school					
Tung Chung					
a. Kindergarten (including child care centres)					
b. Primary school					
c. Secondary school					
Other districts (Please specify)					
a. Kindergarten (including child care centres)					
b. Primary school					
c. Secondary school					
Total					

Table 2

	Number of cross-boundary students															
District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North District																
Tai Po																
Yuen Long																
Tuen Mun																
Tsuen Wan																
Kwai Tsing																
Tung Chung																
Other Districts (Please specify)																
Total																

Table 3a

	Number of CBS in kindergartens (including child care centres) (percentages)				Number of kindergarten (including child care centres) places			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North District								
Tai Po								
Yuen Long								
Tuen Mun								
Tsuen Wan								
Kwai Tsing								
Tung Chung								
Other Districts (Please specify)								

Table 3b

	Number of CBS in primary schools (percentages)							Number of primary school places						
	P1	P2	P3	P4	P5	P6	Sub-total	P1	P2	P3	P4	P5	P6	Sub-total
North District														
Tai Po														
Yuen														

Long																
Tuen Mun																
Tsuen Wan																
Kwai Tsing																
Tung Chung																
Other Districts (Please specify)																

Table 3c

	Number of CBS in secondary schools (percentages)								Number of secondary school places							
	S1	S2	S3	S4	S5	S6	S7	Sub-total	S1	S2	S3	S4	S5	S6	S7	Sub-total
North District																
Tai Po																
Yuen Long																
Tuen Mun																
Tsuen Wan																
Kwai Tsing																
Tung Chung																
Other Districts (Please specify)																

Table 3d

	Total number of CBS (percentages)				Total number of school places			
	Kindergartens (including child care centres)	Primary schools	Secondary schools	Sub-total	Kindergartens (including child care centres)	Primary schools	Secondary schools	Sub-total
North District								
Tai Po								
Yuen Long								
Tuen Mun								
Tsuen Wan								
Kwai Tsing								
Tung								

Chung								
Other Districts (Please specify)								

(b) As the number of cross-boundary students is increasing in recent years, what is being and what will be done by the Government to upgrade or improve supporting facilities in schools? What is the amount of expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 80)

Reply:

(a) The number of cross-boundary students (CBS) attending kindergartens (including kindergarten-cum-child care centres), primary schools and secondary schools in Hong Kong and the number of school places in the respective districts from the 2011/12 to 2015/16 school years as requested are tabulated below.

Table 1

Number of CBS by district and by school level from the 2011/12 to 2015/16 school years

	2011/12	2012/13	2013/14	2014/15	2015/16
North					
a. Kindergarten (including kindergarten-cum-child care centre)	3 677	4 281	4 908	5 379	5 431
b. Primary school	3 928	4 379	4 996	5 590	6 117
c. Secondary school	1 432	1 569	1 782	1 995	2 117
Tai Po					
a. Kindergarten (including kindergarten-cum-child care centre)	67	190	340	391	346
b. Primary school	351	669	1 130	1 496	1 990
c. Secondary school	182	255	335	406	457
Yuen Long					
a. Kindergarten (including kindergarten-cum-child care centre)	1 070	1 653	2 235	2 500	2 547
b. Primary school	625	1 012	1 590	2 609	3 435
c. Secondary school	196	246	280	293	351
Tuen Mun					
a. Kindergarten (including kindergarten-cum-child care centre)	892	1 265	1 679	1 893	1 856
b. Primary school	305	578	1 181	1 712	2 301
c. Secondary school	43	53	74	106	123
Tsuen Wan					
a. Kindergarten (including	0	0	1	0	0

	2011/12	2012/13	2013/14	2014/15	2015/16
kindergarten-cum-child care centre)					
b. Primary school	0	0	1	1	7
c. Secondary school	2	3	1	1	0
Kwai Tsing					
a. Kindergarten (including kindergarten-cum-child care centre)	1	34	44	80	91
b. Primary school	3	2	7	2	41
c. Secondary school	0	2	2	0	0
Tung Chung					
a. Kindergarten (including kindergarten-cum-child care centre)	NA	29	54	69	73
b. Primary school	NA	0	0	6	65
c. Secondary school	NA	0	0	1	0
Other districts (Sha Tin and Wong Tai Sin)					
a. Kindergarten (including kindergarten-cum-child care centre)	1	2	25	52	63
b. Primary school	64	109	176	358	611
c. Secondary school	26	25	30	50	84
Total	12 865	16 356	20 871	24 990	28 106

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
- (3) "NA" indicates that no data were collected from schools in the district in the respective school year.

Table 2

Number of CBS by district and by class level from the 2011/12 to 2015/16 school years

(i) School Year: 2011/12

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North	1 334	1 191	1 152	936	730	635	618	511	498	326	342	257	214	134	139	20
Tai Po	19	31	17	141	68	42	29	39	32	73	37	23	21	13	14	1
Yuen Long	380	374	316	225	104	83	100	63	50	53	45	33	23	23	17	2
Tuen Mun	364	291	237	146	68	35	34	12	10	7	11	9	5	6	5	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Kwai Tsing	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0
Other district (Sha Tin)	1	0	0	33	19	4	4	1	3	6	2	6	4	4	3	1
Total	2 098	1 887	1 723	1 481	989	799	786	627	594	465	437	328	267	182	178	24

(ii) School Year: 2012/13

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 443	1 534	1 304	1 184	900	698	573	534	490	411	300	318	243	176	121
Tai Po	59	61	70	382	129	65	36	22	35	83	65	45	31	18	13
Yuen Long	585	568	500	439	232	108	84	87	62	60	61	49	34	21	21
Tuen Mun	446	467	352	318	128	55	40	28	9	16	8	14	8	4	3
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
Kwai Tsing	7	8	19	0	0	0	0	1	1	0	0	0	0	1	1
Tung Chung	9	16	4	0	0	0	0	0	0	0	0	0	0	0	0
Other district (Sha Tin)	2	0	0	47	29	20	5	6	2	8	5	1	4	6	1
Total	2 551	2 654	2 249	2 370	1 418	946	738	678	599	578	439	427	321	226	162

Table 2 (Cont'd)

(iii) School Year: 2013/14

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 674	1 679	1 555	1 388	1 069	806	667	530	536	423	385	297	312	207	158
Tai Po	152	97	91	508	359	131	62	43	27	96	79	70	44	28	18
Yuen Long	791	748	696	658	420	230	129	80	73	65	56	62	47	30	20
Tuen Mun	592	573	514	538	343	147	70	48	35	19	13	15	16	7	4
Tsuen Wan	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0
Kwai Tsing	17	13	14	2	1	0	1	1	2	1	0	0	0	0	1
Tung Chung	20	16	18	0	0	0	0	0	0	0	0	0	0	0	0
Other district (Sha Tin)	6	13	6	68	49	25	19	7	8	7	7	8	3	2	3
Total	3 252	3 139	2 895	3 162	2 241	1 339	949	709	681	611	540	452	422	275	204

(iv) School Year: 2014/15

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 974	1 758	1 647	1 217	1 347	1 070	821	629	506	483	397	390	255	279	191
Tai Po	109	176	106	470	452	354	126	55	39	86	93	84	74	43	26
Yuen Long	848	855	797	1 147	623	423	220	116	80	80	53	47	52	40	21
Tuen Mun	627	685	581	672	493	305	135	63	44	31	18	15	22	13	7
Tsuen Wan	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Kwai Tsing	49	18	13	0	0	0	0	0	2	0	0	0	0	0	0
Tung Chung	23	29	17	5	0	0	1	0	0	1	0	0	0	0	0
Other districts (Sha Tin and Wong Tai Sin)	24	14	14	189	66	51	28	18	6	15	11	6	10	4	4
Total	3 654	3 535	3 175	3 700	2 981	2 203	1 331	882	677	696	572	542	413	379	250

Table 2 (Cont'd)

(v) School Year: 2015/16

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 628	2 071	1 732	1 194	1 183	1 318	1 008	790	624	492	445	349	360	224	247
Tai Po	78	98	170	550	464	437	357	114	68	84	95	97	75	65	41
Yuen Long	737	931	879	1 042	1 088	588	409	202	106	80	84	58	47	47	35
Tuen Mun	512	683	661	717	619	466	310	131	58	32	25	22	19	13	12
Tsuen Wan	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0
Kwai Tsing	20	49	22	38	1	1	0	1	0	0	0	0	0	0	0
Tung Chung	19	23	31	57	5	2	0	1	0	0	0	0	0	0	0
Other districts (Sha Tin and Wong Tai Sin)	14	25	24	268	175	68	57	23	20	21	21	17	12	10	3
Total	3 008	3 880	3 519	3 873	3 535	2 880	2 141	1 262	876	709	670	543	513	359	338

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
- (3) Upon the full phasing in of the New Senior Secondary Academic Structure, there is no Secondary 7 class under local curriculum starting from the 2012/13 school year.

Table 3a

Number of CBS and school places in kindergartens (including kindergarten-cum-child care centres) by district and by class level from the 2011/12 to 2015/16 school years

(i) School Year: 2011/12

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage)				Number of school places in kindergartens (including kindergarten-cum-child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 334 (35.4%)	1 191 (33.0%)	1 152 (33.1%)	3 677 (33.8%)	3 773	3 608	3 484	10 865
Tai Po	19 (0.8%)	31 (1.4%)	17 (0.9%)	67 (1.1%)	2 261	2 163	1 930	6 354
Yuen Long	380 (6.7%)	374 (6.7%)	316 (6.1%)	1 070 (6.5%)	5 635	5 568	5 211	16 414
Tuen Mun	364 (8.6%)	291 (6.9%)	237 (6.0%)	892 (7.2%)	4 222	4 191	3 948	12 361
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 437	2 235	2 162	6 834
Kwai Tsing	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	4 092	4 240	4 042	12 374
Tung Chung	NA	NA	NA	NA	876	989	943	2 808
Other district (Sha Tin)	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	4 857	4 783	4 169	13 809

Table 3a (Cont'd)

(ii) School Year: 2012/13

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage)				Number of school places in kindergartens (including kindergarten-cum-child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 443 (37.3%)	1 534 (38.9%)	1 304 (35.0%)	4 281 (37.1%)	3 872	3 947	3 730	11 549
Tai Po	59 (2.7%)	61 (2.7%)	70 (3.4%)	190 (2.9%)	2 160	2 300	2 036	6 496
Yuen Long	585 (10.5%)	568 (9.7%)	500 (8.8%)	1 653 (9.7%)	5 549	5 840	5 656	17 045
Tuen Mun	446 (10.5%)	467 (10.8%)	352 (8.6%)	1 265 (10.0%)	4 230	4 327	4 080	12 637
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 445	2 429	2 278	7 152
Kwai Tsing	7 (0.2%)	8 (0.2%)	19 (0.5%)	34 (0.3%)	3 971	4 080	3 996	12 047
Tung Chung	9 (1.0%)	16 (1.7%)	4 (0.5%)	29 (1.1%)	897	918	820	2 635
Other district (Sha Tin)	2 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.0%)	4 931	4 906	4 503	14 340

Table 3a (Cont'd)

(iii) School Year: 2013/14

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage)				Number of school places in kindergartens (including kindergarten-cum-child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 674 (40.5%)	1 679 (41.8%)	1 555 (38.1%)	4 908 (40.1%)	4 136	4 014	4 078	12 228
Tai Po	152 (5.8%)	97 (4.4%)	91 (4.2%)	340 (4.8%)	2 612	2 221	2 183	7 016
Yuen Long	791 (13.2%)	748 (12.8%)	696 (11.8%)	2 235 (12.6%)	5 984	5 858	5 897	17 739
Tuen Mun	592 (13.4%)	573 (12.9%)	514 (12.2%)	1 679 (12.8%)	4 420	4 426	4 224	13 070
Tsuen Wan	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	2 471	2 400	2 362	7 233
Kwai Tsing	17 (0.4%)	13 (0.3%)	14 (0.4%)	44 (0.4%)	4 178	4 067	3 840	12 085
Tung Chung	20 (2.2%)	16 (1.8%)	18 (2.2%)	54 (2.1%)	917	869	831	2 617
Other district (Sha Tin)	6 (0.1%)	13 (0.3%)	6 (0.1%)	25 (0.2%)	5 387	5 049	4 668	15 104

Table 3a (Cont'd)

(iv) School Year: 2014/15

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage)				Number of school places in kindergartens (including kindergarten-cum-child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 974 (41.9%)	1 758 (41.3%)	1 647 (39.8%)	5 379 (41.0%)	4 716	4 257	4 141	13 114
Tai Po	109 (4.2%)	176 (7.0%)	106 (5.2%)	391 (5.4%)	2 602	2 529	2 056	7 187
Yuen Long	848 (13.5%)	855 (13.9%)	797 (13.8%)	2 500 (13.7%)	6 291	6 134	5 791	18 216
Tuen Mun	627 (12.5%)	685 (15.0%)	581 (13.5%)	1 893 (13.7%)	5 005	4 562	4 295	13 862
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 793	2 338	2 366	7 497
Kwai Tsing	49 (1.1%)	18 (0.4%)	13 (0.3%)	80 (0.7%)	4 381	4 047	3 750	12 178
Tung Chung	23 (2.6%)	29 (3.2%)	17 (2.2%)	69 (2.7%)	884	897	784	2 565
Other districts (Sha Tin and Wong Tai Sin)	24 (0.3%)	14 (0.2%)	14 (0.2%)	52 (0.2%)	8 709	7 959	7 493	24 161

Table 3a (Cont'd)

(v) School Year: 2015/16

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage)				Number of school places in kindergartens (including kindergarten-cum-child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 628 (36.9%)	2 071 (43.7%)	1 732 (40.3%)	5 431 (40.4%)	4 417	4 737	4 296	13 450
Tai Po	78 (2.8%)	98 (3.8%)	170 (7.2%)	346 (4.5%)	2 795	2 588	2 351	7 734
Yuen Long	737 (11.1%)	931 (14.5%)	879 (14.3%)	2 547 (13.3%)	6 623	6 406	6 135	19 164
Tuen Mun	512 (10.2%)	683 (13.6%)	661 (15.0%)	1 856 (12.8%)	5 025	5 024	4 396	14 445
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 932	2 696	2 347	7 975
Kwai Tsing	20 (0.4%)	49 (1.2%)	22 (0.6%)	91 (0.7%)	4 516	4 170	3 698	12 384
Tung Chung	19 (2.1%)	23 (2.7%)	31 (4.0%)	73 (2.9%)	908	862	775	2 545
Other districts (Sha Tin and Wong Tai Sin)	14 (0.2%)	25 (0.3%)	24 (0.3%)	63 (0.2%)	9 223	8 512	7 488	25 223

Notes:

(1) Figures refer to the position as at September of the respective school years.

Table 3a (Cont'd)

Notes:

- (2) Figures on CBS are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
- (3) “NA” indicates that no data were collected from schools in the district in the respective school year.
- (4) Figures on school places do not include vacant classrooms and vacant child care centre portions. Special schools are excluded.

Table 3b

Number of CBS and school places in primary schools by district and by class level from the 2011/12 to 2015/16 school years

(i) School Year: 2011/12

District	Number of CBS in primary schools (percentage)							Number of school places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub- total	P1	P2	P3	P4	P5	P6	Sub- total
North	936 (33.1%)	730 (26.7%)	635 (23.4%)	618 (21.8%)	511 (17.3%)	498 (16.1%)	3 928 (22.9%)	2 830	2 735	2 710	2 840	2 950	3 088	17 153
Tai Po	141 (6.9%)	68 (3.6%)	42 (2.2%)	29 (1.4%)	39 (1.8%)	32 (1.4%)	351 (2.9%)	2 046	1 904	1 904	2 004	2 157	2 245	12 260
Yuen Long	225 (5.2%)	104 (2.5%)	83 (1.9%)	100 (2.1%)	63 (1.2%)	50 (0.9%)	625 (2.2%)	4 324	4 237	4 354	4 755	5 272	5 713	28 655
Tuen Mun	146 (4.6%)	68 (2.2%)	35 (1.1%)	34 (1.0%)	12 (0.3%)	10 (0.2%)	305 (1.5%)	3 202	3 077	3 097	3 470	3 752	4 146	20 744
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 041	2 024	2 055	2 195	2 373	2 504	13 192
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	1 (0.0%)	3 (0.0%)	3 049	2 999	3 094	3 580	3 662	3 988	20 372
Tung Chung	NA	NA	NA	NA	NA	NA	NA	575	620	700	750	768	896	4 309
Other district (Sha Tin)	33 (0.8%)	19 (0.5%)	4 (0.1%)	4 (0.1%)	1 (0.0%)	3 (0.1%)	64 (0.2%)	4 316	4 125	4 167	4 427	4 783	5 076	26 894

Table 3b (Cont'd)

(ii) School Year: 2012/13

District	Number of CBS in primary schools (percentage)							Number of school places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub- total	P1	P2	P3	P4	P5	P6	Sub- total
North	1 184 (39.8%)	900 (31.8%)	698 (25.5%)	573 (21.1%)	534 (18.8%)	490 (16.5%)	4 379 (25.7%)	2 975	2 830	2 735	2 710	2 840	2 970	17 060
Tai Po	382 (16.4%)	129 (6.4%)	65 (3.4%)	36 (1.9%)	22 (1.1%)	35 (1.7%)	669 (5.5%)	2 323	2 011	1 909	1 909	1 971	2 110	12 233
Yuen Long	439 (9.3%)	232 (5.4%)	108 (2.6%)	84 (1.9%)	87 (1.8%)	62 (1.2%)	1 012 (3.7%)	4 700	4 303	4 220	4 335	4 710	5 192	27 460
Tuen Mun	318 (8.9%)	128 (3.9%)	55 (1.7%)	40 (1.3%)	28 (0.8%)	9 (0.2%)	578 (2.8%)	3 591	3 279	3 145	3 165	3 575	3 829	20 584
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 038	2 040	2 016	2 058	2 203	2 383	12 738
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	2 (0.0%)	3 104	3 024	2 999	3 094	3 580	3 687	19 488
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	525	575	620	700	750	768	3 938
Other district (Sha Tin)	47 (1.0%)	29 (0.7%)	20 (0.5%)	5 (0.1%)	6 (0.1%)	2 (0.0%)	109 (0.4%)	4 511	4 349	4 150	4 167	4 423	4 698	26 298

Table 3b (Cont'd)

(iii) School Year: 2013/14

District	Number of CBS in primary schools (percentage)							Number of school places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub- total	P1	P2	P3	P4	P5	P6	Sub- total
North	1 388 (39.4%)	1 069 (33.5%)	806 (27.5%)	667 (24.4%)	530 (19.6%)	536 (18.9%)	4 996 (27.9%)	3 527	3 187	2 931	2 735	2 710	2 840	17 930
Tai Po	508 (20.2%)	359 (15.7%)	131 (6.5%)	62 (3.3%)	43 (2.3%)	27 (1.4%)	1 130 (9.0%)	2 514	2 289	2 011	1 904	1 899	1 974	12 591
Yuen Long	658 (12.9%)	420 (8.9%)	230 (5.3%)	129 (3.1%)	80 (1.8%)	73 (1.5%)	1 590 (5.8%)	5 091	4 719	4 321	4 217	4 339	4 720	27 407
Tuen Mun	538 (13.6%)	343 (9.5%)	147 (4.5%)	70 (2.2%)	48 (1.5%)	35 (1.0%)	1 181 (5.7%)	3 958	3 610	3 289	3 149	3 169	3 579	20 754
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	2 124	2 037	2 037	2 012	2 070	2 195	12 475
Kwai Tsing	2 (0.1%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	2 (0.1%)	7 (0.0%)	3 345	3 192	3 112	2 999	3 094	3 580	19 322
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	525	550	575	620	700	750	3 720
Other district (Sha Tin)	68 (1.4%)	49 (1.1%)	25 (0.6%)	19 (0.5%)	7 (0.2%)	8 (0.2%)	176 (0.7%)	4 823	4 523	4 328	4 179	4 240	4 455	26 548

Table 3b (Cont'd)

(iv) School Year: 2014/15

District	Number of CBS in primary schools (percentage)							Number of school places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub- total	P1	P2	P3	P4	P5	P6	Sub- total
North	1 217 (39.1%)	1 347 (38.2%)	1 070 (33.6%)	821 (28.0%)	629 (23.0%)	506 (18.7%)	5 590 (30.7%)	3 115	3 527	3 187	2 931	2 735	2 710	18 205
Tai Po	470 (18.0%)	452 (18.6%)	354 (15.5%)	126 (6.3%)	55 (2.9%)	39 (2.0%)	1 496 (11.4%)	2 614	2 434	2 284	2 011	1 909	1 909	13 161
Yuen Long	1 147 (19.7%)	623 (12.3%)	423 (9.0%)	220 (5.1%)	116 (2.7%)	80 (1.8%)	2 609 (9.2%)	5 828	5 084	4 709	4 309	4 222	4 339	28 491
Tuen Mun	672 (15.7%)	493 (12.5%)	305 (8.4%)	135 (4.1%)	63 (2.0%)	44 (1.4%)	1 712 (8.0%)	4 285	3 958	3 618	3 289	3 149	3 193	21 492
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	2 110	2 125	2 041	2 066	2 041	2 055	12 438
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	2 (0.0%)	3 361	3 239	3 196	3 024	2 999	3 094	18 913
Tung Chung	5 (1.0%)	0 (0.0%)	0 (0.0%)	1 (0.2%)	0 (0.0%)	0 (0.0%)	6 (0.2%)	526	547	572	597	646	700	3 588
Other districts (Sha Tin and Wong Tai Sin)	189 (2.2%)	66 (0.8%)	51 (0.7%)	28 (0.4%)	18 (0.3%)	6 (0.1%)	358 (0.8%)	8 454	7 980	7 527	7 181	7 009	7 068	45 219

Table 3b (Cont'd)

(v) School Year: 2015/16

District	Number of CBS in primary schools (percentage)							Number of school places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub- total	P1	P2	P3	P4	P5	P6	Sub- total
North	1 194 (38.8%)	1 183 (38.0%)	1 318 (37.4%)	1 008 (31.6%)	790 (27.0%)	624 (22.8%)	6 117 (32.9%)	3 080	3 115	3 522	3 187	2 931	2 735	18 570
Tai Po	550 (21.7%)	464 (18.0%)	437 (18.0%)	357 (15.5%)	114 (5.8%)	68 (3.7%)	1 990 (14.6%)	2 533	2 573	2 428	2 303	1 957	1 833	13 627
Yuen Long	1 042 (18.5%)	1 088 (18.9%)	588 (11.6%)	409 (8.7%)	202 (4.6%)	106 (2.5%)	3 435 (11.5%)	5 637	5 768	5 084	4 709	4 359	4 247	29 804
Tuen Mun	717 (17.1%)	619 (14.4%)	466 (11.8%)	310 (8.6%)	131 (4.0%)	58 (1.8%)	2 301 (10.2%)	4 183	4 285	3 964	3 618	3 289	3 173	22 512
Tsuen Wan	7 (0.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (0.1%)	2 135	2 110	2 110	2 060	2 085	2 035	12 535
Kwai Tsing	38 (1.1%)	1 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	41 (0.2%)	3 419	3 261	3 244	3 104	3 024	2 999	19 051
Tung Chung	57 (8.4%)	5 (1.0%)	2 (0.4%)	0 (0.0%)	1 (0.2%)	0 (0.0%)	65 (1.8%)	677	522	547	572	597	620	3 535
Other districts (Sha Tin and Wong Tai Sin)	268 (3.2%)	175 (2.1%)	68 (0.9%)	57 (0.8%)	23 (0.3%)	20 (0.3%)	611 (1.3%)	8 467	8 370	7 931	7 513	7 132	6 958	46 371

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures on CBS are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
- (3) "NA" indicates that no data were collected from schools in the district in the respective school year.

Table 3b (Cont'd)

Notes:

- (4) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Ordinary primary schools are included and special schools are excluded.

Table 3c

Number of CBS and school places in secondary schools by district and by class level from the 2011/12 to 2015/16 school years

(i) School Year: 2011/12

District	Number of CBS in secondary schools (percentage)								Number of school places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub- total	S1	S2	S3	S4	S5	S6	S7	Sub- total
North	326 (11.3%)	342 (10.1%)	257 (7.2%)	214 (5.7%)	134 (3.5%)	139 (3.5%)	20 (1.5%)	1 432 (6.3%)	2 887	3 400	3 561	3 725	3 845	3 964	1 319	22 701
Tai Po	73 (2.7%)	37 (1.2%)	23 (0.7%)	21 (0.6%)	13 (0.3%)	14 (0.4%)	1 (0.1%)	182 (0.8%)	2 696	2 970	3 281	3 598	3 840	3 920	1 450	21 755
Yuen Long	53 (0.9%)	45 (0.7%)	33 (0.5%)	23 (0.3%)	23 (0.3%)	17 (0.2%)	2 (0.1%)	196 (0.4%)	5 795	6 704	7 029	7 538	7 853	8 231	2 772	45 922
Tuen Mun	7 (0.1%)	11 (0.2%)	9 (0.1%)	5 (0.1%)	6 (0.1%)	5 (0.1%)	0 (0.0%)	43 (0.1%)	4 932	5 580	6 080	6 680	7 080	7 118	2 130	39 600
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	0 (0.0%)	0 (0.0%)	2 (0.0%)	1 872	2 196	2 394	2 520	2 519	2 519	767	14 787
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 356	4 957	5 345	5 720	5 960	5 960	1 890	34 188
Tung Chung	NA	NA	NA	NA	NA	NA	NA	NA	936	1 080	1 100	1 217	1 285	1 327	390	7 335
Other district (Sha Tin)	6 (0.1%)	2 (0.0%)	6 (0.1%)	4 (0.0%)	4 (0.0%)	3 (0.0%)	1 (0.0%)	26 (0.1%)	6 655	7 199	7 783	8 178	8 488	8 655	3 552	50 510

Table 3c (Cont'd)

(ii) School Year: 2012/13

District	Number of CBS in secondary schools (percentage)								Number of school places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub- total	S1	S2	S3	S4	S5	S6	S7	Sub- total
North	411 (14.1%)	300 (10.4%)	318 (9.4%)	243 (6.9%)	176 (4.8%)	121 (3.1%)	-	1 569 (7.7%)	2 924	2 884	3 390	3 526	3 700	3 927	0	20 351
Tai Po	83 (3.0%)	65 (2.4%)	45 (1.5%)	31 (0.9%)	18 (0.5%)	13 (0.3%)	-	255 (1.3%)	2 736	2 736	3 023	3 324	3 600	3 800	0	19 219
Yuen Long	60 (1.0%)	61 (1.1%)	49 (0.7%)	34 (0.5%)	21 (0.3%)	21 (0.3%)	-	246 (0.6%)	5 753	5 776	6 667	7 144	7 634	8 183	0	41 157
Tuen Mun	16 (0.3%)	8 (0.2%)	14 (0.2%)	8 (0.1%)	4 (0.1%)	3 (0.0%)	-	53 (0.1%)	5 016	4 992	5 616	6 111	6 647	7 082	0	35 464
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	2 (0.1%)	-	3 (0.0%)	1 872	1 872	2 177	2 394	2 519	2 519	0	13 353
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	-	2 (0.0%)	4 356	4 356	4 968	5 358	5 720	5 960	0	30 718
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	0 (0.0%)	912	912	1 056	1 115	1 238	1 273	0	6 506
Other district (Sha Tin)	8 (0.1%)	5 (0.1%)	1 (0.0%)	4 (0.1%)	6 (0.1%)	1 (0.0%)	-	25 (0.1%)	6 650	6 696	7 229	7 789	8 284	8 656	369	45 673

Table 3c (Cont'd)

(iii) School Year: 2013/14

District	Number of CBS in secondary schools (percentage)								Number of school places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub- total	S1	S2	S3	S4	S5	S6	S7	Sub- total
North	423 (15.1%)	385 (13.2%)	297 (10.3%)	312 (9.2%)	207 (5.9%)	158 (4.1%)	-	1 782 (9.2%)	2 808	2 921	2 888	3 392	3 524	3 815	20	19 368
Tai Po	96 (3.6%)	79 (2.9%)	70 (2.6%)	44 (1.4%)	28 (0.8%)	18 (0.5%)	-	335 (1.8%)	2 642	2 740	2 740	3 044	3 344	3 604	0	18 114
Yuen Long	65 (1.2%)	56 (1.0%)	62 (1.1%)	47 (0.7%)	30 (0.4%)	20 (0.3%)	-	280 (0.7%)	5 435	5 799	5 771	6 759	7 166	7 705	0	38 635
Tuen Mun	19 (0.4%)	13 (0.3%)	15 (0.3%)	16 (0.3%)	7 (0.1%)	4 (0.1%)	-	74 (0.2%)	4 688	5 016	4 992	5 616	6 112	6 675	26	33 125
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	-	1 (0.0%)	1 777	1 872	1 872	2 196	2 394	2 495	0	12 606
Kwai Tsing	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	-	2 (0.0%)	4 114	4 356	4 356	4 968	5 358	5 720	0	28 872
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	0 (0.0%)	875	912	912	1 098	1 174	1 224	0	6 195
Other district (Sha Tin)	7 (0.1%)	7 (0.1%)	8 (0.1%)	3 (0.0%)	2 (0.0%)	3 (0.0%)	-	30 (0.1%)	6 531	6 825	6 867	7 372	8 112	8 449	399	44 555

Table 3c (Cont'd)

(iv) School Year: 2014/15

District	Number of CBS in secondary schools (percentage)								Number of school places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub- total	S1	S2	S3	S4	S5	S6	S7	Sub- total
North	483 (17.0%)	397 (14.1%)	390 (13.3%)	255 (8.8%)	279 (8.2%)	191 (5.4%)	-	1 995 (10.8%)	2 839	2 809	2 928	2 893	3 417	3 547	20	18 453
Tai Po	86 (3.2%)	93 (3.5%)	84 (3.1%)	74 (2.7%)	43 (1.4%)	26 (0.8%)	-	406 (2.4%)	2 687	2 642	2 740	2 740	3 044	3 323	0	17 176
Yuen Long	80 (1.4%)	53 (1.0%)	47 (0.8%)	52 (0.9%)	40 (0.6%)	21 (0.3%)	-	293 (0.8%)	5 526	5 456	5 770	5 839	6 763	7 164	0	36 518
Tuen Mun	31 (0.7%)	18 (0.4%)	15 (0.3%)	22 (0.4%)	13 (0.2%)	7 (0.1%)	-	106 (0.3%)	4 645	4 688	5 016	4 992	5 616	6 110	25	31 092
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	-	1 (0.0%)	1 806	1 780	1 872	1 872	2 196	2 394	0	11 920
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	0 (0.0%)	4 163	4 114	4 356	4 356	4 968	5 358	0	27 315
Tung Chung	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	1 (0.0%)	897	881	918	960	1 110	1 132	0	5 898
Other districts (Sha Tin and Wong Tai Sin)	15 (0.1%)	11 (0.1%)	6 (0.1%)	10 (0.1%)	4 (0.0%)	4 (0.0%)	-	50 (0.1%)	10 117	10 074	10 539	10 480	11 458	12 414	394	65 476

Table 3c (Cont'd)

(v) School Year: 2015/16

District	Number of CBS in secondary schools (percentage)								Number of school places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub- total	S1	S2	S3	S4	S5	S6	S7	Sub- total
North	492 (17.6%)	445 (15.7%)	349 (12.4%)	360 (12.3%)	224 (7.7%)	247 (7.3%)	-	2 117 (12.0%)	2 802	2 839	2 809	2 929	2 893	3 397	20	17 689
Tai Po	84 (3.2%)	95 (3.5%)	97 (3.7%)	75 (2.7%)	65 (2.4%)	41 (1.4%)	-	457 (2.8%)	2 610	2 695	2 642	2 740	2 740	3 025	0	16 452
Yuen Long	80 (1.5%)	84 (1.5%)	58 (1.1%)	47 (0.8%)	47 (0.8%)	35 (0.5%)	-	351 (1.0%)	5 383	5 531	5 410	5 806	5 841	6 857	0	34 828
Tuen Mun	32 (0.7%)	25 (0.5%)	22 (0.5%)	19 (0.4%)	13 (0.3%)	12 (0.2%)	-	123 (0.4%)	4 610	4 647	4 691	5 020	4 980	5 625	48	29 621
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	0 (0.0%)	1 808	1 812	1 778	1 872	1 872	2 196	0	11 338
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	0 (0.0%)	4 165	4 165	4 114	4 356	4 356	4 968	0	26 124
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	0 (0.0%)	862	897	881	988	964	1 096	0	5 688
Other districts (Sha Tin and Wong Tai Sin)	21 (0.2%)	21 (0.2%)	17 (0.2%)	12 (0.1%)	10 (0.1%)	3 (0.0%)	-	84 (0.1%)	9 957	10 106	10 051	10 550	10 619	11 390	428	63 101

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures on CBS are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
- (3) “NA” indicates that no data were collected from schools in the district in the respective school year.

Table 3c (Cont'd)

Notes:

- (4) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Ordinary secondary day schools are included, and special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses are excluded.
- (5) Upon the full phasing in of the New Senior Secondary Academic Structure, there is no Secondary 7 class under local curriculum starting from the 2012/13 school year.

Table 3d

Number of CBS and school places in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and by school level from the 2011/12 to 2015/16 school years

(i) School Year: 2011/12

District	Number of CBS (percentage)				Number of school places			
	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total
North	3 677 (33.8%)	3 928 (22.9%)	1 432 (6.3%)	9 037 (17.8%)	10 865	17 153	22 701	50 719
Tai Po	67 (1.1%)	351 (2.9%)	182 (0.8%)	600 (1.5%)	6 354	12 260	21 755	40 369
Yuen Long	1 070 (6.5%)	625 (2.2%)	196 (0.4%)	1 891 (2.1%)	16 414	28 655	45 922	90 991
Tuen Mun	892 (7.2%)	305 (1.5%)	43 (0.1%)	1 240 (1.7%)	12 361	20 744	39 600	72 705
Tsuen Wan	0 (0.0%)	0 (0.0%)	2 (0.0%)	2 (0.0%)	6 834	13 192	14 787	34 813
Kwai Tsing	1 (0.0%)	3 (0.0%)	0 (0.0%)	4 (0.0%)	12 374	20 372	34 188	66 934
Tung Chung	NA	NA	NA	NA	2 808	4 309	7 335	14 452
Other district (Sha Tin)	1 (0.0%)	64 (0.2%)	26 (0.1%)	91 (0.1%)	13 809	26 894	50 510	91 213

Table 3d (Cont'd)

(ii) School Year: 2012/13

District	Number of CBS (percentage)				Number of school places			
	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total
North	4 281 (37.1%)	4 379 (25.7%)	1 569 (7.7%)	10 229 (20.9%)	11 549	17 060	20 351	48 960
Tai Po	190 (2.9%)	669 (5.5%)	255 (1.3%)	1 114 (2.9%)	6 496	12 233	19 219	37 948
Yuen Long	1 653 (9.7%)	1 012 (3.7%)	246 (0.6%)	2 911 (3.4%)	17 045	27 460	41 157	85 662
Tuen Mun	1 265 (10.0%)	578 (2.8%)	53 (0.1%)	1 896 (2.8%)	12 637	20 584	35 464	68 685
Tsuen Wan	0 (0.0%)	0 (0.0%)	3 (0.0%)	3 (0.0%)	7 152	12 738	13 353	33 243
Kwai Tsing	34 (0.3%)	2 (0.0%)	2 (0.0%)	38 (0.1%)	12 047	19 488	30 718	62 253
Tung Chung	29 (1.1%)	0 (0.0%)	0 (0.0%)	29 (0.2%)	2 635	3 938	6 506	13 079
Other district (Sha Tin)	2 (0.0%)	109 (0.4%)	25 (0.1%)	136 (0.2%)	14 340	26 298	45 673	86 311

Table 3d (Cont'd)

(iii) School Year: 2013/14

District	Number of CBS (percentage)				Number of school places			
	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total
North	4 908 (40.1%)	4 996 (27.9%)	1 782 (9.2%)	11 686 (23.6%)	12 228	17 930	19 368	49 526
Tai Po	340 (4.8%)	1 130 (9.0%)	335 (1.8%)	1 805 (4.8%)	7 016	12 591	18 114	37 721
Yuen Long	2 235 (12.6%)	1 590 (5.8%)	280 (0.7%)	4 105 (4.9%)	17 739	27 407	38 635	83 781
Tuen Mun	1 679 (12.8%)	1 181 (5.7%)	74 (0.2%)	2 934 (4.4%)	13 070	20 754	33 125	66 949
Tsuen Wan	1 (0.0%)	1 (0.0%)	1 (0.0%)	3 (0.0%)	7 233	12 475	12 606	32 314
Kwai Tsing	44 (0.4%)	7 (0.0%)	2 (0.0%)	53 (0.1%)	12 085	19 322	28 872	60 279
Tung Chung	54 (2.1%)	0 (0.0%)	0 (0.0%)	54 (0.4%)	2 617	3 720	6 195	12 532
Other district (Sha Tin)	25 (0.2%)	176 (0.7%)	30 (0.1%)	231 (0.3%)	15 104	26 548	44 555	86 207

Table 3d (Cont'd)

(iv) School Year: 2014/15

District	Number of CBS (percentage)				Number of school places			
	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total
North	5 379 (41.0%)	5 590 (30.7%)	1 995 (10.8%)	12 964 (26.0%)	13 114	18 205	18 453	49 772
Tai Po	391 (5.4%)	1 496 (11.4%)	406 (2.4%)	2 293 (6.1%)	7 187	13 161	17 176	37 524
Yuen Long	2 500 (13.7%)	2 609 (9.2%)	293 (0.8%)	5 402 (6.5%)	18 216	28 491	36 518	83 225
Tuen Mun	1 893 (13.7%)	1 712 (8.0%)	106 (0.3%)	3 711 (5.6%)	13 862	21 492	31 092	66 446
Tsuen Wan	0 (0.0%)	1 (0.0%)	1 (0.0%)	2 (0.0%)	7 497	12 438	11 920	31 855
Kwai Tsing	80 (0.7%)	2 (0.0%)	0 (0.0%)	82 (0.1%)	12 178	18 913	27 315	58 406
Tung Chung	69 (2.7%)	6 (0.2%)	1 (0.0%)	76 (0.6%)	2 565	3 588	5 898	12 051
Other districts (Sha Tin and Wong Tai Sin)	52 (0.2%)	358 (0.8%)	50 (0.1%)	460 (0.3%)	24 161	45 219	65 476	134 856

Table 3d (Cont'd)

(v) School Year: 2015/16

District	Number of CBS (percentage)				Number of school places			
	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten- cum-child care centre)	Primary school	Secondary school	Sub-total
North	5 431 (40.4%)	6 117 (32.9%)	2 117 (12.0%)	13 665 (27.5%)	13 450	18 570	17 689	49 709
Tai Po	346 (4.5%)	1 990 (14.6%)	457 (2.8%)	2 793 (7.4%)	7 734	13 627	16 452	37 813
Yuen Long	2 547 (13.3%)	3 435 (11.5%)	351 (1.0%)	6 333 (7.6%)	19 164	29 804	34 828	83 796
Tuen Mun	1 856 (12.8%)	2 301 (10.2%)	123 (0.4%)	4 280 (6.4%)	14 445	22 512	29 621	66 578
Tsuen Wan	0 (0.0%)	7 (0.1%)	0 (0.0%)	7 (0.0%)	7 975	12 535	11 338	31 848
Kwai Tsing	91 (0.7%)	41 (0.2%)	0 (0.0%)	132 (0.2%)	12 384	19 051	26 124	57 559
Tung Chung	73 (2.9%)	65 (1.8%)	0 (0.0%)	138 (1.2%)	2 545	3 535	5 688	11 768
Other districts (Sha Tin and Wong Tai Sin)	63 (0.2%)	611 (1.3%)	84 (0.1%)	758 (0.6%)	25 223	46 371	63 101	134 695

Notes:

(1) Figures refer to the position as at September of the respective school years.

Table 3d (Cont'd)

Notes:

- (2) Figures on CBS are based on the annual surveys conducted via schools on the number of students travelling daily across the boundary. The survey of the 2011/12 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing districts. The survey was extended to Tung Chung and Wong Tai Sin districts in the 2012/13 school year and 2014/15 school year respectively.
- (3) “NA” indicates that no data were collected from schools in the district in the respective school year.
- (4) Figures on school places in kindergartens (including kindergarten-cum-child care centres) do not include special schools. Vacant classrooms and vacant child care centre portions are excluded.
- (5) Figures on school places in primary schools and secondary schools refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Ordinary primary and secondary day schools are included, and special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses are excluded.

(b) Alteration and conversion works have been / are being conducted in nine primary schools in the North District and four primary schools in Yuen Long with a view to providing additional classrooms and other facilities for improving the physical condition of the schools concerned. Renovation works to a vacant school premises in Yuen Long has been carried out for setting up a time-limited aided primary school with a maximum provision of 30 classrooms. The total project estimate for these improvement works is \$242 million. At the same time, the construction of a 36-classroom primary school in Fanling Area 36 for reprovisioning an existing 27-classroom primary school in the North District has started in June 2015 with the project cost at \$417.2 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4975)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

At present, how many funds and scholarship schemes are available under the various authorities (such as Education Bureau, Student Financial Assistance Agency and University Grants Committee) administered by the Secretary for Education? Please give a breakdown of these funds and scholarship schemes by the year of establishment, purpose and assessor as well as the balance, income, expenditure and number of beneficiaries in each of the past 5 years (from 2011/12 to 2015/16).

Asked by: Hon IP Kin-yuen (Member Question No. 93)

Reply:

Information on the scholarship schemes and funds under the purview of the Education Bureau and scholarship schemes with secretariat support from the Working Family and Student Financial Assistance Agency and the Research Grants Council under the aegis of the University Grants Committee are at the annex. In addition to the scholarship funds listed in the table, the Agency also provided advice to a number of private and/or statutory scholarship funds like the Sir Robert Black Trust Fund and the Grantham Scholarship Funds.

Scholarships under the Purview of the Education Bureau and Scholarships with Secretarial Support from the Working Family and Student Financial Assistance Agency and the Research Grants Council

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Education Scholarships Fund	1956	A total of 181 scholarships have been established under the Fund, with the aim of giving due recognition to meritorious students from primary to tertiary levels. (Note : Distribution of new awards have been suspended for majority of the scholarship schemes in 2011/12, 2012/13, 2014/15 and 2015/16 because the surplus of the Fund has been insufficient to cover the disbursement of another round of new awards. Most awards distributed in those four years were renewal awards.)	Distributed according to the terms and conditions set by individual donors. Most recipients are nominated by schools and institutions, while the rest are based on the results of the best performers at public examinations. The nominations / recommendations are then endorsed by the Education Scholarships Fund Committee.	2011/12	0.67 ¹	0.08	0.09	109
				2012/13	0.66 ¹	0.08	0.09	93
				2013/14	0.49 ¹	0.08	0.25	490
				2014/15	0.50 ¹	0.08	0.07	87
				2015/16 ²	0.50 ¹	0.07	0.07	70

¹ The balance excludes capital of \$5.83 million which cannot be used for disbursement of awards.

² Estimates for 2015/16.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
HKSAR Government Scholarship Fund	2008	To attract outstanding local and non-local students to pursue publicly-funded higher education in Hong Kong and to stay in Hong Kong after graduation; To recognise the achievements of outstanding local and non-local students, with a view to attracting them to stay in Hong Kong after graduation; and To promote the further development of Hong Kong as a regional education hub and enhance Hong Kong's competitiveness in the long run.	Participating institutions ³ according to the stipulated selection criteria of the Fund.	2011/12	2,305 ⁴	55	35	657
				2012/13	2,313 ⁵	62	74	2 837
				2013/14	2,432	214	95	4 075
				2014/15	2,262	(68)	102	4 546
				2015/16 ⁶	2,202	50	110	4 900 ⁷

³ Participating institutions of the HKSAR Government Scholarship Fund are the eight University Grants Committee-funded institutions (i.e. City University of Hong Kong, Hong Kong Baptist University, Lingnan University, the Chinese University of Hong Kong, the Hong Kong Institute of Education, the Hong Kong Polytechnic University, the Hong Kong University of Science and Technology, and the University of Hong Kong), the Hong Kong Academy for Performing Arts, and the Vocational Training Council.

⁴ An additional injection of \$1 billion was made in August 2012.

⁵ Including an injection of \$20 million in 2012/13.

⁶ Estimates for 2015/16. Given market volatility, no gain or loss on disposal or revaluation of investments in securities has been included in the estimated income and fund balance.

⁷ The above figure covers the recipients of the HKSAR Government Scholarship Scheme, Targeted Scholarship Scheme and Endeavour Merit Award and estimated figures for Talent Development Scholarship (TDS) and Reaching Out Award (ROA) which are still under processing by institutions for 2015/16 academic year.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Hong Kong PhD Fellowship Scheme	2009	To attract the best and brightest students in the world to pursue PhD programmes in the University Grants Committee -funded institutions in Hong Kong.	Applications are made to the Research Grants Council. Individual University Grants Committee -funded institutions may conduct interviews with applicants where necessary. Two Selection Panels of the Scheme are formed by the Research. Grants Council, and shortlisted applications, subject to their areas of studies, will be reviewed by one of the two Selection Panels with experts in the relevant broad areas.	2011/12	NA	55.5 ⁸	55.5	222 ⁹
				2012/13	NA	96.8 ⁸	96.8	387 ⁹
				2013/14	NA	105.5 ⁸	105.5	422 ⁹
				2014/15	NA	129.8 ⁸	129.8	519 ⁹
				2015/16	NA	137.8 ⁸	137.8	551 ⁹

⁸ Expenditure of the Scheme is funded by recurrent grants from the University Grants Committee.

⁹ Including new awardees and awardees from previous year(s) who continue to benefit from the Scheme.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Scholarship for Prospective English Teachers	2010	To attract persons proficient in English to pursue relevant local bachelor degree programmes and/or teacher training programmes to become English Language teachers.	Selection boards comprising school heads, representatives of school sponsoring bodies and EDB representatives.	2011/12	NA	4.32	4.32	84 ¹⁰
				2012/13	NA	7.95	7.95	156 ¹⁰
				2013/14	NA	8.97	8.97	176 ¹⁰
				2014/15	NA	8.71	8.71	173 ¹⁰
				2015/16 ¹¹	NA	9.36	9.36	186 ¹⁰
Self-financing Post-secondary Education Fund	2011	To support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.	Steering Committee of the Fund	2011/12	3,485	22	37	1 290
				2012/13	3,491 ¹²	45	59	2 599
				2013/14	3,701	313	103	3 545
				2014/15	3,509	(81)	111	4 139
				2015/16 ¹³	3,459	70	120	4 563

¹⁰ Including new awardees and awardees from previous years who continue to receive the scholarship.

¹¹ Estimates for 2015/16.

¹² Including an injection of \$20 million in 2012/13.

¹³ Estimates for 2015/16. Given market volatility, no gain or loss on disposal or revaluation of investments in securities has been included in the estimated income and fund balance.

Funds under the purview of the Education Bureau

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Education Development Fund (EDF)	2004	<p>The EDF was set up in July 2004 with a grant of \$550 million to provide differentiated school-based professional support (SBPS) for building schools' capacity in taking forward the education reform initiatives;</p> <p>In January 2012, the Legislative Council approved the injection of a sum of \$550 million into the EDF to continue providing support to the school sector for five years from the 2012/13 school year for making necessary adjustments arising from the education reform initiatives through SBPS Programmes.</p>	<p>The Advisory Committee on the Education Development Fund which comprises frontline teachers, principals, academics and community members has been set up since August 2004 to advise on the operation of the Fund and the implementation of the SBPS Programmes.</p>	2011/12	653.0	556.0	66.1	509 ¹⁴
				2012/13	596.5	8.8	65.3	580 ¹⁴
				2013/14	509.8	7.4	94.1	549 ¹⁴
				2014/15	412.2	6.5	104.1	648 ¹⁴
				2015/16 ¹⁵	371.6	1.9	42.5	633 ¹⁴

¹⁴ No of schools including kindergartens, primary schools, secondary schools and special schools.

¹⁵ Provisional figures for 2015/16 up to 29 February 2016.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Language Fund (LF)	1994	To provide financial support for projects and activities which aim at improving Hong Kong people's proficiency in Chinese (including Putonghua) and English.	Standing Committee on Language Education and Research	2011/12	1,002.1	21.0	527.8	42 948 ¹⁶
				2012/13	858.6	13.1	156.6	135 094 ¹⁶
				2013/14	5,932.4	5,092.8 ¹⁷	19.0	120 285 ¹⁶
				2014/15	6,135.2	259.8	57.0	179 059 ¹⁶
				2015/16 ¹⁸	6,212.5	113.3	36.0	182 115 ¹⁶
Quality Education Fund (QEF)	1998	The QEF finances projects for the promotion of quality school education in Hong Kong.	The QEF Steering Committee	2011/12	6,924	296	104	496 732 ¹⁹
				2012/13	7,455	633	102	341 114 ¹⁹
				2013/14	8,259	926	122	419 894 ¹⁹
				2014/15	8,087	(32)	140	229 443 ¹⁹
				2015/16 ²⁰	8,062	160	185	52 657 ^{19, 21}

¹⁶ Different projects have different objectives, coverage, approaches and targeted groups of beneficiaries. The total number of individual covers both school sector (such as students, teachers and parents) and non-school sectors (such as working adults).

¹⁷ Including an injection of \$5 billion in March 2014.

¹⁸ Position as at 31 January 2016.

¹⁹ Beneficiaries may include teachers, students and parents.

²⁰ Estimates for 2015/16. Given market volatility, no gain or loss on disposal or revaluation of investments in securities has been included in the estimated income and fund balance.

²¹ Position as at 31 January 2016.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Research Endowment Fund (REF)	2009	To support research at the University Grants Committee -funded institutions (from the investment income of the \$20 billion portion) and the local self-financing degree awarding institutions (from the investment income of the \$3 billion portion).	Peer review mechanism involving expert reviewers and assessment panels formed under the Research Grants Council.	2011/12	25,318	1,190	789	919 ²²
				2012/13	25,959	1,304	663	1 028 ²²
				2013/14	26,131	1,036	864	1 179 ²²
				2014/15	26,360	1,248	1,018	1 306 ²²
				2015/16	NA ²³	NA ²³	NA ²³	NA ²³

²² Research teams.

²³ Information not yet available.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Hong Kong Scholarship for Excellence Scheme (HKSES) ²⁴	2014	<p>To support local students to pursue studies outside Hong Kong with a view to grooming a top cadre of talents with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's competitiveness as Asia's World City in a globalised knowledge economy; and</p> <p>To support those students who have excellent academic achievement but lack the financial means to study in top-notch universities outside Hong Kong.</p>	<p>A Steering Committee (SC) was set up to advise the Administration on the policy, strategy and administration of the HKSES.</p> <p>Interview panels will be set up by the SC to interview and assess shortlisted applicants.</p> <p>Selection of the final awardees will rest with the SC having regard to the assessment given by the interview panels on individual applicants.</p>	2015/16	327.45 ²⁵	0	20.51 ²⁵	92

²⁴ The HKSES will benefit three cohorts of students starting from the 2015/16 academic year and then be subject to a review on its effectiveness.

²⁵ Estimates for 2015/16.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Qualifications Framework Fund (QFF)	2014	To provide a steady source of income to support the sustainable development and implementation of Qualifications Framework.	The Steering Committee on QFF	2014-15	NA ²⁶	NA ²⁶	NA ²⁶	2 435 practitioners and 235 education and training providers 27, 28
				2015-16	1,000 ²⁹	NA ²⁶	NA ²⁶	1 981 practitioners and 242 education and training providers 27, 30

²⁶ The capital of QFF has been injected and placed with the Exchange Fund for investment in March 2016. No income has been generated from the \$1,000 million yet. Since it takes time to accumulate sufficient income to meet the funding requirements, the balance of the approved commitment for Qualifications Framework Support Scheme (QFSS) will continue to be used for meeting the cash flow requirements of the various initiatives under QFF for the time being.

²⁷ The above figures which are readily available are not exhaustive as the QFF supports a wide range of stakeholders including education and training providers, practitioners, assessment agencies and quality assurance body through various initiatives.

²⁸ For the period from April 2014 to 31 March 2015.

²⁹ Position as at 31 March 2016.

³⁰ For the period from 1 April 2015 to 29 February 2016 only.

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CONTROLLING OFFICER'S REPLY**EDB561****(Question Serial No. 4976)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (950) Hong Kong Examinations and Assessment Authority

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(a) Please provide separate figures on the financial surplus/deficit arising from local and non-local examinations handled by the Hong Kong Examinations and Assessment Authority in the past 5 years (2011/12 to 2015/16).

(b) Please provide separate information on the salaries and positions of the 10 highest-paid officers in the Hong Kong Examinations and Assessment Authority in the past 5 years (2011/12 to 2015/16).

Asked by: Hon IP Kin-yuen (Member Question No. 94)

Reply:

(a) The financial surplus/deficit of Hong Kong Diploma of Secondary Education (HKDSE) Examination, Hong Kong Advanced Level Examination (HKALE) and other examination services conducted by the Hong Kong Examinations and Assessment Authority (HKEAA) in the past 5 years (2011/12 to 2015/16) are listed below:

Year	HKDSE \$ m Surplus / (Deficit)	HKALE \$ m Surplus / (Deficit)	Other Examination Services \$ m Surplus / (Deficit)
2011/12	13.0	9.7	41.2
2012/13	12.2	(6.3)	54.9
2013/14	(25.6)	-	33.0
2014/15	(44.2)	-	38.1
2015/16 (Forecast)	(53.9)	-	34.7

Notes:

1. HKEAA's financial year runs from 1 September to 31 August.
2. All examinations mentioned above are conducted locally. "Other Examination Services" include examinations administered by International and Professional Examinations (IPE), of which some are provided by overseas examination boards but many are offered by local professional bodies.

- (b) The number of key management personnel (Directors and above) who are entitled to receive remuneration and the bands of remuneration they fell into as reported in HKEAA's audited accounts are listed below:

Bands of remuneration	2011/12	2012/13	2013/14	2014/15
Less than \$500,000	-	-	-	-
\$500,001 to \$1,000,000	-	-	-	-
\$1,000,001 to \$1,500,000	-	-	-	-
\$1,500,001 to \$2,000,000	1	2	-	-
\$2,000,001 to \$2,500,000	4	2	4	3
\$2,500,001 to \$3,000,000	-	1	1	1

Notes:

1. HKEAA's financial year runs from 1 September to 31 August.
2. The year 2015/16 of HKEAA closes on 31 August 2016 and thus the information for 2015/16 is not yet available.

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CONTROLLING OFFICER'S REPLY

EDB562

(Question Serial No. 4980)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

- (a) Please provide the number and the respective percentages of the population of the relevant cohort admitted to the UGC-funded degree programmes in the past 5 years (i.e. 2011/12 to 2015/16 academic years).
- (b) Please provide the number and the respective percentages of the population of the relevant cohort admitted to the UGC-funded sub-degree programmes in the past 5 years (i.e. 2011/12 to 2015/16 academic years).
- (c) Please provide the number and the respective percentages of the population of the relevant cohort admitted to self-financing degree programmes in the past 5 years (i.e. 2011/12 to 2015/16 academic years).
- (d) Please provide the number and the respective percentages of the population of the relevant cohort admitted to self-financing sub-degree programmes in the past 5 years (i.e. 2011/12 to 2015/16 academic years).

Asked by: Hon IP Kin-yuen (Member Question No. 98)

Reply:

The requested information for the past five years is set out at Annex.

Number of intake places in publicly-funded and self-financing undergraduate and sub-degree programmes and the respective participation rates of the relevant cohorts, 2011/12 to 2015/16 academic years

Academic year	Publicly-funded undergraduate intake places ¹		Self-financing undergraduate intake places ³		Overall undergraduate participation rate of the relevant cohort ^{2,4}	Publicly-funded sub-degree intake places ⁵		Self-financing sub-degree intake places ⁶		Overall post-secondary participation rate of the relevant cohort ^{2,7}
	Number	Participation rate of the relevant cohort ²	Actual intakes	Participation rate of the relevant cohort ²		Actual intakes	Participation rate of the relevant cohort ²	Actual intakes	Participation rate of the relevant cohort ²	
2011/12 ⁸	16 842	20.8%	7 721	9.5%	30.3%	8 684	N/A	25 349	N/A	N/A
2012/13 ⁹	32 814	N/A	12 878	N/A	N/A	9 903	N/A	31 617	N/A	N/A
2013/14	18 153	22.6%	13 477	16.8%	39.4%	11 047	13.7%	21 466	26.7%	67.0%
2014/15	19 165	24.0%	17 682	22.2%	46.2%	12 480	15.7%	19 758	24.8%	68.5%
2015/16 ¹⁰	20 377	26.5%	15 407	20.0%	46.5%	12 791	16.6%	20 095	26.1%	71.3%

Notes:

1. Including first-year first-degree (FYFD) and senior year undergraduate intake places offered by the University Grants Committee (UGC)-funded institutions, the Hong Kong Academy for Performing Arts (HKAPA) and under the Study Subsidy Scheme for Designated Professions/Sectors starting from the 2015/16 academic year.
2. Relevant cohort refers to the average mid-year resident population between the ages of 17 to 20 for the 2011/12 academic year and between the ages of 18 to 20 as from the 2012/13 academic year onwards, as a result of the implementation of the New Academic Structure.
3. Including the actual intakes of full-time locally-accredited self-financing FYFD and top-up degree programmes.
4. The overall undergraduate participation rate of the relevant cohort takes into account the number of publicly-funded undergraduate intake places and the actual intakes of self-financing undergraduate programmes.
5. Including the actual intakes of publicly-funded sub-degree programmes offered by UGC-funded institutions, HKAPA and the Vocational Training Council.
6. Including the actual intakes of full-time locally-accredited self-financing sub-degree programmes.
7. The overall post-secondary participation rate of the relevant cohort takes into account the number of publicly-funded FYFD places; the actual intakes of self-financing FYFD places; and the actual intakes of publicly-funded and self-financing sub-degree programmes.
8. The 2011/12 academic year was a gap year during which there were no Secondary Five graduates. Sub-degree participation rate is undefined for the year.
9. The 2012/13 academic year was a double cohort year. Publicly-funded FYFD places offered in the year were doubled to cater for two cohorts of senior secondary students graduating in the same year. Undergraduate and sub-degree participation rates are undefined for the year.
10. Figures for the 2015/16 academic year are provisional.

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CONTROLLING OFFICER'S REPLY

EDB563

(Question Serial No. 4981)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(a) What were the actual expenditures of the Committee on Self-financing Post-secondary Education, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, the Quality Assurance Council and the Joint Quality Review Committee in the past 5 years (2011/12 to 2015/16) and what are the estimates for 2016/17?

(b) How many programmes were assessed by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, the Quality Assurance Council and the Joint Quality Review Committee respectively in the past 5 years (2011/12 to 2015/16)? How many programmes were found to be not up to standard?

Asked by: Hon IP Kin-yuen (Member Question No. 99)

Reply:

- (a) The Committee on Self-financing Post-secondary Education (CSPE) is established to advise the Government on the development of the self-financing post-secondary education sector. The Education Bureau (EDB) provides secretariat support to CSPE and the secretariat posts are part of EDB's establishment. The service of these posts to CSPE is part and parcel of the officers' duties for the relevant subject areas. The related expenditure of the secretariat posts could not be identified separately as they are absorbed by the existing resources of EDB.

The Joint Quality Review Committee (JQRC) is established by the Heads of Universities Committees to provide peer review of the quality assurance processes of self-financing sub-degree programmes offered by the University Grants Committee (UGC)-funded institutions. The Government does not provide any funding to JQRC and has no information about their annual expenditure.

The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is established under the HKCAAVQ Ordinance (Cap. 1150) to provide accreditation and assessment services for academic and vocational qualifications. It is responsible for the quality assurance of all operators and programmes except UGC-funded institutions with self-accrediting status. HKCAAVQ is a self-financed body and does not receive recurrent subvention from the Government.

Being a statutory body, HKCAAVQ's annual report is tabled at the Legislative Council every year in accordance with the HKCAAVQ Ordinance. The actual expenditures of HKCAAVQ in the past five years from 2011-12 to 2015-16 and the estimated expenditure for 2016-17 are as follows –

2011-12	2012-13	2013-14	2014-15	2015-16 (As at end February 2016)	2016-17 (Estimate)
(\$ million)					
60.1	65.7	72.2	79.8	91.2	91.3

The Quality Assurance Council (QAC), established under the aegis of UGC, aims to assure that the quality of educational experience in all first degree level programmes and above, however, funded, offered in UGC-funded institutions is sustained and improved, and is at an internationally competitive level.

The actual expenditures of QAC in the past five years from the 2011-12 to 2015-16 and the estimated expenditure for 2016-17 are as follows –

2011-12	2012-13	2013-14	2014-15	2015-16 (As at end February 2016)	2016-17 (Estimate)
(\$ million)					
0.6	0.7	0.4	0.8	1.4	1.6

The expenditure of QAC mainly includes expenses for air passage, accommodation, as well as per-diem allowance of QAC members and auditors who are not based in Hong Kong. The higher actual/estimated expenditures in 2015-16 and 2016-17 are mainly due to the audit activities conducted for the second round of QAC quality audits which commenced in 2015. QAC members and auditors who are not based in Hong Kong receive honoraria for their participation in the QAC/audit activities. The rates of honoraria, which are reviewed according to the rates of civil service salary adjustments, ranged from \$72,000 to \$88,850 for QAC members annually and \$40,000 to \$48,950 for QAC auditors over the period from 2011-12 to 2015-16.

- (b) HKCAAVQ is empowered under the HKCAAVQ Ordinance to conduct accreditation for academic and vocational programmes. In the past five years from 2011-12 to 2015-16, the number of post-secondary programmes accredited/re-accredited, as well as those not approved by HKCAAVQ are as follows –

Number of Programmes	Financial Year				
	2011-12	2012-13	2013-14	2014-15	2015-16 (As at end February 2016)
Accredited/ Re-accredited ^{Note}	66	76	91	86	59
Not approved ^{Note}	1	0	1	0	2

HKCAAVQ spares no effort in making operators aware of the accreditation requirements in order to facilitate self-evaluation of their readiness to undergo accreditation. Operators are alerted early in the accreditation process should they be unable to demonstrate sufficient evidence to meet the required accreditation standards. Operators would have chosen not to proceed with the accreditation exercise if the chance of successful accreditation is considered slim. Therefore, the number of unsuccessful accreditation at the end is small.

Note: Figures include accredited and re-accredited local and non-local programmes but do not include programmes covered by Programme Area Accreditation (PAA). PAA allows providers to develop and operate learning programmes within an approved scope of programme area(s) at specified Qualifications Framework Level(s) for an approved period of time, and have the qualifications of its learning programmes entered into the Qualifications Register (QR) without going through learning programme accreditation or re-accreditation by HKCAAVQ.

On the other hand, JQRC endorses self-financing sub-degree programmes of UGC-funded institutions for the purpose of registration on QR. It should be noted that both JQRC and QAC do not accredit individual programmes of UGC-funded institutions as these institutions already have self-accrediting status. In the past five years from 2011-12 to 2015-16, the number of self-financing sub-degree programmes endorsed/re-endorsed, as well as those not endorsed/re-endorsed by JQRC for registration on QR are as follows –

Number of Programmes	Financial Year				
	2011-12	2012-13	2013-14	2014-15	2015-16 (As at end February 2016)
Endorsed / Re-endorsed	626	416	114	400	535
Not Endorsed / Not Re-endorsed	19	26	6	21	14

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CONTROLLING OFFICER'S REPLY

EDB564

(Question Serial No. 4982)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

1. To promote the healthy and sustainable development of the self-financing post-secondary sector, the Government has introduced a number of measures to boost the standard of the sector. Please provide the amount of public funds used by each of the following in the past 5 years (2011/12 to 2015/16):

- (a) Land Grant Scheme;
- (b) Start-up Loan Scheme;
- (c) Quality Enhancement Grant Scheme;
- (d) Self-financing Post-secondary Education Fund;
- (e) Qualifications Framework Support Schemes and Qualifications Framework Fund;
- (f) Matching Grant Scheme;
- (g) Research Endowment Fund; and
- (h) means-tested and non-means tested assistance for post-secondary students of the self-financing sector.

2. Please provide detailed information on the number of applications received, the items approved, the amount of loans awarded and the repayment dates under the Start-up Loan Scheme in the past 5 years (2011/12 to 2015/16).

Asked by: Hon IP Kin-yuen (Member Question No. 100)

Reply:

- 1(a) Under the Land Grant Scheme, land sites and vacant Government premises are allocated at nominal premium and leased at nominal rent respectively to non-profit-making institutions for operation of full-time and/or part-time locally-accredited self-financing post-secondary programmes. From the 2011/12 to 2015/16 academic year, four land sites and three vacant school premises were allocated.
- 1(b) Under the Start-up Loan Scheme (SLS), interest-free loans are provided for non-profit-making self-financing post-secondary institutions to develop new college premises and/or re-provision existing premises operating in sub-optimal environment. The loan disbursement from the 2011/12 to 2015/16 academic year is as follows -

Academic Year	Amount of Loans disbursed under SLS (\$ million)
2011/12	346.0
2012/13	94.0
2013/14	1,259.8
2014/15	902.7
2015/16 (Estimate)	252.3
Total	2,854.8

- 1(c) The Quality Enhancement Grant Scheme (QEGS) was implemented from the 2008/09 to 2010/11 academic year to support projects dedicated to enhancing the quality of teaching and learning of self-financing post-secondary programmes. Three rounds of applications for QEGS had been completed. A total of 65 projects involving a total amount of around \$99.4 million were approved from the 2008/09 to 2010/11 academic year. Having regard to the success of the QEGS, the Quality Enhancement Support Scheme (QESS) under the Self-financing Post-secondary Education Fund (SPEF) was launched in November 2012 to continue to support the enhancement of quality of teaching and learning.
- 1(d) SPEF has been set up since the 2011/12 academic year as an endowment fund to support the quality and healthy development of the self-financing sector and further enhance Hong Kong's status as a regional education hub. SPEF provides scholarships for outstanding students of full-time locally-accredited self-financing sub-degree and undergraduate programmes under the Self-financing Post-secondary Scholarship Scheme (SPSS) as well as supports quality enhancement projects by institutions under QESS.

The amount of scholarships and awards given out under SPSS and the total amount of grants approved under QESS from the 2011/12 to 2015/16 academic year are set out as follows -

Academic Year	Amount of Scholarships and Awards Given out under SPSS (\$ million)	Amount of Grants Approved under QESS (\$ million)
2011/12	35.8	Note 1
2012/13	56.0	73.7
2013/14	67.3	22.9
2014/15	71.7	41.6
2015/16 (Estimate)	76.8	Note 2

Note 1: The first round of QESS application commenced in the 2012/13 academic year.

Note 2: The 2015/16 round of application is under processing.

- 1(e) The Qualifications Framework (QF) Fund was established on 1 September 2014 to provide a steady source of income to support the sustainable development and implementation of QF. Since it takes time for the QF Fund to generate and accumulate sufficient investment income to meet the funding requirements, the balance of the approved commitment for QF Support Schemes (QFSS) will continue to be used for meeting the cash flow requirements of the various initiatives under the QF Fund for the time being. The amount of subsidies disbursed under the approved commitment of QFSS from 2011-12 to 2015-16 is as follows -

Financial Year	Amount of subsidies disbursed under QFSS (\$ million)
2011-12	9.1
2012-13	28.5
2013-14	15.2
2014-15	22.5
2015-16	23.4

(as at end February 2016)	
Total	98.7

- 1(f) The Government has launched six rounds of Matching Grant Scheme (the Scheme) from 2003 to 2014 (the first five rounds covered the period from July 2003 to March 2011, and the sixth round from August 2012 to July 2014) in order to help the higher education sector diversify its funding sources. Starting from the fourth round, self-financing degree-awarding institutions have been included in the Scheme. The Scheme was further extended to cover all statutory post-secondary institutions and approved post-secondary colleges in the sixth round, which ended in July 2014, for the benefit of students of both publicly-funded and self-financing locally-accredited programmes at sub-degree level or above in these institutions. From the 2011/12 to 2015/16 academic year (under the sixth round of the Scheme), a total of \$385 million of grants was allocated to self-financing operations of publicly-funded institutions, statutory post-secondary institutions and approved post-secondary colleges under the Scheme.

- 1(g) Under the Research Endowment Fund, the competitive research funding schemes for the local self-financing degree sector were launched in December 2013. The funding awarded in the 2014/15 and 2015/16 academic year is as follows -

Academic Year	Amount Awarded (\$ million) ^{Note 1}
2014/15	103.0
2015/16	86.3
Total ^{Note 2}	189.3

Note 1: Position as at end February 2016.

Note 2: Figures may not add up to the total due to rounding.

- 1(h) The Financial Assistance Scheme for Post-secondary Students (FASP) provides means-tested grant and/or loan to eligible full-time students pursuing locally-accredited, self-financing post-secondary education programmes at sub-degree or degree level. The Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) provides non-means-tested loan to students pursuing programmes covered under FASP. The amount of assistance disbursed under the two schemes from the 2011/12 to 2015/16 academic year is as follows -

	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
FASP					
Amount of grant disbursed (\$ million)	952	1,226	1,187	1,106	843
Amount of loan disbursed (\$ million)	276	267	231	200	109
Total amount of assistance disbursed (\$ million)#	<u>1,228</u>	<u>1,492</u>	<u>1,418</u>	<u>1,307</u>	<u>952</u>
NLSPS					
Total amount of loan disbursed (\$ million)	<u>555</u>	<u>590</u>	<u>651</u>	<u>708</u>	<u>623</u>
Total (\$ million)#	<u>1,783</u>	<u>2,082</u>	<u>2,069</u>	<u>2,015</u>	<u>1,575</u>

* As at 31 January 2016

Figures may not add up to the corresponding total due to rounding.

2. From the 2011/12 to 2015/16 academic year, a total of 19 start-up loan applications were received under SLS. Among them, 12 applications were not processed further as the institutions concerned

did not successfully apply under the Land Grant Scheme for the land sites or vacant Government premises on which the construction or renovation projects needed to be financed; or some of them were withdrawn by the institutions concerned or found ineligible after submission. At last, seven applications were approved with a total loan amount of \$2,092.5 million and the details are set out below -

Academic Year	Applicant	Loan Amount (\$ million)	Date of Final Loan Repayment ^{Note}
2011/12	The Chinese University of Hong Kong (for School of Continuing and Professional Studies)	40	February 2023
	Caritas-Hong Kong (for Caritas Institute of Higher Education)	300	Subject to date of final drawdown
	Vocational Training Council (for Technological and Higher Education Institute of Hong Kong)	670	Subject to date of final drawdown
2012/13	Hong Kong Arts Centre (for Hong Kong Art School)	2.5	January 2024
	Hang Seng School of Commerce (for Hang Seng Management College)	800	Subject to date of final drawdown
2013/14	HKCT Group Limited (for Hong Kong College of Technology and HKCT Institute of Higher Education)	30	Subject to date of final drawdown
2014/15	Chu Hai College of Higher Education	250	Subject to date of final drawdown
Total		2,092.5	

Note: Loans granted under SLS should be repaid by equal instalments over 10 years from the date of the final drawdown, save for cases where approval has been granted for extending the loan repayment period from 10 years to 20 years, subject to the payment of interest at the no-gain-no-loss rate after the interest-free period of the first 10 years.

- End -

CONTROLLING OFFICER'S REPLY**EDB565****(Question Serial No. 4983)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Government launched the Study Subsidy Scheme for Designated Professions/Sectors since 2015/16 academic year to subsidise around 1 000 students per cohort to pursue designated self-financing undergraduate programmes. Please provide information of the programmes using the table below.

Name of programme	Course providers	Total number of intakes (irrespective of whether they are receiving subsidy or not)		Annual tuition fee (before deduction of subsidy)		Number of subsidised places		Subsidy amount per student	
		2015/16 academic year	2016/17 academic year (Estimated)	2015/16 academic year	2016/17 academic year (Estimate)	2015/16 academic year	2016/17 academic year (Estimate)	2015/16 academic year	2016/17 academic year (Estimate)

Asked by: Hon IP Kin-yuen (Member Question No. 101)

Reply:

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

Selected programmes for SSSDP should be full-time locally-accredited self-financing undergraduate programmes, and should help nurture the necessary talents in support of specific industries with keen manpower demand in Hong Kong. The choice of programmes and the number of subsidised places for each selected programme for each cohort are determined in consultation with relevant bureaux/departments.

The unit subsidy for students is administered under a two-tier arrangement in which a subsidy of up to \$40,000 a year is provided to students enrolling in programmes which are not laboratory-based while a higher subsidy of up to \$70,000 a year is provided to students enrolling in more costly laboratory-based programmes. The actual amount of tuition fee payable is net of the unit subsidy. The subsidy is tenable for the normal duration of the programme concerned (i.e. four to six years) and will be disbursed to the relevant institutions according to the actual enrolment of eligible students subject to the quota for the selected programmes. Students with financial difficulty may still apply for student financial assistance in respect of the actual amount of tuition fee payable.

The subsidised places are allocated mainly through the Joint University Programmes Admissions System (JUPAS) to ensure eligible students (i.e. current Secondary 6 graduates who have taken the Hong Kong Diploma for Secondary Education Examination) are selected through a merit-based system. Should there be any unfilled places after all admission rounds of JUPAS, the relevant institutions are allowed to admit local students via direct admission for no more than 10% of the total subsidised places under each selected programme.

The list of selected programmes and relevant institutions, number of subsidised places, actual intakes/available places, average annual tuition fee before deduction of subsidy and subsidy amount for each programme for the cohorts admitted/to be admitted in the 2015/16 and 2016/17 academic years are set out at **Annex**.

**List of Selected Programmes, Relevant Institutions, Number of Subsidised Places,
Actual Intakes, Average Annual Tuition Fee (before Deduction of Subsidy)
and Annual Subsidy Amount for the Cohort Admitted in the 2015/16 Academic Year**

Programmes	Institutions	Number of subsidised places	Actual intakes (including subsidised and self-financing places)	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Bachelor of Architecture (Honours)	Chu Hai College of Higher Education	40	20	69,333	40,000
Bachelor of Business Administration (Honours) in Supply Chain Management	Hang Seng Management College	70	91	77,250	40,000
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	80	84	90,000	70,000
Bachelor of Nursing with Honours in General Health Care		150	205	111,800	70,000
Bachelor of Nursing with Honours in Mental Health Care		70	115	111,800	70,000
Bachelor of Science with Honours in Testing and Certification		50	116	90,000	70,000
Bachelor of Health Science (Honours) (Nursing Major)	Tung Wah College	200	200	108,280	70,000
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	70	87,533	70,000
Bachelor of Arts (Honours) in Product Design		60	72	87,533	70,000
Bachelor of Arts (Honours) in Culinary Arts and Management		30	34	87,533	70,000
Bachelor of Arts (Honours) in Landscape Architecture		10	55	87,533	40,000
Bachelor of Engineering (Honours) in Civil Engineering		60	122	87,533	70,000
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	68	87,533	70,000

**List of Selected Programmes, Relevant Institutions, Number of Subsidised Places,
Available Places, Average Annual Tuition Fee (before Deduction of Subsidy)
and Annual Subsidy Amount for the Cohort to be Admitted in the 2016/17 Academic Year**

Programmes	Institutions	Number of subsidised places	Available places (including subsidised and self-financing places)	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Bachelor of Nursing (Honours)	Caritas Institute of Higher Education	60	120	101,640	70,000
Bachelor of Science (Honours) in Architecture	Chu Hai College of Higher Education	40	70	71,500	40,000
Bachelor of Business Administration (Honours) in Supply Chain Management	Hang Seng Management College	70	105	79,800	40,000
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	80	110	90,000	70,000
Bachelor of Nursing with Honours in General Health Care		150	210	111,800	70,000
Bachelor of Nursing with Honours in Mental Health Care		70	120	111,800	70,000
Bachelor of Science with Honours in Testing and Certification		50	100	90,000	70,000
Bachelor of Health Science (Honours) (Nursing Major)	Tung Wah College	200	200	109,475	70,000
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	75	91,245	70,000
Bachelor of Arts (Honours) in Product Design		60	75	91,245	70,000
Bachelor of Arts (Honours) in Culinary Arts and Management		30	40	91,245	70,000
Bachelor of Arts (Honours) in Landscape Architecture		10	60	91,245	40,000
Bachelor of Arts (Honours) in Horticulture and Landscape Management		30	60	91,245	40,000
Bachelor of Engineering (Honours) in Civil Engineering		60	64	98,835	70,000
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	90	91,245	70,000

- End -

CONTROLLING OFFICER'S REPLY**EDB566****(Question Serial No. 4985)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

1. What support measures are currently provided by the Education Bureau for students with special educational needs (SEN), including hearing impairment, visual impairment and physical disability, etc., in post-secondary institutions to meet their learning needs?
2. Please provide in tabular form the following information on students with SEN in all University Grants Committee-funded institutions and in all member institutions of the Vocational Training Council from the 2011/12 to 2015/16 academic years.

Institution	Number of students with SEN	Type of learning difficulties	Average amount of money each student received under the support measures

Asked by: Hon IP Kin-yuen (Member Question No. 103)

Reply:

- (1) To support students with special educational needs (SEN) in the post-secondary sector, the Government has implemented various initiatives in recent years with a view to enhancing support to post-secondary students with SEN, including –
 - (a) Starting from the 2013-14 financial year, a recurrent funding of \$12 million has been allocated to the Vocational Training Council (VTC) each year to enhance services for students with SEN. These services include provision of equipment and technical learning aids, special in-class arrangements, consultation and assessment services by clinical psychologist, assessment and support services by educational psychologist, enhanced support for teaching and learning, and career advisory services;
 - (b) Youth College (Yeo Chei Man) was set up under VTC in the 2012/13 academic year to provide dedicated support for students with SEN and non-Chinese speaking students. In 2016-17, the Government has earmarked about \$25.9 million of subvention for the operation of Youth College (Yeo Chei Man);
 - (c) In view of the diverse needs of post-secondary students with SEN, we have been encouraging information sharing among the Government, institutions and related non-government organisations, so that relevant guidelines, codes of practice and experience in relation to supporting various types of students with SEN can be discussed, shared and disseminated. To address the needs expressed by

institutions, we circulated a set of guidelines on “Support Services to Students with Specific Learning Disabilities in Hong Kong Tertiary Institutions”, which was jointly compiled by the Hong Kong Society of Child Neurology & Developmental Paediatrics, the Hong Kong Association for Specific Learning Disabilities and ten higher education institutions, to other post-secondary institutions in Hong Kong in March 2014. Besides, we organised a seminar on in May 2014 on support to students with SEN, whereby speakers from the Equal Opportunities Commission, the Hong Kong Examinations and Assessment Authority, as well as institutions with experience in providing support to students with SEN were invited to share their knowledge and experience in support to students with SEN, in particular on special examination arrangements, with both publicly-funded and self-financing post-secondary institutions;

- (d) The Government made two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund in 2013 to establish scholarships to give recognition to deserving publicly-funded and self-financing post-secondary students with SEN in the pursuit of academic and other excellence. About 150 students with SEN pursuing full-time locally-accredited undergraduate and sub-degree programmes were awarded the scholarships in the 2014/15 academic year;
- (e) To further promote the inclusive culture, the University Grants Committee (UGC) has provided a one-off special grant of \$20 million in total for the eight UGC-funded institutions starting from 2015. The grant has been allocated on a pro-rata basis according to the number of students with SEN admitted to individual institutions, so that institutions may implement additional measures to enhance their support services for students with SEN. The funding scheme, which aims to foster an inclusive culture in the campus, will last for two years. Upon conclusion of the scheme, institutions are required to deploy resources from the Block Grant to continue with the provision of such measures; and
- (f) The Commission on Poverty has approved the allocation of \$12.5 million from the Community Care Fund, to implement a programme from 2015/16 to 2017/18 academic year, for enhancing the academic expenses grant for post-secondary students with SEN and financial needs in order to better facilitate their learning, for example, by purchasing equipment. Each eligible student is offered an additional academic expenses grant of up to \$8,000 every year depending on the level of assistance assessed in the means test of the Student Finance Office of the Working Family and Student Financial Assistance Agency.

(2) The number of students with SEN studying full-time UGC-funded sub-degree and undergraduate programmes, by institution and type of disability from the 2011/12 to 2015/16 academic years is at **Annex A**. Funding for students with SEN is subsumed under the block grant allocated to the UGC-funded institutions, and hence the UGC is unable to attribute the exact amount provided in supporting these students.

The number of students with SEN studying in all member institutions of the VTC from the 2011/12 to 2015/16 academic years is at **Annex B**.

**Number of Students with Special Educational Needs (SEN)^(note 1)
Pursuing Full-time UGC-funded Sub-degree and Undergraduate Programmes
from the 2011/12 to 2015/16 Academic Years**

headcount

Level of Study	Type of Disability	Institution									Total
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU		
2011/12 Academic Year											
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	-	1
	Autism Spectrum Disorders	1	-	-	-	-	1	-	-	-	2
	Attention Deficit/ Hyperactivity Disorder	-	-	-	-	-	1	-	-	-	1
	Physical Disability	1	-	-	-	-	2	-	-	-	3
	Visual Impairment	1	-	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	-	1
	Speech and Language impairment	-	-	-	-	-	1	-	-	-	1
	Mental Illness	-	-	-	-	-	1	-	-	-	1
	Others ^(note 2)	-	-	-	-	-	2	-	-	-	2
	Sub-total	4	-	-	-	-	9	-	-	-	13
Undergraduate	Specific Learning Difficulties	2	-	-	2	-	2	2	-	-	8
	Autism Spectrum Disorders	-	-	-	1	-	1	1	3	-	6
	Attention Deficit/Hyperactivity Disorder	1	3	-	-	-	-	2	-	-	6
	Physical Disability	7	1	1	10	1	5	2	5	-	32
	Visual Impairment	9	3	-	3	-	1	4	15	-	35
	Hearing Impairment	5	5	1	5	-	4	7	11	-	38
	Speech and Language impairment	-	-	-	-	-	1	-	-	-	1
	Mental Illness	-	-	-	-	-	-	5	1	-	6
	Others ^(note 2)	3	8	-	3	-	1	9	25	-	49
	Sub-total	27	20	2	24	1	15	32	60	-	181
Total		31	20	2	24	1	24	32	60	-	194
2012/13 Academic Year											
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	-	1
	Autism Spectrum Disorders	-	-	-	-	-	2	-	-	-	2
	Physical Disability	1	-	-	-	-	1	-	-	-	2
	Visual Impairment	1	-	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	-	1
	Others ^(note 2)	-	-	-	-	-	5	-	-	-	5
	Sub-total	3	-	-	-	-	9	-	-	-	12

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
Undergraduate^	Specific Learning Difficulties	1	4	-	4	-	-	4	-	13
	Autism Spectrum Disorders	-	-	-	3	-	1	2	3	9
	Attention Deficit/ Hyperactivity Disorder	1	3	-	2	-	-	3	1	10
	Physical Disability	9	1	1	10	1	5	1	4	32
	Visual Impairment	10	5	1	2	1	2	5	16	42
	Hearing Impairment	2	13	4	7	1	8	4	16	55
	Speech and Language impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	1	-	-	2	-	-	6	1	10
	Others ^(note 2)	2	10	1	4	2	12	12	26	69
	Sub-total	26	36	7	35	5	29	39	67	244
Total		29	36	7	35	5	38	39	67	256
2013/14 Academic Year										
Sub-degree	Autism Spectrum Disorders	-	-	-	-	-	1	-	-	1
	Physical Disability	-	-	-	-	-	1	-	-	1
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Others ^(note 2)	-	-	-	-	-	7	-	-	7
	Sub-total	1	-	-	-	-	10	-	-	11
Undergraduate	Specific Learning Difficulties	3	4	1	5	-	-	4	1	18
	Autism Spectrum Disorders	-	-	-	2	-	2	2	3	9
	Attention Deficit/ Hyperactivity Disorder	1	4	-	4	-	-	2	1	12
	Physical Disability	7	1	2	10	1	3	3	6	33
	Visual Impairment	7	4	2	1	2	3	2	10	31
	Hearing Impairment	4	12	5	7	2	8	3	21	62
	Speech and Language impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	4	-	-	3	-	1	10	-	18
	Others ^(note 2)	4	11	1	4	3	16	6	17	62
	Sub-total	30	36	11	37	8	34	34	59	249
Total		31	36	11	37	8	44	34	59	260
2014/15 Academic Year										
Sub-degree	Physical Disability	-	-	-	-	-	2	-	-	2
	Hearing Impairment	1	-	-	-	-	-	-	-	1
	Others ^(note 2)	1	-	-	-	-	6	-	-	7
	Sub-total	2	-	-	-	-	8	-	-	10
Undergraduate	Specific Learning Difficulties	3	5	-	9	-	-	3	3	23
	Autism Spectrum Disorders	-	-	-	2	-	2	2	2	8

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
	Attention Deficit/ Hyperactivity Disorder	1	2	-	4	-	-	2	1	10
	Physical Disability	6	2	2	15	1	5	4	6	41
	Visual Impairment	5	5	3	2	3	4	5	9	36
	Hearing Impairment	5	16	8	12	5	8	5	23	82
	Speech and Language impairment	-	-	-	1	-	1	3	-	5
	Mental Illness	5	5	-	5	1	-	9	2	27
	Others ^(note 2)	6	5	3	3	3	21	6	25	72
	Sub-total	31	40	16	53	13	41	39	71	304
Total		33	40	16	53	13	49	39	71	314
2015/16 Academic Year (Provisional)										
Sub-degree	Physical Disability	-	-	-	-	-	2	-	-	2
	Hearing Impairment	1	-	-	-	-	-	-	-	1
	Others ^(note 2)	2	-	-	-	-	4	-	-	6
	Sub-total	3	-	-	-	-	6	-	-	9
Undergraduate	Specific Learning Difficulties	4	4	-	9	1	-	4	4	26
	Autism Spectrum Disorders	2	1	1	4	-	2	3	3	16
	Attention Deficit/ Hyperactivity Disorder	2	1	-	3	1	-	4	3	14
	Physical Disability	8	4	2	11	1	3	4	10	43
	Visual Impairment	3	8	2	1	3	3	9	9	38
	Hearing Impairment	7	16	5	16	6	5	5	25	85
	Speech and Language impairment	-	-	-	1	-	-	3	1	5
	Mental Illness	7	7	-	9	2	-	13	3	41
	Others ^(note 2)	8	14	3	3	3	22	7	26	86
	Sub-total	41	55	13	57	17	35	52	84	354
Total		44	55	13	57	17	41	52	84	363

Notes:

- Figures are compiled based on the data provided by the UGC-funded institutions based on information as reported by individual students via the Common Data Collection Format (CDCF).
- Including multiple types of disabilities.
- '-' denotes nil.
- ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
- Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

**Number of Students with Special Educational Needs (SEN) Studying in
all Member Institutions of the Vocational Training Council (VTC)
from the 2011/12 to 2015/16 Academic Years**

2011/12 Academic Year

Member Institution	No. of Students with SEN (Note)	Types of SEN
School for Higher and Professional Education	13	<ul style="list-style-type: none"> - Physical Handicap - Visual Impairment - Hearing Impairment - Others
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	249	<ul style="list-style-type: none"> - Specific Learning Difficulties - Intellectual Disabilities - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap - Visual Impairment - Hearing Impairment - Speech Impairment - Others
Youth College	121	<ul style="list-style-type: none"> - Specific Learning Difficulties - Intellectual Disabilities - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap - Visual Impairment - Hearing Impairment - Speech Impairment - Others
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute	19	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Visual Impairment - Hearing Impairment - Speech Impairment - Others

2012/13 Academic Year

Member Institution	No. of Students with SEN (Note)	Types of SEN
School for Higher and Professional Education	17	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap - Visual Impairment - Hearing Impairment - Others
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	244	<ul style="list-style-type: none"> - Specific Learning Difficulties - Intellectual Disabilities - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap

		<ul style="list-style-type: none"> - Visual Impairment - Hearing Impairment - Speech Impairment - Others
Youth College	304	<ul style="list-style-type: none"> - Specific Learning Difficulties - Intellectual Disabilities - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap - Visual Impairment - Hearing Impairment - Speech Impairment - Others
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute	12	<ul style="list-style-type: none"> - Specific Learning Difficulties - Intellectual Disabilities - Hearing Impairment - Others

2013/14 Academic Year

Member Institution	No. of Students with SEN (Note)	Types of SEN
School for Higher and Professional Education	11	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Physical Handicap - Hearing Impairment
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	268	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap - Visual Impairment - Hearing Impairment - Speech Impairment - Others
Youth College	352	<ul style="list-style-type: none"> - Specific Learning Difficulties - Intellectual Disabilities - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap - Visual Impairment - Hearing Impairment - Speech Impairment - Others
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute	26	<ul style="list-style-type: none"> - Specific Learning Difficulties - Intellectual Disabilities - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Hearing Impairment - Speech Impairment - Others

2014/15 Academic Year

Member Institution	No. of Students with SEN (Note)	Types of SEN
Technological and Higher Education Institute of Hong Kong	3	- Specific Learning Difficulties - Autism Spectrum Disorders - Hearing Impairment
School for Higher and Professional Education	17	- Specific Learning Difficulties - Autism Spectrum Disorders - Physical Handicap - Hearing Impairment - Others
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	421	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap - Visual Impairment - Hearing Impairment - Speech Impairment - Others
Youth College	478	- Specific Learning Difficulties - Intellectual Disabilities - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap - Visual Impairment - Hearing Impairment - Speech Impairment - Others
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute	36	- Specific Learning Difficulties - Intellectual Disabilities - Autism Spectrum Disorders - Physical Handicap - Hearing Impairment - Others

2015/16 Academic Year (provisional)

Member Institution	No. of Students with SEN (Note)	Types of SEN
Technological and Higher Education Institute of Hong Kong	5	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder
School for Higher and Professional Education	9	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap - Hearing Impairment - Others
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	487	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Physical Handicap - Visual Impairment - Hearing Impairment - Speech Impairment - Others

Youth College	561	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Intellectual Disabilities - Physical Handicap - Visual Impairment - Hearing Impairment - Speech Impairment - Others
Hotel and Tourism Institute / Chinese Culinary Institute / International Culinary Institute	25	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Intellectual Disabilities - Physical Handicap - Hearing Impairment - Speech Impairment - Others

Note: The number of students includes students in publicly-funded and self-financing programmes offered by VTC.

- End -

CONTROLLING OFFICER'S REPLY

EDB567

(Question Serial No. 4987)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (-) Not Specified
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

(a) Please provide a breakdown by departments and programmes the intakes and actual intakes of funded degree programmes and sub-degree programmes offered by the UGC-funded institutions in the past 5 years (i.e. 2011/12 to 2015/16 academic years).

(b) Please provide a breakdown by departments and programmes the intakes and actual intakes of self-financing degree programmes and sub-degree programmes offered by the self-financing operations of the UGC-funded institutions in the past 5 years (i.e. 2011/12 to 2015/16 academic years).

(c) Please provide a breakdown by departments and programmes the intakes and actual intakes of self-financing degree programmes and sub-degree programmes offered by self-financing institutions (under non-UGC-funded institutions) in the past 5 years (i.e. 2011/12 to 2015/16 academic years).

Asked by: Hon IP Kin-yuen (Member Question No. 105)

Reply:

(a)
The number of approved student number targets and student enrolment of University Grants Committee (UGC)-funded sub-degree and undergraduate programmes by institution and by broad Academic Programme Category (APC) from the 2011/12 to 2015/16 academic years is set out at **Annexes A and B**.

(b) and (c)
The number of estimated intakes and actual intakes of full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes from the 2011/12 to 2015/16 academic years offered by the self-financing operations of UGC-funded institutions is set out at **Annexes C and D** and those offered by non-UGC-funded institutions is set out at **Annexes E and F**. We do not have breakdown by department or by programme.

**Approved Student Number Targets and Student Enrolment of UGC-funded Sub-degree Programmes
by Institution and Broad Academic Programme Category
from the 2011/12 to 2015/16 Academic Years**

(full-time equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2011/12	CityU	Engineering and Technology	841	922
		Social Sciences	86	96
		Arts and Humanities	80	84
		Sub-total	1 007	1 102
	HKIEd	Sciences	28	70
		Social Sciences	8	10
		Arts and Humanities	90	136
		Education	1 104 [^]	760
		Sub-total	1 230	977
	PolyU	Medicine, Dentistry and Health	480	484
		Sciences	255	269
		Engineering and Technology	1 573	1 655
		Business and Management	633	690
		Social Sciences	98	116
		Arts and Humanities	316	314
		Sub-total	3 354	3 527
	Total		5 591	5 606
2012/13	CityU	Engineering and Technology	841	968
		Social Sciences	40	48
		Arts and Humanities	40	36
		Sub-total	921	1 052
	HKIEd	Sciences	31	60
		Social Sciences	7	6
		Arts and Humanities	77	111
		Education	971	747
		Sub-total	1 086	924
	PolyU	Medicine, Dentistry and Health	480	489
		Sciences	255	287
		Engineering and Technology	1 573	1 620
		Business and Management	639	671
		Social Sciences	80	100
		Arts and Humanities	311	313
		Sub-total	3 338	3 481
	Total		5 345	5 457
2013/14	CityU	Engineering and Technology	841	914
		Arts and Humanities	-	2
		Sub-total	841	916
	HKIEd	Sciences	35	56
		Social Sciences	5	5
		Arts and Humanities	73	76
		Education	1 045	704

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
	PolyU	Sub-total	1 158	841
		Medicine, Dentistry and Health	320	319
		Sciences	255	311
		Engineering and Technology	1 507	1 576
		Business and Management	584	610
		Social Sciences	75	106
		Arts and Humanities	279	290
		Sub-total	3 020	3 212
	Total		5 019	4 969
2014/15	CityU	Engineering and Technology	841	903
		Sub-total	841	903
	HKIEd	Sciences	33	56
		Social Sciences	5	3
		Arts and Humanities	67	48
		Education	1 007	657
		Sub-total	1 113	763
	PolyU	Medicine, Dentistry and Health	160	153
		Sciences	255	288
		Engineering and Technology	1 349	1 425
		Business and Management	329	473
		Social Sciences	35	47
		Arts and Humanities	240	248
		Sub-total	2 367	2 634
	Total		4 321	4 444
2015/16 (provisional)	CityU	Engineering and Technology	841	913
		Sub-total	841	913
	HKIEd	Sciences	30	73
		Social Sciences	3	13
		Arts and Humanities	58	93
		Education	1 022	851
		Sub-total	1 113	1 030
	PolyU	Medicine, Dentistry and Health	-	6
		Sciences	255	293
		Engineering and Technology	1 179	1 356
		Business and Management	284	374
		Social Sciences	-	1
		Arts and Humanities	197	202
		Sub-total	1 914	2 231
	Total		3 868	4 174

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures which are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.

2. ^ The numbers include places allocated to HKIEd which was approved to use some of the sub-degree places (i.e. 216 in 2011/12) for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
3. '-' denotes nil.
4. Abbreviations:

CityU	City University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University

**Approved Student Number Targets and Student Enrolment of UGC-funded
Undergraduate Programmes by Institution and Broad Academic Programme Category
from the 2011/12 to 2015/16 Academic Years**

(full-time equivalent)

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2011/12	CityU	Sciences	1 298	1 384
		Engineering and Technology	1 527	1 650
		Business and Management	2 832	3 036
		Social Sciences	1 460	1 581
		Arts and Humanities	814	846
		Sub-total	7 931	8 497
	HKBU	Medicine, Dentistry and Health	210	204
		Sciences	767	846
		Business and Management	799	871
		Social Sciences	1 245	1 334
		Arts and Humanities	978	1 075
		Education	287	325
		Sub-total	4 286	4 655
	LU	Business and Management	707	740
		Social Sciences	484	510
		Arts and Humanities	896	902
		Sub-total	2 087	2 152
	CUHK	Medicine, Dentistry and Health	1 843	1 969
		Sciences	1 933	2 137
		Engineering and Technology	1 315	1 325
		Business and Management	1 716	2 215
		Social Sciences	1 604	1 955
		Arts and Humanities	1 331	1 512
		Education	242	230
		Sub-total	9 984	11 343
	HKIEd	Sciences	308	442
		Business and Management	7	1
		Social Sciences	61	91
		Arts and Humanities	1 192	1 431
		Education	1 597	1 902^
		Sub-total	3 164	3 867
	PolyU	Medicine, Dentistry and Health	1 606	1 657
		Sciences	1 076	1 263
		Engineering and Technology	2 542	2 966
		Business and Management	2 161	2 671
		Social Sciences	245	298
		Arts and Humanities	922	972
		Sub-total	8 553	9 827
	HKUST	Sciences	1 534	1 785
		Engineering and Technology	1 884	2 206
		Business and Management	1 971	2 103
		Social Sciences	247	245
		Arts and Humanities	28	18
		Education	17	12
		Sub-total	5 680	6 368
	HKU	Medicine, Dentistry and Health	2 079	2 105
		Sciences	1 371	1 606

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Engineering and Technology	1 790	1 876
		Business and Management	750	1 110
		Social Sciences	1 820	2 222
		Arts and Humanities	1 195	1 241
		Education	430	443
		Sub-total	9 435	10 602
	Total		51 119	57 311
2012/13 ^{&}	CityU	Medicine, Dentistry and Health Sciences	6	7
		Sciences	1 687	1 813
		Engineering and Technology	2 061	2 219
		Business and Management	3 501	3 832
		Social Sciences	1 860	1 877
		Arts and Humanities	962	1 165
		Sub-total	10 078	10 912
	HKBU	Medicine, Dentistry and Health Sciences	255	259
		Sciences	988	1 080
		Business and Management	1 059	1 165
		Social Sciences	1 616	1 765
		Arts and Humanities	1 284	1 431
		Education	388	409
		Sub-total	5 590	6 109
	LU	Business and Management	836	880
		Social Sciences	583	611
		Arts and Humanities	1 115	1 131
		Sub-total	2 534	2 622
	CUHK	Medicine, Dentistry and Health Sciences	2 610	2 695
		Sciences	2 448	2 742
		Engineering and Technology	1 841	1 962
		Business and Management	2 336	2 886
		Social Sciences	2 181	2 553
		Arts and Humanities	1 755	1 972
		Education	348	329
		Sub-total	13 518	15 138
	HKIED	Sciences	387	535
		Business and Management	5	16
		Social Sciences	111	118
		Arts and Humanities	1 497	1 699
		Education	2 149	2 385
		Sub-total	4 149	4 753
	PolyU	Medicine, Dentistry and Health Sciences	2 423	2 466
		Sciences	1 366	1 553
		Engineering and Technology	3 176	3 745
		Business and Management	2 726	3 425
		Social Sciences	314	369
		Arts and Humanities	1 171	1 275
		Sub-total	11 177	12 833
	HKUST	Sciences	2 128	2 803
		Engineering and Technology	2 461	2 349
		Business and Management	2 619	2 293
		Social Sciences	383	510
		Arts and Humanities	55	645
		Education	9	7
		Sub-total	7 655	8 608

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
	HKU	Medicine, Dentistry and Health	2 777	2 831
		Sciences	1 847	2 118
		Engineering and Technology	2 430	2 591
		Business and Management	1 044	1 557
		Social Sciences	2 507	3 000
		Arts and Humanities	1 588	1 658
		Education	538	535
		Sub-total	12 732	14 291
	Total		67 432	75 267
2013/14	CityU	Medicine, Dentistry and Health	12	12
		Sciences	1 671	1 929
		Engineering and Technology	2 167	2 309
		Business and Management	3 445	3 816
		Social Sciences	1 984	1 941
		Arts and Humanities	975	1 280
		Sub-total	10 254	11 288
	HKBU	Medicine, Dentistry and Health	255	263
		Sciences	981	1 038
		Business and Management	1 085	1 177
		Social Sciences	1 630	1 807
		Arts and Humanities	1 318	1 492
		Education	393	421
		Sub-total	5 662	6 198
	LU	Business and Management	813	856
		Social Sciences	568	591
		Arts and Humanities	1 106	1 123
		Sub-total	2 487	2 570
	CUHK	Medicine, Dentistry and Health	2 760	2 868
		Sciences	2 520	2 787
		Engineering and Technology	1 890	2 031
		Business and Management	2 361	2 985
		Social Sciences	2 251	2 642
		Arts and Humanities	1 802	2 063
		Education	373	352
		Sub-total	13 956	15 729
	HKIEd	Sciences	408	482
		Business and Management	7	23
		Social Sciences	129	216
		Arts and Humanities	1 495	1 691
		Education	2 150	2 344
		Sub-total	4 188	4 756
	PolyU	Medicine, Dentistry and Health	2 604	2 622
		Sciences	1 409	1 570
		Engineering and Technology	3 171	3 764
		Business and Management	2 737	3 512
		Social Sciences	324	378
		Arts and Humanities	1 207	1 324
		Sub-total	11 453	13 171
	HKUST	Sciences	2 194	3 113
		Engineering and Technology	2 441	1 835
		Business and Management	2 559	2 013
		Social Sciences	470	701
		Arts and Humanities	79	1 111

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Education	5	4
		Sub-total	7 747	8 777
	HKU	Medicine, Dentistry and Health	2 923	2 971
		Sciences	1 906	2 222
		Engineering and Technology	2 493	2 592
		Business and Management	1 065	1 593
		Social Sciences	2 586	3 103
		Arts and Humanities	1 639	1 706
		Education	524	522
		Sub-total	13 137	14 710
	Total		68 883	77 199
2014/15	CityU	Medicine, Dentistry and Health	18	18
		Sciences	1 669	2 012
		Engineering and Technology	2 347	2 474
		Business and Management	3 451	3 973
		Social Sciences	2 188	2 120
		Arts and Humanities	1 029	1 430
		Sub-total	10 702	12 028
	HKBU	Medicine, Dentistry and Health	255	270
		Sciences	981	1 054
		Business and Management	1 125	1 161
		Social Sciences	1 661	1 838
		Arts and Humanities	1 368	1 509
		Education	439	426
		Sub-total	5 829	6 259
	LU	Business and Management	798	835
		Social Sciences	564	572
		Arts and Humanities	1 098	1 125
		Sub-total	2 460	2 532
	CUHK	Medicine, Dentistry and Health	2 866	2 978
		Sciences	2 607	2 918
		Engineering and Technology	1 941	2 055
		Business and Management	2 387	3 051
		Social Sciences	2 304	2 725
		Arts and Humanities	1 856	2 150
		Education	377	364
		Sub-total	14 337	16 241
	HKIEd	Sciences	426	414
		Business and Management	9	-
		Social Sciences	156	360
		Arts and Humanities	1 445	1 648
		Education	2 143	2 324
		Sub-total	4 179	4 747
	PolyU	Medicine, Dentistry and Health	2 803	2 806
		Sciences	1 620	1 585
		Engineering and Technology	3 188	3 851
		Business and Management	2 851	3 791
		Social Sciences	322	419
		Arts and Humanities	1 213	1 409
		Sub-total	11 998	13 861
	HKUST	Sciences	2 252	2 542
		Engineering and Technology	2 436	2 886
		Business and Management	2 535	2 767

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Social Sciences	488	569
		Arts and Humanities	88	101
		Education	2	2
		Sub-total	7 801	8 867
	HKU	Medicine, Dentistry and Health	3 006	3 085
		Sciences	1 958	2 319
		Engineering and Technology	2 536	2 738
		Business and Management	1 102	1 652
		Social Sciences	2 659	3 257
		Arts and Humanities	1 690	1 822
		Education	499	508
		Sub-total	13 451	15 382
	Total		70 757	79 916
2015/16 (provisional)	CityU	Medicine, Dentistry and Health	48	47
		Sciences	1 753	1 943
		Engineering and Technology	2 392	2 591
		Business and Management	3 516	4 011
		Social Sciences	2 083	2 272
		Arts and Humanities	1 342	1 558
		Sub-total	11 134	12 423
	HKBU	Medicine, Dentistry and Health	255	278
		Sciences	983	1 067
		Business and Management	1 163	1 183
		Social Sciences	1 720	1 928
		Arts and Humanities	1 426	1 602
		Education	413	457
		Sub-total	5 960	6 515
	LU	Business and Management	814	841
		Social Sciences	554	577
		Arts and Humanities	1 098	1 114
		Sub-total	2 466	2 532
	CUHK	Medicine, Dentistry and Health	2 981	3 049
		Sciences	2 601	3 013
		Engineering and Technology	1 985	2 014
		Business and Management	2 389	3 057
		Social Sciences	2 345	2 738
		Arts and Humanities	1 887	2 166
		Education	382	370
		Sub-total	14 570	16 408
	HKIEd	Sciences	433	465
		Business and Management	23	29
		Social Sciences	429	380
		Arts and Humanities	1 538	1 727
		Education	1 727	2 044
		Sub-total	4 151	4 645
	PolyU	Medicine, Dentistry and Health	2 800	2 810
		Sciences	1 889	1 684
		Engineering and Technology	3 182	4 027
		Business and Management	2 982	3 967
		Social Sciences	424	448
		Arts and Humanities	1 217	1 451
		Sub-total	12 493	14 388
	HKUST	Sciences	2 764	2 549

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Engineering and Technology	1 241	2 965
		Business and Management	1 872	2 824
		Social Sciences	761	560
		Arts and Humanities	1 186	107
		Sub-total	7 824	9 005
	HKU	Medicine, Dentistry and Health	3 094	3 166
		Sciences	1 975	2 399
		Engineering and Technology	2 559	2 888
		Business and Management	1 120	1 671
		Social Sciences	2 704	3 336
		Arts and Humanities	1 721	1 869
		Education	467	488
		Sub-total	13 641	15 817
	Total		72 239	81 733

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures which are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. [&] To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic years.
3. [^] In the 2011/12 academic year, HKIEd was approved to use some of the sub-degree places (i.e. 216 in 2011/12) for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
4. ‘-’ denotes nil.
5. Abbreviations for institution are as follows:
CityU City University of Hong Kong
HKBU Hong Kong Baptist University
LU Lingnan University
CUHK The Chinese University of Hong Kong
HKIEd The Hong Kong Institute of Education
PolyU The Hong Kong Polytechnic University
HKUST The Hong Kong University of Science and Technology
HKU The University of Hong Kong

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
Offered by UGC-funded Institutions by Institution from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-Year-first-degree	Top-up Degree	Total
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 830	-	474	4 304	3 525	-	1 142	4 667	3 500	-	1 634	5 134	3 600	-	1 848	5 448	2 500	-	1 930	4 430
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 985	-	540	2 525	3 090	-	630	3 720	2 055	-	730	2 785	1 957	120	900	2 977	1 993	120	1 450	3 563
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 800	-	-	1 800	2 880	-	-	2 880	2 000	-	-	2 000	1 665	-	-	1 665	680	-	-	680
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 093	-	-	1 093	1 420	-	185	1 605	1 650	-	270	1 920	1 500	-	415	1 915	1 400	-	455	1 855
The Hong Kong Institute of Education	870	325	50	1 245	285	271	104	660	250	355	112	717	226	380	139	745	126	379	139	644
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	3 742	-	1 405	5 147	4 500	-	1 725	6 225	4 000	-	1 877	5 877	4 000	-	2 230	6 230	3 640	-	2 065	5 705
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	45	-	45	-	45	-	45
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 068	-	-	2 068	3 901	-	55	3 956	4 220	35	185	4 440	4 220	50	292	4 562	3 500	120	731	4 351

Notes:

[1] Excludes sub-degree programmes provided under the old academic structure.

[2] Estimated intakes of individual institutions may not be their maximum intakes.

“-” Denotes no relevant programmes were offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
Offered by UGC-Institutions by Institution from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 798	-	445	4 243	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 457	-	1 794	4 251	3 397	-	1 123	4 520
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 290	-	562	2 852	2 853	-	672	3 525	1 750	-	693	2 443	1 861	132	982	2 975	1 949	132	1 076	3 157
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 998	-	-	1 998	3 514	-	-	3 514	1 333	-	-	1 333	601	-	-	601	503	-	-	503
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 101	-	-	1 101	1 410	-	163	1 573	979	-	295	1 274	1 171	-	387	1 558	1 111	-	219	1 330
The Hong Kong Institute of Education	515	251	48	814	333	295	119	747	181	350	109	640	212	358	126	696	119	291	134	544
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 379	-	1 522	5 901	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 591	-	2 133	5 724	3 769	-	1 326	5 095
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	41	-	41	-	49	-	49
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 333	-	-	2 333	5 181	-	39	5 220	2 532	57	230	2 819	2 911	71	349	3 331	2 773	53	487	3 313

Notes:

[1] Provisional figures as at late October 2015. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

“-” Indicates that no relevant programmes were offered by the institutions.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
Offered by Non-UGC-funded Institutions from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[1]	First-Year-first-Degree ^[2]	Top-up Degree	Total
Caritas Bianchi College of Careers	440	-	-	440	340	-	-	340	400	-	-	400	290	-	-	290	270	-	-	270
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	60	-	-	60	296	-	-	296
Caritas Institute of Higher Education	313	240	120	673	360	480	80	920	400	360	30	790	340	660	200	1 200	300	360	345	1 005
Centennial College	-	-	-	-	-	400	320	720	-	240	320	560	-	320	320	640	-	440	320	760
Chu Hai College of Higher Education	-	665	-	665	-	1 450	-	1 450	-	725	-	725	-	880	-	880	-	1 030	-	1 030
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	180	-	180
Hang Seng Management College	150	480	230	860	200	1 295	130	1 625	140	801	69	1 010	140	1 513	99	1 752	-	1 282	215	1 497
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	20	20	40	-	25	25	50
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 465	-	-	1 465	1 591	-	-	1 591	2 040	-	-	2 040	2 000	-	-	2 000	1 900	-	-	1 900
Hong Kong Adventist College	-	-	-	-	40	-	-	40	40	-	-	40	-	-	-	-	-	-	-	-
Hong Kong Art School ^[3]	55	-	-	55	55	65	-	120	55	65	-	120	80	65	-	145	80	65	-	145
Hong Kong College of Technology	580	-	-	580	945	-	-	945	1 030	-	-	1 030	1 005	-	-	1 005	375	-	-	375
Hong Kong Institute of Technology	280	140	-	420	460	140	90	690	662	210	130	1 002	300	250	170	720	300	100	191	591
Hong Kong Nang Yan College of Higher Education	-	-	-	-	300	-	-	300	300	-	-	300	90	120	40	250	90	120	80	290
Hong Kong Shue Yan University	-	1 200	-	1 200	-	1 314	-	1 314	-	1 500	-	1 500	-	1 323	-	1 323	-	1 283	-	1 283
Kaplan Business and Accountancy School	-	-	-	-	160	-	-	160	-	-	-	-	-	-	-	-	-	-	-	-
Pui Ching Academy	-	-	-	-	120	-	-	120	150	-	-	150	260	-	-	260	-	-	-	-
Sacred Heart Canossian College of Commerce	160	-	-	160	160	-	-	160	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	-	228	-	228	-	228	-	175	-	175	-	225	-	225	-	300	-	300
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	619	-	-	619	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 045	1 064	678	2 787	420	1 353	1 134	2 907	740	371	886	1 997	1 035	1 796	1 256	4 087	1 440	1 810	1 380	4 630
Tung Wah College	200	200	55	455	250	710	205	1 165	300	710	205	1 215	200	710	305	1 215	150	710	305	1 165
Vocational Training Council	3 450	-	335	3 785	5 510	210	775	6 495	5 056	495	1 235	6 786	3 740	660	2 340	6 740	3 030	930	2 705	6 665
Yew Chung Community College	20	-	-	20	220	-	-	220	420	-	-	420	180	-	-	180	120	-	-	120
YMCA College of Careers	-	-	-	-	105	-	-	105	40	-	-	40	90	-	-	90	90	-	-	90

Notes:

[1] Excludes sub-degree programmes provided under the old academic structure.

[2] Figures include subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors.

[3] The estimated intakes for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there were no student intakes for part-time programmes.

“-” Denotes no relevant programmes were offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
Offered by Non-UGC-Institutions by Institution from the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree ^[3]	Top-up Degree	Total
Caritas Bianchi College of Careers	339	-	-	339	179	-	-	179	215	-	-	215	191	-	-	191	162	-	-	162
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	-	-	-	-	36	-	-	36	69	-	-	69
Caritas Institute of Higher Education	296	8	38	342	180	60	43	283	216	73	64	353	207	307	130	644	173	283	121	577
Centennial College	-	-	-	-	-	231	54	285	-	154	77	231	-	105	119	224	-	75	60	135
Chu Hai College of Higher Education	-	274	-	274	-	852	-	852	-	309	-	309	-	381	-	381	-	169	-	169
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	52	-	52
Hang Seng Management College	127	496	124	747	318	1 636	121	2 075	106	755	65	926	85	1 479	89	1 653	-	1 053	143	1 196
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-	-	@	@	@	-	0	8	8
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 866	-	-	1 866	2 824	-	-	2 824	992	-	-	992	1 252	-	-	1 252	1 272	-	-	1 272
Hong Kong Adventist College ^[4]	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	46	-	-	46	93	68	-	161	54	42	-	96	60	61	-	121	41	132	-	173
Hong Kong College of Technology	387	-	-	387	206	-	-	206	336	-	-	336	268	-	-	268	209	-	-	209
Hong Kong Institute of Technology	172	70	-	242	476	51	62	589	587	71	127	785	230	193	248	671	238	13	102	353
Hong Kong Nang Yan College of Higher Education	-	-	-	-	12	-	-	12	20	-	-	20	5	8	15	28	12	25	13	50
Hong Kong Shue Yan University	-	1 277	-	1 277	-	1 354	-	1 354	-	1 495	-	1 495	-	1 262	-	1 262	-	1 306	-	1 306
Kaplan Business and Accountancy School	-	-	-	-	14	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-
Pui Ching Academy ^[5]	-	-	-	-	-	-	-	-	3	-	-	3	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	110	-	-	110	116	-	-	116	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	88	-	88	-	155	-	155	-	178	-	178	-	129	-	129	-	141	-	141
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	842	-	-	842	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	823	1 141	1 037	3 001	495	1 481	951	2 927	626	264	920	1 810	856	1 779	1 341	3 976	1 042	1 880	1 401	4 323
Tung Wah College	274	35	24	333	274	464	112	850	231	475	165	871	78	394	181	653	110	372	118	600
Vocational Training Council	3 638	-	281	3 919	3 695	268	920	4 883	3 662	522	1 227	5 411	3 570	494	2 594	6 658	3 002	760	3 190	6 952
Yew Chung Community College	15	-	-	15	56	-	-	56	44	-	-	44	84	-	-	84	107	-	-	107
YMCA College of Careers	-	-	-	-	48	-	-	48	23	-	-	23	32	-	-	32	37	-	-	37

Notes:

[1] Provisional figures as at late October 2015. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] Figures include intakes under the Study Subsidy Scheme for Designated Professions/Sectors.

[4] Hong Kong Adventist College ceased to accept intake with effect from the 2013/14 academic year.

[5] Pui Ching Academy eventually decided not to offer any programmes in the 2012/13 and 2014/15 academic years. As a result, there were no student intakes in these two academic years.

“-” Indicates that no relevant programmes were offered by the institutions.

@ Figures not provided by institution due to incomplete admission cycle.

-End-

CONTROLLING OFFICER'S REPLY

EDB568

(Question Serial No. 4990)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (-) Not Specified
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the allocation under various scholarship schemes administered by the Government in the past 5 academic years:

- (a) please provide the respective number of scholarships allocated to funded and self-financing post-secondary institutions, expenditure involved and rate of change;
- (b) please provide by place of origin the respective number of local and non-local applications, number of scholarships awarded, success rate among applicants and total amount of scholarships awarded.

Asked by: Hon IP Kin-yuen (Member Question No. 108)

Reply:

(a) and (b)

The HKSAR Government Scholarship Fund (GSF) was established in 2008 as an endowment fund to generate investment income to support various government scholarship schemes for outstanding students. Each academic year, scholarships under GSF are allocated to ten institutions offering full-time publicly-funded programmes at degree or above and sub-degree levels, including the eight University Grants Committee (UGC)-funded institutions, the Hong Kong Academy for Performing Arts and the Vocational Training Council. The allocation of scholarships by institution and place of origin under GSF in the past 5 academic years are set out at **Annex A**.

The Hong Kong PhD Fellowship Scheme (the Scheme), established in 2009, is open to local as well as non-local students who wish to pursue their PhD programmes in the UGC-funded institutions. The Fellowship provides each awardee with a monthly stipend of HK\$20,000 and a conference and research-related travel allowance of HK\$10,000 per year for up to three years. The allocation by institution and place of origin under the Scheme in the past 5 academic years are set out at **Annex B**.

The Self-financing Post-secondary Education Fund (SPEF) has been set up since the 2011/12 academic year as an endowment fund to support the quality and healthy development of the self-financing sector and further enhance Hong Kong's status as a regional education hub. SPEF provides scholarships for outstanding students of full-time locally-accredited self-financing sub-degree and undergraduate programmes under the Self-financing Post-secondary Scholarship Scheme. The allocation of scholarships under SPEF by institution and place of origin in the past five academic years are set out at **Annex C**.

HKSAR Government Scholarship Fund**(a) Number and Amount of Scholarships/Awards by Institutions**

Institution		Academic Year				
		2011/12	2012/13 ^{Note 1}	2013/14 ^{Note 2}	2014/15	2015/16 ^{Note 3}
City University of Hong Kong	No. of scholarships/awards / Rate of change (%)	72	331 (+360%)	418 (+26%)	454 (+9%)	140
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$3,920,000	\$8,500,000 (+117%)	\$10,060,000 (+18%)	\$10,660,000 (+6%)	\$7,590,000
Hong Kong Baptist University	No. of scholarships/awards / Rate of change (%)	40	169 (+323%)	253 (+50%)	271 (+7%)	72
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$2,320,000	\$4,530,000 (+95%)	\$5,700,000 (+26%)	\$5,800,000 (+2%)	\$3,720,000
Lingnan University	No. of scholarships/awards / Rate of change (%)	18	76 (+322%)	106 (+39%)	116 (+9%)	30
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$1,040,000	\$1,910,000 (+84%)	\$2,290,000 (+20%)	\$2,300,000 (0.004%)	\$1,370,000
The Chinese University of Hong Kong	No. of scholarships/awards / Rate of change (%)	102	457 (+348%)	651 (+42%)	751 (+15%)	181
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$6,040,000	\$11,820,000 (+96%)	\$15,050,000 (+27%)	\$16,400,000 (+9%)	\$10,790,000
The Hong Kong Institute of Education	No. of scholarships/awards / Rate of change (%)	25	128 (+412%)	182 (+42%)	195 (+7%)	53
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$1,260,000	\$2,890,000 (+129%)	\$3,660,000 (+27%)	\$3,830,000 (+5%)	\$2,380,000
The Hong Kong Polytechnic University	No. of scholarships/awards / Rate of change (%)	110	431 (+292%)	678 (+57%)	763 (+13%)	231
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$5,030,000	\$9,920,000 (+97%)	\$14,010,000 (+41%)	\$14,590,000 (+4%)	\$9,300,000

Institution		Academic Year				
		2011/12	2012/13 ^{Note 1}	2013/14 ^{Note 2}	2014/15	2015/16 ^{Note 3}
The Hong Kong University of Science and Technology	No. of scholarships/awards / Rate of change (%)	57	249 (+337%)	392 (+57%)	442 (+13%)	118
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$3,340,000	\$7,170,000 (+115%)	\$9,695,000 (+35%)	\$10,200,000 (+5%)	\$6,450,000
The University of Hong Kong	No. of scholarships/awards / Rate of change (%)	102	366 (+259%)	660 (+80%)	708 (+7%)	184
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$6,080,000	\$11,168,000 (+84%)	\$15,108,000 (+35%)	\$15,858,000 (+5%)	\$10,538,000
The Hong Kong Academy for Performing Arts	No. of scholarships/awards / Rate of change (%)	13	38 (+192%)	44 (+16%)	44 (+0%)	24
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$660,000	\$1,170,000 (+77%)	\$1,310,000 (+12%)	\$1,290,000 (-2%)	\$1,170,000
The Vocational Training Council	No. of scholarships/awards / Rate of change (%)	118	778 (+559%)	907 (+17%)	1 130 (+25%)	526
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$2,360,000	\$11,330,000 (+380%)	\$13,640,000 (+20%)	\$16,050,000 (+18%)	\$10,160,000

Note 1: The Talent Development Scholarship (TDS) and Reaching Out Award (ROA) were established in 2012/13 academic year to benefit students not only with outstanding academic performance, but also achievements and talents in other non-academic fields.

Note 2: The Endeavour Merit Award (EMA) was set up in 2013/14 academic year to give recognition to deserving students with special educational needs.

Note 3: Information on the TDS and ROA under the HKSAR Government Scholarship Fund is not available yet. Therefore, the rate of change is not provided as we are not comparing like with like.

(b) Number of Applications and Number and Amount of Scholarships/Awards

by Place of Origins

Applicant		Academic Year				
		2011/12	2012/13	2013/14	2014/15	2015/16 [^]
Local	No. of Applicants	1 083	9 956	9 016	8 965	4 838
	No. of Scholarships/awards Awarded	442	2 414	3 427	3 937	1 192
	Ratio of scholarships/awards awarded to applicants (%)	41%	24%	38%	44%	25%
	Amount of scholarships/awards awarded (\$)	\$14,950,000	\$39,830,000	\$54,580,000	\$60,990,000	\$33,890,000
Non-local	No. of Applicants	486	1 355	2 245	1 784	961
	No. of Scholarships/awards Awarded	215	609	864	937	367
	Ratio of scholarships/awards awarded to applicants (%)	44%	45%	38%	53%	38%
	Amount of scholarships/awards awarded (\$)	\$17,100,000	\$30,578,000	\$35,943,000	\$35,988,000	\$29,578,000

[^] Information on the Talent Development Scholarship and Reaching Out Award under the HKSAR Government Scholarship Fund is not available yet.

Hong Kong PhD Fellowship Scheme**(a) Number and Amount of Scholarships by Institutions**

Institution		Academic Year				
		2011/12	2012/13	2013/14	2014/15	2015/16
City University of Hong Kong	No. of scholarships / Rate of change (%)	5	15 (+200%)	20 (+33.3%)	19 (-5%)	24 (+26.3%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$1,250,000	\$3,750,000 (+200%)	\$5,000,000 (+33.3%)	\$4,750,000 (-5%)	\$6,000,000 (+26.3%)
Hong Kong Baptist University	No. of scholarships / Rate of change (%)	4	8 (+100%)	8 (--%)	14 (+75%)	15 (+7.1%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$1,000,000	\$2,000,000 (+100%)	\$2,000,000 (--%)	\$3,500,000 (+75%)	\$3,750,000 (+7.1%)
Lingnan University	No. of scholarships / Rate of change (%)	3	8 (+166.7%)	5 (-37.5%)	7 (+40%)	6 (-14.3%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$750,000	\$2,000,000 (+166.7%)	\$1,250,000 (-37.5%)	\$1,750,000 (+40%)	\$1,500,000 (-14.3%)
The Chinese University of Hong Kong	No. of scholarships / Rate of change (%)	28	31 (+10.7%)	35 (+12.9%)	39 (+11.4%)	41 (+5.1%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$7,000,000	\$7,750,000 (+10.7%)	\$8,750,000 (+12.9%)	\$9,750,000 (+11.4%)	\$10,250,000 (+5.1%)
The Hong Kong Polytechnic University	No. of scholarships / Rate of change (%)	14	25 (+78.6%)	28 (+12%)	29 (+3.6%)	28 (-3.4%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$3,500,000	\$6,250,000 (+78.6%)	\$7,000,000 (+12%)	\$7,250,000 (+3.6%)	\$7,000,000 (-3.4%)

Institution		Academic Year				
		2011/12	2012/13	2013/14	2014/15	2015/16
The Hong Kong University of Science and Technology	No. of scholarships / Rate of change (%)	30	41 (+36.7%)	49 (+19.5%)	65 (+32.7%)	55 (-15.4%)
	Amount of scholarships allocated (\$)/ Rate of change (%)	\$7,500,000	\$10,250,000 (+36.7%)	\$12,250,000 (+19.5%)	\$16,250,000 (+32.7%)	\$13,750,000 (-15.4%)
The University of Hong Kong	No. of scholarships / Rate of change (%)	32	37 (+15.6%)	40 (+8.1%)	50 (+25%)	47 (-6%)
	Amount of scholarships allocated (\$)/ Rate of change (%)	\$8,000,000	\$9,250,000 (+15.6%)	\$10,000,000 (+8.1%)	\$12,500,000 (+25%)	\$11,750,000 (-6%)

(b) Number of Applicants and Number and Amount of Scholarships Awarded

by Place of Origins

Applicant		Academic Year				
		2011/12	2012/13	2013/14	2014/15	2015/16
Local	No. of Applicants	205	179	219	198	188
	No. of Scholarships Awarded	10	16	14	13	14
	Ratio of scholarships awarded to applicants (%)	4.9%	8.9%	6.4%	6.6%	7.4%
	Amount of scholarships awarded (\$)	\$2,500,000	\$4,000,000	\$3,500,000	\$3,250,000	\$3,500,000
Non-local	No. of Applicants	3 819	4 074	4 566	4 557	3 926
	No. of Scholarships Awarded	106	149	171	210	202
	Ratio of scholarships awarded to applicants (%)	2.8%	3.7%	3.7%	4.6%	5.1%
	Amount of scholarships awarded (\$)	\$26,500,000	\$37,250,000	\$42,750,000	\$52,500,000	\$50,500,000

Self-financing Post-secondary Scholarship Scheme**(a) Number and Amount of Scholarships/Awards by Institution**

Institution		Academic Year				
		2011/12	2012/13 ^{Note}	2013/14 ^{Note}	2014/15	2015/16 (Estimated)
Caritas Bianchi College of Careers	No. of scholarships/awards given out / Rate of change (%)	8 (-)	15 (+87.5%)	17 (+13.3%)	22 (+29.4%)	21 (-4.5%)
	Amount of scholarships/awards given out (\$)/ Rate of change (%)	\$220,000 (-)	\$270,000 (+22.7%)	\$290,000 (+7.4%)	\$320,000 (+10.3%)	\$310,000 (-3.1%)
Caritas Institute of Community Education	No. of scholarships/awards given out) / Rate of change (%)	-	-	-	-	3 (-)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	-	-	-	-	\$50,000 (-)
Caritas Institute of Higher Education	No. of scholarships/awards given out / Rate of change (%)	12 (-)	22 (+83.3%)	36 (+63.6%)	52 (+44.4%)	67 (+28.8%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$340,000 (-)	\$440,000 (+29.4%)	\$610,000 (+38.6%)	\$860,000 (+41.0%)	\$1,260,000 (+46.5%)
Centennial College	No. of scholarships/awards given out / Rate of change (%)	-	15 (-)	29 (+93.3%)	32 (+10.3%)	36 (+12.5%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	-	\$300,000 (-)	\$530,000 (+76.7%)	\$620,000 (+17.0%)	\$660,000 (+6.5%)

Institution		Academic Year				
		2011/12	2012/13 ^{Note}	2013/14 ^{Note}	2014/15	2015/16 (Estimated)
Chu Hai College of Higher Education	No. of scholarships/awards given out / Rate of change (%)	24 (-)	45 (+87.5%)	59 (+31.1%)	91 (+54.2%)	82 (-9.9%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$820,000 (-)	\$1,410,000 (+72.0%)	\$1,430,000 (+1.4%)	\$1,720,000 (+20.3%)	\$1,540,000 (-10.5%)
City University of Hong Kong	No. of scholarships/awards given out / Rate of change (%)	8 (-)	29 (+262.5%)	41 (+41.4%)	21 (-48.8%)	-
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$260,000 (-)	\$740,000 (+184.6%)	\$920,000 (+24.3%)	\$420,000 (-54.3%)	-
City University of Hong Kong – Community College of City University	No. of scholarships/awards given out / Rate of change (%)	127 (-)	242 (+90.6%)	348 (+43.8%)	402 (+15.5%)	464 (+15.4%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$3,210,000 (-)	\$4,320,000 (+34.6%)	\$5,640,000 (+30.6%)	\$5,840,000 (+3.5%)	\$6,540,000 (+12.0%)
City University of Hong Kong – School of Continuing and Professional Education	No. of scholarships/awards given out / Rate of change (%)	2 (-)	25 (+1150.0%)	47 (+88.0%)	92 (+95.7%)	53 (-42.4%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$80,000 (-)	\$610,000 (+662.5%)	\$1,040,000 (+70.5%)	\$1,760,000 (+69.2%)	\$1,070,000 (-39.2%)
Gratia Christian College	No. of scholarships/awards given out / Rate of change (%)	-	-	-	-	2 (-)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	-	-	-	-	\$50,000 (-)

Institution		Academic Year				
		2011/12	2012/13 ^{Note}	2013/14 ^{Note}	2014/15	2015/16 (Estimated)
Hang Seng Management College	No. of scholarships/awards given out / Rate of change (%)	16 (-)	108 (+575.0%)	98 (-9.3%)	240 (+144.9%)	228 (-5.0%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$590,000 (-)	\$2,790,000 (+372.9%)	\$2,840,000 (+1.8%)	\$4,600,000 (+62.0%)	\$4,660,000 (+1.3%)
HKU SPACE Po Leung Kuk Stanley Ho Community College	No. of scholarships/awards given out / Rate of change (%)	49 (-)	71 (+44.9%)	147 (+107.0%)	120 (-18.4%)	141 (+17.5%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$1,250,000 (-)	\$1,630,000 (+30.4%)	\$2,670,000 (+63.8%)	\$1,980,000 (-25.8%)	\$2,170,000 (+9.6%)
Hong Kong Art School	No. of scholarships/awards given out / Rate of change (%)	2 (-)	4 (+100.0%)	10 (+150.0%)	10 (-)	18 (+80.0%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$40,000 (-)	\$60,000 (+50.0%)	\$170,000 (+183.3%)	\$180,000 (+5.9%)	\$260,000 (+44.4%)
Hong Kong Baptist University	No. of scholarships/awards given out / Rate of change (%)	5 (-)	10 (+100.0%)	22 (+120.0%)	25 (+13.6%)	19 (-24.0%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$150,000 (-)	\$240,000 (+60.0%)	\$400,000 (+66.7%)	\$410,000 (+2.5%)	\$350,000 (-14.6%)
Hong Kong Baptist University – College of International Education and School of Continuing Education	No. of scholarships/awards given out / Rate of change (%)	77 (-)	198 (+157.1%)	277 (+39.9%)	334 (+20.6%)	435 (+30.2%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$2,000,000 (-)	\$3,880,000 (+94.0%)	\$4,680,000 (+20.6%)	\$5,120,000 (+9.4%)	\$6,350,000 (+24.0%)

Institution		Academic Year				
		2011/12	2012/13 ^{Note}	2013/14 ^{Note}	2014/15	2015/16 (Estimated)
Hong Kong College of Technology	No. of scholarships/awards given out / Rate of change (%)	18 (-)	30 (+66.7%)	44 (+46.7%)	36 (-18.2%)	28 (-22.2%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$460,000 (-)	\$520,000 (+13.0%)	\$720,000 (+38.5%)	\$580,000 (-19.4%)	\$440,000 (-24.1%)
Hong Kong Institute of Technology	No. of scholarships/awards given out / Rate of change (%)	15 (-)	35 (+133.3%)	56 (+60.0%)	62 (+10.7%)	44 (-29.0%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$480,000 (-)	\$910,000 (+89.6%)	\$1,140,000 (+25.3%)	\$1,070,000 (-6.1%)	\$760,000 (-29.0%)
Hong Kong Nang Yan College of Higher Education (Formerly known as Hong Kong Buddhist College)	No. of scholarships/awards given out / Rate of change (%)	-	3 (-)	-	-	2 (-)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	-	\$50,000 (-)	-	-	\$50,000 (-)
Hong Kong Shue Yan University	No. of scholarships/awards given out / Rate of change (%)	89 (-)	127 (+42.7%)	226 (+78.0%)	230 (+1.8%)	236 (+2.6%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$2,960,000 (-)	\$3,970,000 (+34.1%)	\$4,880,000 (+22.9%)	\$4,810,000 (-1.4%)	\$4,890,000 (+1.7%)
Kaplan Business and Accountancy School	No. of scholarships/awards given out / Rate of change (%)	-	1 (-)	-	/	-
	Amount of scholarships/awards given out (\$) / Rate of change (%)	-	\$30,000 (-)	-	-	-

Institution		Academic Year				
		2011/12	2012/13 ^{Note}	2013/14 ^{Note}	2014/15	2015/16 (Estimated)
Lingnan University, The Community College at Lingnan University and Lingnan Institute of Further Education	No. of scholarships/awards given out / Rate of change (%)	52 (-)	117 (+125.0%)	176 (+50.4%)	99 (-43.8%)	51 (-48.5%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$1,490,000 (-)	\$2,610,000 (+75.2%)	\$3,220,000 (+23.4%)	\$1,550,000 (-51.9%)	\$870,000 (-43.9%)
Sacred Heart Canossian College of Commerce	No. of scholarships/awards given out / Rate of change (%)	1 (-)	3 (+200.0%)	1 (-66.7%)	-	-
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$30,000 (-)	\$90,000 (+200.0%)	\$30,000 (-66.7%)	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	No. of scholarships/awards given out / Rate of change (%)	1 (-)	11 (+1000.0%)	30 (+172.7%)	38 (+26.7%)	44 (+15.8%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$40,000 (-)	\$270,000 (+575.0%)	\$560,000 (+107.4%)	\$670,000 (+19.6%)	\$700,000 (+4.5%)
The Chinese University of Hong Kong – School of Continuing and Professional Studies	No. of scholarships/awards given out / Rate of change (%)	64 (-)	125 (+95.3%)	136 (+8.8%)	155 (+14.0%)	148 (-4.5%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$1,640,000 (-)	\$2,340,000 (+42.7%)	\$2,410,000 (+3.0%)	\$2,450,000 (+1.7%)	\$2,290,000 (-6.5%)
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	No. of scholarships/awards given out / Rate of change (%)	25 (-)	15 (-40.0%)	-	-	-
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$630,000 (-)	\$350,000 (-44.4%)	-	-	-

Institution		Academic Year				
		2011/12	2012/13 ^{Note}	2013/14 ^{Note}	2014/15	2015/16 (Estimated)
The Hong Kong Institute of Education	No. of scholarships/awards given out / Rate of change (%)	22 (-)	60 (+172.7%)	76 (+26.7%)	100 (+31.6%)	147 (+47.0%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$610,000 (-)	\$1,190,000 (+95.1%)	\$1,490,000 (+25.2%)	\$1,690,000 (+13.4%)	\$2,300,000 (+36.1%)
The Hong Kong Polytechnic University	No. of scholarships/awards given out / Rate of change (%)	19 (-)	61 (+221.1%)	38 (-37.7%)	38 (-)	33 (-13.2%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$700,000 (-)	\$1,430,000 (+104.3%)	\$1,170,000 (-18.2%)	\$1,100,000 (-6.0%)	\$890,000 (-19.1%)
The Hong Kong Polytechnic University – Hong Kong Community College	No. of scholarships/awards given out / Rate of change (%)	154 (-)	282 (+83.1%)	364 (+29.1%)	428 (+17.6%)	422 (-1.4%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$3,880,000 (-)	\$5,140,000 (+32.5%)	\$6,120,000 (+19.1%)	\$6,500,000 (+6.2%)	\$6,460,000 (-0.6%)
The Hong Kong Polytechnic University – School of Professional Education and Executive Development	No. of scholarships/awards given out / Rate of change (%)	36 (-)	61 (+69.4%)	78 (+27.9%)	139 (+78.2%)	124 (-10.8%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$1,200,000 (-)	\$1,710,000 (+42.5%)	\$1,870,000 (+9.4%)	\$2,650,000 (+41.7%)	\$2,630,000 (-0.8%)
The Hong Kong University of Science and Technology	No. of scholarships/awards given out / Rate of change (%)	-	-	-	-	6 (-)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	-	-	-	-	\$90,000 (-)

Institution		Academic Year				
		2011/12	2012/13 ^{Note}	2013/14 ^{Note}	2014/15	2015/16 (Estimated)
The Open University of Hong Kong	No. of scholarships/awards given out / Rate of change (%)	120 (-)	192 (+60.0%)	287 (+49.5%)	307 (+7.0%)	418 (+36.2%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$3,960,000 (-)	\$5,400,000 (+36.4%)	\$6,430,000 (+19.1%)	\$7,090,000 (+10.3%)	\$8,810,000 (+24.3%)
The University of Hong Kong – HKU School of Professional and Continuing Education and HKU SPACE Community College	No. of scholarships/awards given out / Rate of change (%)	107 (-)	226 (+111.2%)	287 (+27.0%)	278 (-3.1%)	349 (25.5%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$2,690,000 (-)	\$4,680,000 (+74.0%)	\$5,330,000 (+13.9%)	\$4,940,000 (-7.3%)	\$5,840,000 (+18.2%)
Tung Wah College	No. of scholarships/awards given out / Rate of change (%)	6 (-)	13 (+116.7%)	30 (+130.8%)	51 (+70.0%)	52 (+2.0%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$200,000 (-)	\$450,000 (+125.0%)	\$950,000 (+111.1%)	\$1,340,000 (+41.1%)	\$1,490,000 (+11.2%)
Vocational Training Council	No. of scholarships/awards given out / Rate of change (%)	230 (-)	448 (+94.8%)	580 (+29.5%)	728 (+25.5%)	868 (+19.2%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$5,880,000 (-)	\$8,030,000 (+36.6%)	\$9,670,000 (+20.4%)	\$11,360,000 (+17.5%)	\$12,720,000 (+12.0%)
Yew Chung Community College	No. of scholarships/awards given out / Rate of change (%)	1 (-)	4 (+300.0%)	3 (-25.0%)	7 (+133.3%)	18 (+157.1%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$30,000 (-)	\$60,000 (+100.0%)	\$50,000 (-16.7%)	\$90,000 (+80.0%)	\$240,000 (+166.7%)

Institution		Academic Year				
		2011/12	2012/13 ^{Note}	2013/14 ^{Note}	2014/15	2015/16 (Estimated)
YMCA College of Careers	No. of scholarships/awards given out / Rate of change (%)	-	1 (-)	2 (+100.0%)	2 (0.0%)	4 (+100.0%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	-	\$30,000 (-)	\$40,000 (+33.3%)	\$40,000 (0.0%)	\$60,000 (+50.0%)

Note: The Talent Development Scholarship and the Reaching Out Award were established in the 2012/13 academic year to benefit students not only with outstanding academic performance, but also achievements and talents in other non-academic fields. In the 2013/14 academic year, the Endeavour Scholarship was set up to give recognition to deserving students with special educational needs.

(b) Number of Applicants and Number and Amount of Scholarships/Awards by Place of Origin

Applicant		Academic Year				
		2011/12	2012/13	2013/14	2014/15	2015/16 (Estimated)
Local	No. of applicants	32 815	60 780	68 432	62 908	60 996
	No. of scholarships/awards given out	1 263	2 561	3 484	4 051	4 438
	Ratio of scholarships/awards given out to applicants (%)	3.9%	4.2%	5.1%	6.4%	7.3%
	Amount of scholarships/awards given out (\$)	\$34,870,000	\$54,520,000	\$65,230,000	\$69,620,000	\$74,070,000
Non-local	No. of applicants	398	322	416	601	850
	No. of scholarships/awards given out	27	38	61	88	125
	Ratio of scholarships/awards given out to applicants (%)	6.8%	11.8%	14.7%	14.6%	14.7%
	Amount of scholarships/awards given out (\$)	\$970,000	\$1,430,000	\$2,070,000	\$2,140,000	\$2,730,000

- End -

CONTROLLING OFFICER'S REPLY

EDB569

(Question Serial No. 4991)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

- (a) In the past 2 school years, what was the number of days of sick leave and sick leave due to work injuries taken by teaching staff? What were the highest, lowest and average numbers of days, as well as the converted salary expenditure?
- (b) Please list the types of cases of sick leave due to injuries-on-duty as well as the medical expenses and amount of employees' compensation for work injuries involved.

Asked by: Hon IP Kin-yuen (Member Question No. 109)

Reply:

- (a) For teaching staff in Government schools, the sick leave days and sick leave days related to injury on duty (IOD) taken were 11 414 and 2 546 in 2013/14 school year, and 12 294 and 2 024 in 2014/15 school year respectively. In view that not all teaching staff have taken sick leave during the two school years and the duration of each sick leave varies, it would be misleading to compute the average, highest or lowest number of sick leave days taken on the basis of the total number of sick leave days taken. The Bureau does not have information on the salary expenditure in respect of the sick leave taken.
- (b) There are a total of 17 types of IOD cases as prescribed by the Commissioner for Labour under the Employees' Compensation Ordinance (Cap 282). During the 2013/14 and 2014/15 school years, the majority of IOD cases in Government schools were related to slipping, tripping or falling on the same level. Provision for employees' compensation as a whole is centrally provided for under Head 120 Pensions and there is no separate provision under Head 156. Civil servants who are injured on duty could seek medical services provided by the Hospital Authority and the Department of Health. The Bureau does not have information on the medical expenses for IOD cases relating to teaching staff.

- End -

CONTROLLING OFFICER'S REPLY**EDB570****(Question Serial No. 4992)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) Please provide the number of senior management staff, the expenditure on salary and benefits in this regard and the percentage it accounts for the total expenditure on salary and benefits in the past 3 academic years; and
- (b) Please provide a breakdown, by terms of employment, of the number of teaching staff and other staff on contract and substantive appointment and the percentage share in the total number of staff.

Asked by: Hon IP Kin-yuen (Member Question No. 110)

Reply:

- (a) The information required for staff at the top three tiers in the Vocational Training Council (VTC) is as follows –

Financial year	Number of Staff	Staff expenses (\$ million)	% to total staff expenses
2013-14	14	34	1%
2014-15	14	38	1%
2015-16 (Estimate)	14	41	1%

- (b) In the 2015/16 academic year, the provisional number of teaching staff and administrative and supporting staff and their percentages (as compared to the total number of staff) under the New Remuneration Package, Old Remuneration Package and Short-Term Contract is as follows –

Staff type	Number of staff employed under			Total number of staff
	Old Remuneration Package	New Remuneration Package	Short-term Contract	
Teaching	757 (12.9%)	1 626 (27.6%)	509 (8.6%)	5 883
Administrative and supporting	1 118 (19.0%)	1 498 (25.5%)	375 (6.4%)	

- End -

CONTROLLING OFFICER'S REPLY

EDB571

(Question Serial No. 4996)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

(a) At present, the EDB is responsible for the enforcement of the Non-local Higher and Professional Education (Regulation) Ordinance. Please provide the number of staff in the establishment that is responsible for the enforcement of the Ordinance in 2014-15, 2015-16 and 2016-17 (or the number of staff as in the revised estimates and estimates); and

(b) Earlier on, some courses registered according to the Ordinance were allegedly related to administrative confusion, including assisting students in making forged documents so that they could be awarded bachelor's degrees through improper means by overseas institutions. What measures will be taken by the Bureau next year to prevent similar incidents?

Asked by: Hon IP Kin-yuen (Member Question No. 115)

Reply:

(a) In accordance with the Non-local Higher and Professional Education (Regulation) Ordinance (the Ordinance), all courses conducted in Hong Kong leading to the award of non-local higher academic qualifications or non-local professional qualifications (hereafter referred to collectively as "non-local courses") must be registered or exempted from registration. A Principal Assistant Secretary for Education of the Education Bureau (EDB) has been appointed as the Registrar of Non-local Higher and Professional Education Courses, who is assisted by the Non-local Courses Registry (NCR) for enforcement of the Ordinance. From 2014-15 to 2016-17, the staff establishment of the NCR mainly includes one Senior Executive Officer and four Executive Officers.

(b) EDB is very concerned about the quality of non-local courses and the way of running the courses by operators. Any suspected non-compliant cases, if found, will be handled in accordance with the established procedures. If necessary, such cases will be referred to the law enforcement agencies for follow-up action. A review of the existing monitoring measures is being conducted with a view to enhancing the whole monitoring system and thus providing better protection for students.

- End -

CONTROLLING OFFICER'S REPLY**EDB572****(Question Serial No. 4997)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the Territory-wide System Assessment (TSA), please provide:

- (a) The expenditure and staff involved in TSA in the past 5 financial years; and
- (b) The estimated expenditure and staff to be involved in TSA in 2016-17.

Asked by: Hon IP Kin-yuen (Member Question No. 116)

Reply:

(a) and (b)

The manpower and the relevant staff costs in relation to the Basic Competency Assessment (BCA) project could not be identified separately as they are absorbed by the existing resources of the EDB.

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the BCA project, including Territory-wide System Assessment (TSA) at Primary 3 (P3), Primary 6 (P6) and Secondary 3 (S3). The payment to the HKEAA is settled annually in compliance with the terms of the contract and service items (including item setting, printing and administration fees on administering schools' participation in the assessment). The expenditure on TSA under the contract is set out in the following table:

Contract period	Expenditure on TSA (\$ million)	Average expenditure per year (\$ million)
2011-2014 (4 years)	220	55
2015-2018 (4 years)	296	74

The Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on TSA in late October 2015. Two working groups were set up under the Committee to conduct in-depth studies of the reporting and administration and the papers and question design of TSA respectively. The Committee submitted the report in February 2016 to the EDB reaffirming the intent and value of the establishment of TSA and recognising the functional use of TSA data to provide feedback to learning and teaching and to facilitate the formulation of measures to support learning. The report has set out the short-term, medium/long term recommendations. The EDB has accepted the report of the Committee. The report has been uploaded onto the website (<http://www.edb.gov.hk/attachment/en/curriculum-development/tsa/report.pdf>).

The Committee and its Working Groups will follow up on the implementation of the recommendations, including the 2016 Tryout Study (Primary 3), the provision of professional support strategies and monitoring the progress. They will also provide views on the data and experience obtained in the tryout study. The outcome of the 2016 Tryout Study (Primary 3) would be appropriately adopted for enhancement of the 2017 assessment arrangement. At the present stage, schools are being invited to sign up for the tryout study. The number of schools taking part in the tryout study and relevant expenditure is yet to be finalised.

- End -

CONTROLLING OFFICER'S REPLY

EDB573

(Question Serial No. 4998)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

A Basic Law video teaching resource package, entitled “Basic Law Audio-visual Learning and Teaching Package” (活學趣論·基本說法 — 基本法視像教材套2015), was produced by the Education Bureau (EDB) last year. In this connection, please provide the following information:

- (a) The production fee of the resource package;
- (b) Did the Administration offer pecuniary benefits (including salaries and other forms of compensation) to people providing assistance in the production of the resource package, including academics, solicitors and counsels? If yes, please provide the expenditure involved.
- (c) Did the Administration procure outsourcing services (e.g. services of a production house) for the production of the resource package? If yes, please provide the names of service providers and the contract value.
- (d) As stated in Paragraph 34 of the Controlling Officer's Report for this head, EDB will “continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels”. In this connection, please advise of the following:
 - (i) The estimated expenditure and the number of staff on establishment for developing the related resource packages and the assessment bank in the 2016-17 financial year.
 - (ii) The specific plans to promote Basic Law education at senior primary and junior secondary levels.

Asked by: Hon IP Kin-yuen (Member Question No. 117)

Reply:

- (a) The Education Bureau (EDB) developed the “Basic Law Audio-visual Learning and Teaching Package” for junior secondary students in April 2015 and the production fee of the Package, which includes filming of students' forum, video editing, production of animation, replicating and packaging of DVD and delivery, etc. is \$1.24 million.
- (b) The Basic Law teaching resource package was prepared by relevant colleagues of EDB and seconded teachers. Quite a number of people were involved in the development of resource package by different means, including focus group meetings, etc. No pecuniary benefits (including salaries and other forms of compensation) were offered to any people providing assistance in the production of the resource package.

- (c) EDB procured outsourcing services for the production of “Basic Law Audio-visual Learning and Teaching Package” from three contractors, namely The Hong Kong Federation of Youth Groups Jockey Club M21, Ambition Video Services Ltd. and Government Logistics Department. The procurement of services was conducted EDB, in accordance with the procedures set out in Stores and Procurement Regulations, which are applicable to government procurement. Details of the contract, including the names of contractors, expenditure involved and services provided are as follows:

Name of Contractor	Expenditure Involved (\$ million)	Details of Services Provided
The Hong Kong Federation of Youth Groups Jockey Club M21	0.53	<ul style="list-style-type: none"> ● Filming of students’ forum ● Acquirement of historical footage ● Video editing ● Production of animations ● Post production of video clips
Ambition Video Services Ltd.	0.46	<ul style="list-style-type: none"> ● DVD subtitling ● Designing and printing of front face of DVD ● Replicating and packaging of DVD ● Artwork design of paper box ● Formatting of content sheets ● Production of paper boxes of the package ● Conversion of the content of DVD into a web version ● Delivery
Government Logistics Department	0.25	<ul style="list-style-type: none"> ● Printing of booklets

- (d) (i) Expenditure and manpower resources for the Basic Law-related curriculum work and support measures, which includes research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc. is absorbed by the recurrent expenditure of EDB as an integral part of day-to-day curriculum development work. Other than expenditure on developing learning and teaching resources, there is no separate breakdown for individual items. The estimated expenditure of EDB for developing learning and teaching resources on Basic Law education of 2016-17 is \$1.84 million.
- (ii) Apart from developing the learning and teaching resources and assessment banks, EDB will continue organising professional development programmes for teachers to enhance their teaching strategies of using the packages. EDB will also organise the 2nd Basic Law Inter-school Competition for both primary and secondary schools students in July 2016.

- End -

CONTROLLING OFFICER'S REPLY

EDB574

(Question Serial No. 5006)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

(a) How many schools in total were provided with the Career and Life Planning Grant by the Education Bureau in the 2015/16 school year? What was the total amount involved? Under the title of the Grant, how many contracted teaching staff (including teaching, assistant teachers, and teaching assistants) in total was employed?

(b) How many schools in total were provided with the Senior Secondary Curriculum Support Grant by the Education Bureau in the 2015/16 school year? What was the total amount involved? Under the title of the Grant, how many contracted teaching staff (including teaching, assistant teachers, and teaching assistants) in total was employed?

Asked by: Hon IP Kin-yuen (Member Question No. 125)

Reply:

(a) & (b) In the 2015/16 school year, the number of public sector secondary and Direct Subsidy Scheme schools provided with Career and Life Planning Grant (CLPG) and Senior Secondary Curriculum Support Grant (SSCSG) is 507 and 504 respectively. The total expenditure for the provision of the CLPG and SSCSG is estimated to be about \$273.8 million and \$305.4 million.

Since schools may use the CLPG and SSCSG flexibly for recruiting teachers or teaching assistants, and buying services, etc. to facilitate the implementation of life planning education and the senior secondary curriculum, we are unable to provide the information on the number of contract teaching staff hired under this grant.

- End -

CONTROLLING OFFICER'S REPLY**EDB575****(Question Serial No. 5007)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

According to the 2016 Policy Address, the Education Bureau will progressively improve the ratio of educational psychologist to school to 1:4 for public sector ordinary primary and secondary schools with a large number of students with special educational needs from the 2016/17 school year. In this regard, will the Administration please inform this Committee of:

- (a) the respective ratios of educational psychologist to school for public sector ordinary primary and secondary schools in the 2014/15 and 2015/16 school years;
- (b) whether the Administration has assessed the number of primary and secondary schools to be benefitted by the above policy in the 2016/17 school year; whether the Administration has objective indicators in determining the number of benefitted schools; whether the indicators will be adjusted in the future?
- (c) the ways to increase the manpower of the educational psychologists in view of the current inadequacy of the Educational Psychology Service; and what is the timetable for achieving the above ratio of educational psychologist to school?

Asked by: Hon IP Kin-yuen (Member Question No. 126)Reply:

(a)

Under School-based Educational Psychology Service (SBEPS), one Educational Psychologist (EP) serves six to ten public sector schools (including primary and secondary schools).

(b) and (c)

The SBEPS will cover all public sector primary and secondary schools by the 2016/17 school year. The Government will further enhance the SBEPS by progressively improving the ratio of EP to school to 1:4 for public sector schools with a large number of students with special educational needs (SEN) from the 2016/17 school year. In the 2016/17 school year, a total of about 30 primary and secondary schools will receive the enhanced provision. In the 2017/18 school year, the number of schools that will receive the enhanced provision will increase to 80.

The Education Bureau (EDB) will accord priority to schools with reference to various factors such as the number of students with SEN, its proportion to the student population of the school, the number of students

requiring individual support, etc. EDB will continue to keep in view the service needs of schools as a whole.

To ensure a steady supply of EPs to meet the service needs, EDB has suggested the University Grants Committee to increase the provision of EP (professional practice) training places through its triennial manpower planning, with effect from the 2009/10 academic year. Currently, the University of Hong Kong and Hong Kong Polytechnic University provide 25 and 15 EP (professional practice) training places respectively in alternate years. The steady EP supply is able to meet the demand arising from the progressive expansion of SBEPS over the years. EDB will continue to keep in view of the supply of EPs in Hong Kong and, where necessary, liaise with the two local universities for meeting the manpower demand.

- End -

CONTROLLING OFFICER'S REPLY**EDB576****(Question Serial No. 5008)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Starting from the 2015/16 school year, the Community Care Fund has funded a three-year pilot project to provide cash grant for ordinary schools with relatively more students with special educational needs and financial needs. In this connection, please advise this Committee of:

(a) How many secondary and primary schools in Hong Kong have respectively joined the pilot project? What is the respective amount of funding involved?

(b) Using the table below, please provide the number of additional teaching staff members employed by secondary and primary schools respectively under the pilot project.

	Teacher	Assistant teacher	Teaching assistant	Others
Secondary schools				
Primary schools				

(c) Please provide the number of additional non-teaching staff members employed by secondary and primary schools respectively under the pilot project.

Asked by: Hon IP Kin-yuen (Member Question No. 127)Reply:

(a)

A total of 124 public sector mainstream schools, including 65 secondary schools and 59 primary schools, have participated in the three-year Pilot Project on Special Educational Needs Coordinators (SENCO) funded by the Community Care Fund (CCF) starting from the 2015/16 school year. A cash grant equivalent to the respective mid-point salary of Assistant Primary School Masters/Mistresses and Graduate Masters/Mistresses is provided to each participating primary and secondary school during each year of the three-year period. The total funding provision for the pilot project is about \$219 million, which covers the cash grant for schools as well as expenses for professional training for SENCOs and evaluation of the pilot project.

(b) and (c)

During the three-year pilot period, the participating schools may use the cash grant provided to employ additional teaching staff so that a designated teacher can be deployed to co-ordinate matters relating to

special educational needs (SEN) support. To ensure that the cash grant is mainly used to provide additional manpower, schools are required to deploy at least 90% of the grant for the said purpose so that the SENCOs may have more capacity to perform the duty of supporting students with SEN. Information on additional manpower employed will be collected by the end of each school year. We are unable to provide the breakdown on the number of additional teaching staff appointed at this stage.

- End -

CONTROLLING OFFICER'S REPLY**EDB577****(Question Serial No. 5009)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Would the Government inform this Council of:

- (a) The respective numbers of kindergartens admitting 0; 1- 7; 8 to 25; 26 to 50; 51 to 75; 76 to 90; and more than 90 non-Chinese speaking (NCS) students in 2015/16;

Number of enrolled NCS students	Number of kindergartens
More than 90	

- (b) The respective numbers of kindergartens admitting 0; 1- 7; 8 to 25; 26 to 50; 51 to 75; 76 to 90; and more than 90 ethnic minority students in 2015/16;

Number of enrolled ethnic minority students	Number of kindergartens
More than 90	

- (c) The respective numbers of kindergartens where NCS students account for 0%, 1% to 30%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population in 2015/16; and

Percentage of NCS students	Number of kindergartens
More than 90%	

- (d) The respective numbers of kindergartens where ethnic minority students account for 0%, 1% to 30%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population in 2015/16.

Percentage of ethnic minority students	Number of kindergartens
More than 90%	

Asked by: Hon IP Kin-yuen (Member Question No. 128)

Reply:

At present, all kindergartens in Hong Kong are privately run and the kindergarten (KG) sector, which is made up of local and non-local KGs, flexibly copes with parents' diverse demands and various needs of children. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students. According to the information collected through the annual Student Enrolment Survey, the number of KGs with NCS students and ethnic minority (EM) students, ranging from "0", "1 to 7", "8 to 25", "26 to 50", "51 to 75", "76 to 90" and "more than 90", and the percentage of NCS students and EM students among all students of these kindergartens in the 2015/16 school year are tabulated at Appendices 1 and 2 respectively.

Number of kindergartens with non-Chinese speaking (NCS) students ranging from “0”, “1 to 7”, “8 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “more than 90”, and the percentage of NCS students among all students of the kindergartens in the 2015/16 school year

2015/16 school year	Number of NCS students						
	0	1 to 7	8 to 25	26 to 50	51 to 75	76 to 90	more than 90
Number of kindergartens	440	322	127	45	24	7	35
Percentage of NCS students among all students of the kindergartens	-	0.1%-70.0%	0.8%-100.0%	3.3%-100.0%	16.9%-100.0%	26.5%-100.0%	10.4%-100.0%

Notes:

1. Figures refer to the position as at September 2015.
2. Figures include students studying in kindergarten-cum-child care centres.
3. The above data cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
4. The above data cover both local and non-local kindergartens.

Number of kindergartens with ethnic minority (EM) students ranging from “0”, “1 to 7”, “8 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “more than 90”, and the percentage of EM students among all students of the kindergartens in the 2015/16 school year

2015/16 school year	Number of EM students						
	0	1 to 7	8 to 25	26 to 50	51 to 75	76 to 90	more than 90
Number of kindergartens	382	377	136	50	20	9	26
Percentage of EM students among all students of the kindergartens	-	0.2%-50.0%	0.8%-100.0%	4.0%-100.0%	15.2%-97.1%	30.5%-100.0%	10.9%-100.0%

Notes:

1. Figures refer to the position as at September 2015.
2. Figures include students studying in kindergarten-cum-child care centres.
3. The above data cover EM students regardless of their spoken language.
4. The above data cover both local and non-local kindergartens.

- End -

CONTROLLING OFFICER'S REPLY**EDB578****(Question Serial No. 5010)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education (3) Secondary Education (4) Special Education (5) Other Education Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Would the Government inform this Council of:

(a) the list of non-governmental organisations or academic institutions that receive funding from the Education Bureau to provide support programmes to all students from kindergartens to secondary schools academically in 2015/16, and the details of each batch of the funding including the amount, period covered and target groups;

(b) the number of students attending each of these support programmes in 2015/16;

(c) the number of non-Chinese speaking students attending each of these support programmes in 2015/16;

(d) the list of non-governmental organisations or academic institutions that receive funding from the Education Bureau to specifically provide support programmes for non-Chinese students' learning of Chinese Language and other subjects in 2015/16 and the details of each batch of the funding including the amount, period covered and target groups; and

(e) the number of non-Chinese speaking students attending each of the support programmes referred to in (d) in 2015/16.

Asked by: Hon IP Kin-yuen (Member Question No. 129)

Reply:

(a), (b) and (c)

Apart from core education at schools, the Education Bureau (EDB) provides various support programmes to students such as Induction Programmes for newly-arrived children and young people, educational support programmes in learning Chinese for non-Chinese speaking (NCS) students, School-based After-school Learning and Support Programmes for needy students, Life Education Activity Programme to enhance students' awareness of health issues, Summer Career-related Experience Scheme to provide opportunities for students to experience the actual working environment, recreational programmes such as the Hong Kong Schools Dance Festival and Outdoor Education Camp Scheme, etc. The funding for organising / running these programmes may channel through recurrent subvention to educational bodies, subsidies to organisers on application basis or fees to service providers commissioned through competitive procurement / tendering process. As such, we do not have ready information on all the non-governmental organisations (NGOs) / academic institutions that receive funding from EDB for providing support programmes, as well as the

related information on programme details, amount involved, period covered, target groups, number of students attended in the 2015/16 school year.

(d) and (e)

The NGOs / academic institutions that receive funding from EDB in the 2015/16 school year to provide programmes specifically for supporting NCS students' learning of Chinese with details including the target participants and estimated amount of funding are set out in the table below.

NGOs / academic institutions	Target participants	Estimated expenditure (\$ million, round up to nearest one decimal)
The University of Hong Kong to offer remedial programmes after school hours and during holidays at the Chinese Language Learning Support Centres for those NCS students who have a late start in learning the Chinese language	NCS students in primary and secondary schools	3.7
(i) The Hong Kong Christian Service (ii) The HKSKH Lady MacLehose Centre to organise district-based programmes to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc.	NCS children aged 3 to 9	1.7 0.9 (funded by the Language Fund)
Caritas - Hong Kong to organise "Pilot on Providing Career-related Experience for NCS students in Secondary Schools"	NCS students attending senior secondary class levels	0.4
(i) The University of Hong Kong (for kindergartens and primary schools) (ii) The PolyU Technology & Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University (for primary schools only) to organise school-level University-School Support Programme for kindergartens and primary schools in respect of the learning and teaching of Chinese for NCS students	Kindergartens and primary schools admitting NCS students which have applied for this support programme	14.8 2.3 (funded by the Education Development Fund)

Notes:

In parallel, eligible schools admitting NCS students are provided with additional recurrent funding to support the learning of the Chinese language of NCS students. With the additional funding and schools' deployment of resources, it was not uncommon for schools to offer Chinese language programmes in collaboration with NGOs and/or academic institutions. The relevant expenses were subsumed under the overall expenditure of the schools and a breakdown of expenditure in this regard is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB579****(Question Serial No. 5013)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- (a) The number of non-Chinese speaking students who have participated in Primary One Admission (POA) System in each of the school years from 2013/14 to 2015/16 and their percentage among all non-Chinese speaking students in K.3 in those school years;
- (b) The number of non-Chinese speaking students who got admitted by a primary school in the "Discretionary Places Admission" stage in each of the school years from 2013/14 to 2015/16;
- (c) The number of non-Chinese speaking students who got admitted by a primary school in the "Central Allocation" stage in each of the school years from 2013/14 to 2015/16;

(a), (b) and (c): NCS students who:	2013/14	2014/15	2015/16
Studied in K.3			
Participated in POA			
Gained admission in the Discretionary Places Admission stage			
Gained admission in the Central Allocation stage			

- (d) The number of non-Chinese speaking students who have participated in Secondary School Places Allocation System in each of the school years from 2013/14 to 2015/16 and their percentage among all non-Chinese speaking students in P.6 in those school years;
- (e) The number of non-Chinese speaking students who got admitted by a secondary school in the "Discretionary Places Admission" stage in each of the school years from 2013/14 to 2015/16;
- (f) The number of non-Chinese speaking students who got admitted by a secondary school in the "Central Allocation" stage in each of the school years from 2013/14 to 2015/16;

(d), (e) and (f): NCS students who:	2013/14	2014/15	2015/16
Studied in P.6			
Participated in SSPA			
Gained admission in the Discretionary Places Admission stage			
Gained admission in the Central Allocation stage			

- (g) The numbers of non-Chinese speaking students admitted into Primary 1 and Secondary 1 of Direct Subsidies Scheme (DSS) schools in each of the years from 2013/14 to 2015/16 respectively and their respective percentages among all non-Chinese speaking Primary 1 students and all non-Chinese speaking Secondary 1 students in public schools in each of those school years.

Asked by: Hon IP Kin-yuen (Member Question No. 132)

Reply:

- (a) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students. The number of NCS students participating in the Primary One Admission (POA) 2014 (for admission in the 2014/15 school year) and POA 2015 (for admission in the 2015/16 school year) is 1 202 and 1 199 respectively. POA 2016 has not yet completed and relevant figures for the 2016/17 school year are not available.

The number of NCS children studying in kindergartens (including kindergarten-cum-child care centres) at Kindergarten 3 level is 3 173, 3 196 and 3 075 in the 2013/14, 2014/15 and 2015/16 school years respectively. According to the eligibility requirements, a child is not required to study at Kindergarten 3 for participation in the POA. Besides, the number of NCS children studying at Kindergarten 3 has included local and non-local kindergartens. As such, the corresponding percentage share of NCS children participating in the POA cannot be worked out.

- (b) The number of NCS students who were admitted through the “Discretionary Places” stage in POA 2014 (for admission in the 2014/15 school year) and POA 2015 (for admission in the 2015/16 school year) is 728 and 752 respectively. POA 2016 has not yet completed and relevant figures for the 2016/17 school year are not available.
- (c) The number of NCS students who were allocated a Primary 1 place at the “Central Allocation” stage in POA 2014 (for admission in the 2014/15 school year) and POA 2015 (for admission in the 2015/16 school year) is 474 and 447 respectively. POA 2016 has not yet completed and relevant figures for the 2016/17 school year are not available.
- (d) The number of Primary 6 NCS students participating in the Secondary School Places Allocation (SSPA) 2014 (for admission in the 2014/15 school year) and SSPA 2015 (for admission in the 2015/16 school year) is 1 398 and 1 435 respectively. The corresponding percentage share among all Primary 6 NCS students in public sector schools, schools under the Direct Subsidy Scheme (DSS) and private schools (excluding special schools, the English Schools Foundation schools, other international schools and Private Independent Schools) is 95.6% and 96.6% in the respective years. SSPA 2016 has not yet completed and relevant figures for the 2016/17 school year are not available.
- (e) The number of Primary 6 NCS students who were allocated a Secondary 1 place at the “Discretionary Places” stage in SSPA 2014 (for admission in the 2014/15 school year) and SSPA 2015 (for admission in the 2015/16 school year) is 874 and 893 respectively. SSPA 2016 has not yet completed and relevant figures for the 2016/17 school year are not available.
- (f) The number of Primary 6 NCS students who were allocated a Secondary 1 place at the “Central Allocation” stage in SSPA 2014 (for admission in the 2014/15 school year) and SSPA 2015 (for admission in the 2015/16 school year) is 524 and 542 respectively. SSPA 2016 has not yet completed and relevant figures for the 2016/17 school year are not available.
- (g) The number of NCS students who were admitted to Primary 1 in DSS schools in the 2013/14, 2014/15 and 2015/16 school years is 195, 188 and 192 respectively. The corresponding percentage share among all Primary 1 NCS students in public sector (excluding special schools) and DSS schools is 13.5%, 11.9% and 12.1% in the 2013/14, 2014/15 and 2015/16 school years respectively.

As for Secondary 1, the number of NCS students who were admitted to DSS schools in the 2013/14, 2014/15 and 2015/16 school years is 773, 768 and 767 respectively. The corresponding percentage share among all Secondary 1 NCS students in public sector (excluding special schools) and DSS schools is 53.8%, 47.6% and 44.3% in the 2013/14, 2014/15 and 2015/16 school years respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB580

(Question Serial No. 5014)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Council of:

- (a) Details of funding (excluding that spent by schools under the implementation of the “Chinese Language Curriculum Second Language Learning Framework”) designated for the education of parents of non-Chinese speaking students, including the amount of each batch of funding, the names of any non-governmental organizations receiving the funding, the period covered by each batch of funding, and the target group of each batch of funding;
- (b) The number of education-related events, talks, sessions or forums which are designated for the parents of non-Chinese speaking students funded by the Government in each of the years from 2014/15 to 2015/16;
- (c) The number of non-Chinese speaking parents attending each of the events mentioned in (b);
- (d) The number of education-related events, talks, sessions or forums which are designated for the parents of non-Chinese speaking students organized by the Education Bureau in each of the years from 2014/15 to 2015/16;
- (e) The number of non-Chinese speaking parents attending each of the events mentioned in (d);
- (f) The number of education-related events, talks, sessions or forums for all parents conducted in Chinese only, the number of these events conducted in both Chinese and English and the number of these events conducted in languages other than Chinese and English in each of the years from 2014/15 to 2015/16;
- (g) The number of non-Chinese speaking parents attending each of the types of event mentioned in (f); and
- (h) The number of enquiries and complaints from non-Chinese speaking students and parents received by each regional education office of the Education Bureau in each of the schools years from 2014/15 to 2015/16, and the numbers of substantiated and unsubstantiated complaints in each of these years.

Asked by: Hon IP Kin-yuen (Member Question No. 133)

Reply:

- (a) to (g) The Education Bureau (EDB) has, starting from the 2014/15 school year, allocated about \$200 million per year to step up the education support for non-Chinese speaking (NCS) students in learning the Chinese language through, among others, the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in

primary and secondary schools and the creation of an inclusive learning environment in schools. In this connection, in the 2014/15 and 2015/16 school years, a total of 173 and 197 schools are provided with the enhanced funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students respectively. The school plans and reports submitted show that, in addition to implementation of the “Learning Framework”, schools will flexibly deploy the additional funding to organise briefings and seminars for NCS parents. On the other hand, diversified modes of education-related programmes including seminars, briefing sessions, workshops, etc. for NCS parents are also offered by EDB and/or in collaboration with tertiary institutions and/or non-governmental organisations as appropriate. For instance, briefing sessions dedicated for NCS parents on, among others, Pre-primary Education Voucher Scheme, student financial assistance schemes, admission to Primary 1 and Secondary 1 in public sector schools, educational support for NCS students, etc. are organised from time to time. Interpretation services of major ethnic minority languages are provided where necessary. The objectives of these programmes are to help NCS parents/students better understand our school system, major education policies and related support services; encourage NCS parents to send their children to schools with an immersed Chinese language environment; and facilitate NCS parents to make informed school choices. Besides, starting from 2013, the Summer Bridging Programme for NCS students has been refined to allow NCS parents to accompany their children to attend with a view to enhancing their exposure to, and use of, Chinese and support for their children in learning the Chinese language. About 360 and 240 NCS parents participated in the programme in 2014 and 2015 respectively. In tandem, the Chinese Language Learning Support Centres also organise workshops for NCS parents with a view to strengthening collaboration with NCS parents in the support for NCS students’ learning of Chinese. In the 2014/15 school year, about 122 NCS parents participated in the parent workshops. The 2015/16 school year has not yet completed and hence the data are not available. The relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or programmes concerned, hence a breakdown of expenditure by item is not available. Given the diversified modes of the briefings, seminars and workshops offered for NCS parents, involving different parties including schools, tertiary institutions, and non-governmental organisations, related statistics on NCS parents’ participation are not available.

- (h) From the 2014/15 to 2015/16 school years, EDB has not received any complaints regarding NCS students’ learning of the Chinese language or education-related programmes, seminars or workshops for NCS parents. As regards enquiries, as EDB does not keep particular record on the enquirers’ ethnicity or spoken language at home, statistics on enquiries from NCS students or parents are not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB581****(Question Serial No. 5015)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Council of:

- (a) The number of non-Chinese speaking students dropping out in each of the grade levels from S1 to S5 in each of the school years from 2014/15 to 2015/16;
- (b) The number of ethnic minority students dropping out in each of the grade levels from S1 to S5 in each of the school years from 2014/15 to 2015/16;
- (c) The number of students dropping out in each of the grade levels from S1 to S5 in each of the school years from 2014/15 to 2015/16;
- (d) If such data disaggregated by language and ethnicity is not available, the reasons for it; and
- (e) Details of any support, including the amount of funding spent and relevant non-governmental organizations providing the support, to non-Chinese speaking and ethnic minority students to prevent them from dropping out.

Asked by: Hon IP Kin-yuen (Member Question No. 134)

Reply:

(a) to (e)

It is the Government's policy to provide nine-year free and universal basic education to children aged between 6 and 15. Schools are required to report to the Education Bureau (EDB) on the 7th day of students' continuous absence, irrespective of their class levels. Non-attendance cases would be identified for follow up with a view to bringing students back to school at the earliest opportunity. The number of non-attendance students at S1 to S5 levels reported in the 2014/15 school year is tabulated below. Information for the 2015/16 school year is not available as the school year has not yet come to a close.

Grade level \ School year	School year
	2014/15
S1	570
S2	711
S3	1 484
S4	1 698
S5	1 168

We do not readily have breakdown of the non-attendance cases by language and ethnic group as schools need not provide such information in their report to EDB.

EDB is committed to assisting all non-Chinese speaking students in adapting to the local education system. Towards this end, it has provided various support services to school administrators, teachers and parents to cater for their learning and adaption needs. Where there is a need, support for individual cases would be provided by teachers, student guidance personnel or school social workers.

- End -

CONTROLLING OFFICER'S REPLY**EDB582****(Question Serial No. 5016)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information concerning regular and non-regular teachers in government and aided primary, secondary and special schools in the past 5 years:

- (a) median age and mean age; and
- (b) wastage rate.

Asked by: Hon IP Kin-yuen (Member Question No. 135)

Reply:

(a) & (b)

The median age, mean age and wastage rate of the establishment teachers (teachers fill the posts of the approved teaching establishment) and non-establishment teachers (teachers fill the posts outside the approved teaching establishment) in government primary schools, aided primary schools, government secondary schools, aided secondary schools and special schools for the school years from 2011/12 to 2015/16 are as follows:

Government Primary Schools

School Year	Establishment Teachers			Non-establishment Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
2011/12	41	42	2.4	31	33	20.9
2012/13	42	43	3.2	32	34	16.5
2013/14	43	44	3.5	34	36	13.9
2014/15	43	44	3.5	34	37	11.1
2015/16 (Estimate)	44	45	2.5	34	36	17.9

Aided Primary Schools

School Year	Establishment Teachers			Non-establishment Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
2011/12	38	40	4.3	29	31	13.4
2012/13	39	40	4.0	29	32	13.4
2013/14	39	40	3.7	27	31	12.8
2014/15	39	40	3.3	27	30	16.3
2015/16 (Estimate)	40	40	3.5	27	30	16.5

Government Secondary Schools

School Year	Establishment Teachers			Non-establishment Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
2011/12	44	44	3.6	28	31	10.8
2012/13	44	45	6.3	29	31	28.1
2013/14	45	45	5.2	29	31	17.3
2014/15	46	45	4.4	30	32	11.1
2015/16 (Estimate)	46	46	5.2	30	32	22.6

Aided Secondary Schools

School Year	Establishment Teachers			Non-establishment Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
2011/12	41	41	3.2	27	29	7.7
2012/13	41	41	6.0	27	29	19.2
2013/14	41	41	3.5	27	29	12.2
2014/15	42	42	3.8	28	29	13.1
2015/16 (Estimate)	43	42	3.7	28	30	12.8

Special Schools

School Year	Establishment Teachers			Non-establishment Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
2011/12	39	41	4.8	30	32	11.7
2012/13	39	40	6.6	31	33	20.1
2013/14	39	40	5.5	32	34	14.1
2014/15	39	40	5.8	30	33	29.0
2015/16 (Estimate)	39	40	6.2	29	33	22.4

- End -

CONTROLLING OFFICER'S REPLY**EDB583****(Question Serial No. 5017)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The current ratio of social worker post to student is 0.5:35 and 1:70 in special schools. With the adjustments to the class size in some special schools, the posts of social workers will be affected. In this connection, please advise of the following:

- (a) What is the current number of social workers in special schools and what is the expenditure involved?
- (b) When was the current student-social worker ratio determined? Will the Administration consider improving the ratio to strengthen support for special schools?
- (c) How will the Administration address the unreasonable scenario where the class size is adjusted while the social worker posts have to be reduced?

Asked by: Hon IP Kin-yuen (Member Question No. 136)

Reply:

(a)
The number of school social workers (SSW) provided in aided special schools in the 2015/16 school year is 116.5 and the estimated expenditure is \$61.5 million.

(b) and (c)
Given that children with more severe or multiple disabilities are placed in special schools for intensive support, special schools are provided with 0.5 SSW for every 35 students. Furthermore, where a sponsor operates two or more special schools, the ratio of provision may be applied to the combined capacity of the schools as if they were a single school.

The student-social worker ratio was first introduced in 1981. Instead of considering the provision of social workers in isolation, we should take into account the specific circumstances and mode of delivery of services in special schools. Specifically, teachers in special schools have to work in collaboration with SSW and related professionals to provide preventive, remedial and developmental guidance services for all students. As a general practice, special schools teachers will help their students plan and apply for post-school placement having regard to their interest, capabilities and service needs as required. Currently, special schools operating classes at senior secondary level are also provided with Career and Life Planning Grant (CLPG) to strengthen life planning education and related guidance services to meet the developmental needs of their students. Starting from the 2016/17 school year, schools will be allowed to turn the CLPG into regular teaching posts to strengthen the services. Special schools may also deploy their existing manpower as well as additional resources to provide developmental and guidance services to their students through a cross-disciplinary collaboration approach among different professionals, such as teachers, SSW and other

specialist staff.

Reduction of class size is one of the improvement measures introduced by the Education Bureau (EDB) with a view to improving special education services in special schools, and hopefully lead to expansion in the number of classes as well as staff provision. The reduction of class size of schools for children with mild intellectual disability from 20 to 15 students per class had been fully implemented in the 2014/15 school year and resulted in an increase in the number of classes as well as the number of staff. In addition, the class size of the school for children with visual impairment and schools for social development has reduced from 15 to 12 students per class progressively starting from the 2014/15 school year. EDB will continue to keep in view all relevant factors and consider additional improvement measures as necessary.

- End -

CONTROLLING OFFICER'S REPLY**EDB584****(Question Serial No. 7180)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- (a) The Administration plans to support more needy Hong Kong students who are pursuing undergraduate studies in those Mainland higher education institutions participating in the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions. What are the details?
- (b) Please list the number of recipients of the subsidy, names of the institutions they studied and total amount of subsidy involved in the past.
- (c) What are the estimated increases in the number of recipients of the subsidy and in expenditure?

Asked by: IP Kin-yuen (Member Question No. 111)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies on the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students who pass a means test will receive either a full-rate subsidy of \$15,000 or a half-rate subsidy of \$7,500 per student per year, depending on their needs. According to the original plan, the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year.

In the 2014/15 academic year, subsidy was provided to 263 students under MUSSS, with 152 receiving the full-rate subsidy and the remaining 111 receiving the half-rate subsidy. The total amount of subsidy granted was about \$3.1 million. As for the 2015/16 academic year, subsidy was provided to 479 students (including subsidy renewal and newly approved applications), with 304 receiving the full-rate subsidy and the remaining 175 receiving the half-rate subsidy. The total amount of subsidy granted was about \$5.9 million. Breakdown of the MUSSS recipients by different Mainland higher education institutions is set out in the Annex.

According to our understanding, over 3 000 Hong Kong students are admitted to the first year of undergraduate study in the Mainland every year. To provide Hong Kong students with more opportunity to articulate into undergraduate study and ensure that they will not be denied access to higher education due to a lack of means, we have advanced the review of MUSSS as to how to expand its scope to benefit more students studying in the Mainland, including those who are pursuing undergraduate study in those Mainland institutions participating in the Admission Scheme. We plan to brief the Legislative Council Panel on Education in April 2016 on the results of review of the MUSSS and enhancements to be introduced to the scheme starting from the 2016/17 academic year. Expenditure to be involved in implementing the enhanced MUSSS and the expected number of beneficiaries will be contingent on the outcome of the review and subject to the number of approved applications. Sufficient provision has been earmarked in the 2016-17 Estimates to meet the funding requirements of the year.

Mainland University Study Subsidy Scheme

Breakdowns of the Recipients by Mainland Higher Education Institutions
in the 2014/15 and 2015/16 Academic Years

Institution	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
Beijing Institute of Fashion Technology	1	2
Beijing Language and Culture University	2	4
Beijing Normal University	7	11
Beijing Normal University, Zhuhai	3	8
Beijing University of Chinese Medicine	15	29
Central China Normal University	3	4
Chengdu University of Traditional Chinese Medicine	1	1
China Three Gorges University	-	1
China University of Geosciences(Wuhan)	-	3
China University of Political Science and Law	11	21
Communication University of China	3	5
Donghua University	2	5
East China Normal University	1	2
East China University of Political Science and Law	2	3
East China University of Science And Technology	3	5
Fudan University	1	1
Fuzhou University	2	3
Guangdong Pharmaceutical University	1	-
Guangdong University of Foreign Studies	3	6
Guangdong University of Technology	1	1
Guangzhou University	6	6
Guangzhou University of Chinese Medicine	60	103
Huaqiao University	6	10
Hunan Normal University	3	7
Jimei University	-	2
Jinan University	11	24
Nanjing Normal University	3	7
Nanjing University	2	4
Nanjing University of Chinese Medicine	1	1
Nankai University	1	3
Peking University	-	1
Renmin University of China	4	12
Shandong University	19	18
Shanghai International Studies University	1	5
Shanghai Jiao Tong University	-	3
Shanghai University of Finance and Economics	1	1
Shanghai University of Traditional Chinese Medicine	5	7
Shantou University	1	2
Shaoguan University	-	1
Shenzhen University	7	11
Sichuan University	6	9
Sichuan Normal University	-	1

Institution	Total number of recipients	
	2014/15 Academic Year	2015/16 Academic Year
South China Normal University	3	6
South China University of Technology	1	1
Southern Medical University	4	6
Southwest University	3	11
Southwest University of Political Science and Law	4	4
Sun Yat-sen University	21	34
The Guangzhou Academy of Fine Arts	1	1
Tianjin University	1	2
Tianjin Normal University	-	1
Tongji University	-	4
Tsinghua University	-	1
University of International Business and Economics	2	3
Wuhan University	5	10
Xiamen University	7	19
Xinghai Conservatory of Music	6	6
Yunnan University	1	2
Zhejiang University	2	3
Zhejiang Sci-Tech University	-	4
Zhongnan University of Economics and Law	3	8
Total:	263	479

- End -

CONTROLLING OFFICER'S REPLY

EDB585

(Question Serial No. 7181)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (7) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

- (a) Please list out by district the list of vacant school premises, their addresses, areas and the number of years for which they have been left vacant for this year and the coming year.
- (b) Please state the future use of the school premises.
- (c) Which school premises have not yet been returned to the Education Bureau or other government departments? What are the reasons? What follow-up measures does the Administration have in place?

Asked by: Hon IP Kin-yuen (Member Question No. 111)

Reply:

(a) and (b) It has all along been the Education Bureau's (EDB) policy objective to put vacant school premises (VSP) into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will consider factors including the size, location, physical conditions etc. of the relevant premises with a view to assessing the VSP's suitability for educational use or whether the premises is needed to be re-allocated for school or other educational use. In addition, EDB will also take into account factors like the demand for public sector school places in the district, reprovisioning needs of existing schools especially those in the district, the need for decanting premises for in-situ redevelopment or extension of existing schools, and the need to provide diversity in the school system etc., with a view to meeting various educational needs in the territory and supporting relevant policy initiatives.

While EDB is allowed to retain VSP for school uses, for premises which are proposed to be used for educational uses other than school uses, EDB needs to put forward its proposed use with justification to the Planning Department (PlanD) for assessment and may need to compete with other government departments on use of such VSP. Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism.

As stated in the Report No. 65 of the Director of Audit (Audit Report) on the use and disposal of VSP, at 30 April 2015, there were records of 234 VSP in EDB's database. Among these 234 VSP, 105 were not being used, of which 29 were under EDB; 102 were being used, of which 77 were under EDB; and 27 have been or were going to be demolished for housing or other developments. In other words, 106 ex-school premises were under EDB with 29 not being used.

Among these 29 premises under EDB's purview, as at end December 2015, four have been referred to PlanD for consideration of suitable alternative uses in accordance with the above-mentioned central clearing house

mechanism; 14 have been reused or reallocated/ planned for educational use, nine are earmarked for educational use; and the remaining two premises which are on private land require further discussion between EDB and relevant departments on the way forward. Detailed breakdown of the 29 VSP are in Table (1) below:

Table (1) – 29 VSP under EDB which were not being used as mentioned in the Audit Report (position as at end-December 2015)

No.	District	School year in which the school ceased operation (Note 1)	Site area of school premises (rounded to the nearest hundred m ²) (Note 2)	Present re-deployment / earmarked/planned use of the premises
A. Four premises that have been referred to PlanD under the Central Clearing House Mechanism				
1	Central and Western	2005/06	1 600	Not Applicable
2	Southern	2004/05	2 400	Not Applicable
3	Wan Chai	2008/09	2 700	Not Applicable
4	Yuen Long	2004/05	2 300	Not Applicable
B. 14 premises that have been reused or reallocated/planned for educational use				
1	Southern	2013/14	3 300#	School Use
2	Southern	2011/12	2 000	Other educational use
3	Wan Chai	2006/07	1 600	School Use
4	Kowloon City	2003/04	3 000	School Use
5	Kwun Tong	2007/08	3 100#	School Use
6	Kwun Tong	2008/09	3 200#	School Use
7	Sham Shui Po	2008/09	1 300	School Use
8	Sham Shui Po	2007/08	1 200	Other educational use
9	Yau Tsim Mong	2006/07	1 200	Other educational use
10	North	2004/05	700	School Use
11	Sha Tin	2009/10	5 200#	School Use
12	Sha Tin	2012/13	6 400	Other educational use
13	Tai Po	2012/13	5 800	School Use
14	Yuen Long	2012/13	3 050	School Use
C. Nine premises earmarked for educational use				
1	Central and	2008/09	1 600	School Use

	Western			
2	Eastern	2010/11	4 300#	School Use
3	Kwun Tong	2011/12	3 700#	School Use
4	Kwun Tong	2010/11	2 900	School Use
5.	Sham Shui Po	2013/14	3 700	School Use
6	Tai Po	1999/00	2 400	School Use
7	Tsuen Wan	2010/11	3 600#	School Use
8	Tuen Mun	2010/11	5 300#	School Use
9	Islands	2006/07	5 800	School Use
D. Two premises which require further discussion				
1	Southern	2012/13	6 000	Not Applicable
2	Kowloon City	2013/14	3 200	Not Applicable

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises is only a rough estimate based on records available to EDB and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the table above.

EDB would take into account a basket of factors and periodically assess the possible educational use of the VSP under EDB. As there is a need to earmark/retain some VSP to cater for the anticipated increase in demand for school places in future and to allow flexible arrangements required for meeting the changing demand, including the uncertainty involved, and various needs, it is not practicable to set a fixed target of vacancy period or number of VSPs to be retained. Nevertheless, with the policy objective of putting VSP into gainful use in mind, EDB strives to facilitate the utilisation of VSP in an expeditious manner as far as practicable. In this regard, we circulate the list of VSP within EDB on a half-yearly basis to invite new and/or updated proposals on educational uses and/or short-term uses (where appropriate). We also circulate, on a half-yearly basis, a list of VSP already earmarked for educational use but suitable for short-term use to relevant bureaux/departments with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used.

(c) According to the Lands Department (LandsD), regarding the 71 VSP mentioned in the Audit Report the physical possession of which had not been delivered to the Government after cessation of school operation, the land leases of 28 VSP do not contain a cessation/diminution of user clause allowing the Government to re-enter the land after the cessation of school use while the leases of two VSP allow uses other than school use. In other words, the Government does not have a contractual right to re-enter the private land concerned on the ground that the school has ceased operation. For the remaining 41 VSP, 26 are under EDB's purview. EDB and LandsD will co-ordinate with each other in taking action to re-enter the sites if EDB has confirmed that the sites are required for re-allocation for school or other educational uses or in processing applications from the grantees/licencees for alternative uses as appropriate. Information on the district, year of school closure and site area of these 41 VSP provided by LandsD is in Table (2) below:

Table (2) – 41 VSP the physical possession of which had not been delivered to the Government upon cessation of operation of the original use and the land lease of them contains a cessation/diminution of user clause (position as at end-December 2015)

No.	District	School year in which the school ceased operation (Note 1)	Approx. site area (rounded to the nearest hundred m ²) (Note 2)
1	Wong Tai Sin	2008/09	2 000 *
2	North	2005/06	7 700 *
3	North	2006/07	16 100 *
4	North	2008/09	6 900 *
5	North	2006/07	900 *
6	North	2006/07	4 100 *
7	North	2007/08	7 800 *
8	Tai Po	1996/97	3 500 *
9	Tai Po	1996/97	1 100 *
10	Tai Po	1995/96	2 700 *
11	Tuen Mun	2005/06	1 900 *
12	Tuen Mun	2006/07	4 500 *
13	Islands	2003/04	200 *
14	Islands	2003/04	500 *
15	Islands	2006/07	Southern portion: 1 700 * Northern portion: 1 800 *
16	Central and Western	2001/02	1 000
17	Eastern	2007/08	6 500
18	Southern	2011/12	2 000
19	Southern	2004/05	1 500

No.	District	School year in which the school ceased operation (Note 1)	Approx. site area (rounded to the nearest hundred m ²) (Note 2)
20	Wan Chai	2004/05	11 200
21	Wan Chai	2000/01	2 100
22	Wan Chai	2006/07	3 000
23	Wan Chai	2006/07	2 000
24	Kowloon City	2007/08	400
25	Kowloon City	2008/09	1 200
26	Kowloon City	2012/13	2 300
27	Kowloon City	2008/09	1 200
28	Kowloon City	2008/09	1 700
29	Kowloon City	2013/14	3 200
30	Sham Shui Po	2008/09	1 300
31	Sham Shui Po	2007/08	1 300
32	Sham Shui Po	2006/07	1 900
33	Sham Shui Po	2006/07	4 600
34	Yau Tsim Mong	2005/06	1 000
35	Yau Tsim Mong	2010/11	1 100
36	North	2006/07	2 800
37	Sai Kung	2008/09	41 300
38	Sha Tin	2012/13	6 400
39	Sha Tin	2008/09	5 000
40	Tai Po	2011/12	3 100
41	Islands	2007/08	6 200

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site. Some of these school premises have been put to temporary use afterwards.

Note 2: The site area of school premises marked with * is only a rough estimate provided by PlanD. The site area of other school premises is a rough estimate based on records available to EDB and the figures are rounded to the nearest hundred m² and for reference only.

Note 3: Table (2) did not include a school premises located in Southern District (which ceased operation in the 2012/13 school year with approximate site area being 6 000 m²) which is required to be surrendered under the service agreement though its land lease does not contain a cessation/diminution of user clause. However, due to some technical problems, EDB would need to further discuss with relevant departments on the feasible way forward.

EDB and LandsD have agreed on the mechanism and procedures for handling VSP, including VSP on sites where the leases provide the Government with the rights to re-enter after cessation/diminution of school use, and will strengthen communication and co-ordination under the mechanism in order to optimise the use of VSP as early as possible. LandsD will, as appropriate, continue to take suitable actions to recover possession of VSP on sites for which there is a cessation/diminution of user clause in the land lease and VSP held on government land licences. For VSP located on private land which EDB considers are required for re-allocation for school or other educational uses but the school sponsoring body refuses to surrender the site, EDB will liaise with LandsD on how to recover possession of the land as far as practicable in accordance with the provisions of the relevant contracts (including land leases, tenancy agreements or service agreements). In all such cases, the Government must act in accordance with the contracts concerned. Besides, recovering possession of land by exercising the right conferred by the contract may not be the only way to make gainful use of the land. Each case will need to be assessed on its own merits.

- End -

CONTROLLING OFFICER'S REPLY

EDB586

(Question Serial No. 7228)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational and Professional Education

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Please provide the respective amounts of funding allocated to the universities, continuing education providers (including training providers of the Project Yi Jin), the Hong Kong Institute of Education, the Vocational Training Council, adult education providers, all secondary schools, primary schools, kindergartens and special schools in the government, aided, Direct Subsidy Scheme and caput categories, international schools and schools under the English Schools Foundation as well as the unit cost of each subsidised place from 2013-14 to 2016-17.

Asked by: Hon IP Kin-yuen (Member Question No. 21)

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out below -

	Financial Provision				Unit Cost			
	2013-14 Actual	2014-15 Actual	2015-16 Revised Estimate	2016-17 Estimate	2013-14 Actual	2014-15 Actual	2015-16 Revised Estimate	2016-17 Estimate
	\$ million	\$ million	\$ million	\$ million	\$	\$	\$	\$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme ¹	2,277	2,552	2,982	3,201	N/A	N/A	N/A	N/A
Government primary schools ²	940	1,013	1,105	1,177	54,623	59,057	63,660	66,650
Aided primary schools	11,405	12,514	13,612	14,242	47,186	51,645	55,130	55,520
English Schools Foundation Junior Schools	117	119	119	109	20,915	21,214	21,140	21,510
Primary schools under the Direct Subsidy Scheme	660	729	805	817	45,278	49,019	53,000	53,270
Government secondary schools ²	1,396	1,460	1,522	1,602	62,767	68,761	74,270	80,270
Aided secondary schools	18,255	19,326	20,060	20,217	53,987	61,422	68,450	73,580
Caput schools	111	97	98	98	56,334	56,937	60,760	63,750
English Schools Foundation Secondary Schools	170	171	171	172	28,962	29,030	29,100	29,190
Secondary schools under the Direct Subsidy Scheme	2,462	2,654	2,870	2,985	49,390	53,893	59,590	61,560
Aided special schools	1,822	2,011	2,231	2,309	203,472	225,834	251,660	257,900
Vocational Training Council ³								
- Higher technician / technician level	2,082	2,182	2,303	2,319	81,200	85,000	90,000	90,100
- Craft level					67,200	71,500	73,600	73,600
University Grants Committee-funded Institutions ⁴	14,989	15,983	17,457	17,822	222,422	228,213	242,260	278,650
The Hong Kong Institute of Education ⁴	655	701	742	803	151,897	158,128	161,920	193,470

There is no direct government funding to the training providers of the Project Yi Jin / Diploma Yi Jin programme and adult education. Students taking courses under Project Yi Jin / Diploma Yi Jin programme or the Financial Assistance Scheme for Designated Evening Adult Education Courses and meeting the eligibility criteria can receive partial or full tuition fee reimbursement under the financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.

Notes

1. The financial provision covers government subsidy to non-profit-making kindergartens and kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme, as well as the Pre-primary Education Voucher Scheme (PEVS). Unit cost is not applicable here as substantial part of the financial provision is provided to parents for paying school fees under the PEVS, and not funding allocated to the kindergartens, etc.
2. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.
3. The financial provision for the Vocational Training Council (VTC) covers the vocational education courses offered by the Hong Kong Institute of Vocational Education and the VTC's training and development centres. The unit costs are calculated on an academic year and a full-time-equivalent basis.
4. Subventions to individual institutions under Head 190 University Grants Committee are as follows –

	2013-14 Actual	2014-15 Actual	2015-16 Revised Estimate	2016-17 Estimate
	\$ million	\$ million	\$ million	\$ million
City University of Hong Kong	1,757	1,939	2,208	2,277
Hong Kong Baptist University	897	992	1,102	1,121
Lingnan University	363	379	411	409
The Chinese University of Hong Kong	3,551	3,752	4,027	4,032
The Hong Kong Institute of Education	655	701	742	803
The Hong Kong Polytechnic University	2,380	2,536	2,745	2,853
The Hong Kong University of Science and Technology	1,865	1,989	2,110	2,175
The University of Hong Kong	3,522	3,695	4,112	4,153
Total*	14,989	15,983	17,457	17,822

*Figures may not add up due to rounding.

The non-recurrent funding under the Matching Grant Scheme is not included. The unit cost figures are calculated on an academic year and a full-time-equivalent basis.

The unit cost for 2016/17 estimate is calculated based on the approved student number targets and does not assume any over-enrolment, whereas the unit cost for 2013/14, 2014/15 and 2015/16 revised estimate is calculated based on the actual student number with over-enrolment, hence higher unit cost in 2016/17. In practice, institutions do over-enroll, in particular to take in non-local students who are on top of the approved student number targets.

- End -

CONTROLLING OFFICER'S REPLY

EDB587

(Question Serial No. 3302)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP) and the Non-means-tested Loan Schemes (NLS), would the Government please inform this Committee of the following –

- a. the three institutions with the largest number of applications for deferment of loan repayment in terms of the number of grant / loan applications approved and their respective percentages in 2013/14 and 2014/15;
- b. the three institutions with the largest number of unsuccessful applications for deferment of loan repayment in terms of the number of grant / loan applications approved and their respective percentages in 2013/14 and 2014/15; and
- c. the three institutions with the largest number of default cases in terms of the number of grant / loan applications approved and their respective percentages in 2013/14 and 2014/15.

Asked by: Hon Albert HO Chun-yan (Member Question No. 80)

Reply:

- a. We do not maintain information on the deferment applications in relation to individual institutions. The number of applications for deferment of loan repayment received from loan borrowers[@], and their percentages in terms of the number of loan repayment accounts under the TSFS, FASP and NLS in the 2013/14 and 2014/15 academic years are as follows –

	Academic Year	
	2013/14	2014/15
(A) TSFS		
No. of deferment applications received [#]	730	552
No. of loan repayment accounts	25 446	24 453
Percentage of deferment applications in terms of loan repayment accounts*	2.87%	2.26%
(B) FASP		
No. of deferment applications received [#]	1 264	885
No. of loan repayment accounts	24 753	26 599
Percentage of deferment applications in terms of loan repayment accounts*	5.11%	3.33%
(C) NLS		
No. of deferment applications received [#]	3 875	3 051
No. of loan repayment accounts	117 226	119 460
Percentage of deferment applications in terms of loan repayment accounts*	3.31%	2.55%
Total		
No. of deferment applications received [#]	5 869	4 488
No. of loan repayment accounts	167 425	170 512
Percentage of deferment applications in terms of loan repayment accounts*	3.51%	2.63%

@ Excluding defaulters

Excluding applications from loan borrowers who have opted for one-year deferred activation of loan repayment after completion of their study. This measure of deferred activation of loan repayment was introduced in the 2012-13 and 2013-14 Budgets and was made a standing arrangement in the 2014 Policy Address to alleviate the financial burden of fresh graduates.

* Each deferment application may involve more than one loan repayment account. Meanwhile, applicants may apply for deferment of repayment in respect of the same loan repayment account for more than one time in an academic year.

- b. We do not maintain information on the unsuccessful deferment applications in relation to individual institutions. The number of rejected applications for deferment of loan repayment made by loan borrowers[@], and their percentages in terms of the number of loan repayment accounts under the TSFS, FASP and NLS in the 2013/14 and 2014/15 academic years are as follows –

	Academic Year	
	2013/14	2014/15
(A) TSFS		
No. of rejected deferment applications [^]	205	138
No. of loan repayment accounts	25 446	24 453
Percentage of rejected deferment applications in terms of loan repayment accounts	0.81%	0.56%
(B) FASP		
No. of rejected deferment applications [^]	230	169
No. of loan repayment accounts	24 753	26 599
Percentage of rejected deferment applications in terms of loan repayment accounts	0.93%	0.64%
(C) NLS		
No. of rejected deferment applications [^]	843	665
No. of loan repayment accounts	117 226	119 460
Percentage of rejected deferment applications in terms of loan repayment accounts	0.72%	0.56%
Total		
No. of rejected deferment applications [^]	1 278	972
No. of loan repayment accounts	167 425	170 512
Percentage of rejected deferment applications in terms of loan repayment accounts	0.76%	0.57%

@ Excluding defaulters

[^] For most cases, the applications for deferment of loan repayment were rejected due to lack of documentary evidence from the loan borrowers. Other applications were rejected due to unjustified circumstances.

- c. We do not maintain information on the default rate⁸ of individual institutions. The number of default cases and the default rate in terms of the number of loan repayment accounts under the TSFS, FASP and NLS in the 2013/14 and 2014/15 academic years are as follows –

	Academic Year	
	2013/14	2014/15
(A) TSFS		
No. of default cases~		
(i) No. of default cases in which the Student Finance Office (SFO) of the Agency would initiate recovery action against the defaulters and the indemnifiers concerned	328	188
(ii) No. of default cases in which legal recovery action had been initiated+	1 119	1 067
Sub-total	<u>1 447</u>	<u>1 255</u>
No. of loan repayment accounts	25 446	24 453
Default rate in terms of loan repayment accounts	5.69%	5.13%
(B) FASP		
No. of default cases~		
(i) No. of default cases in which the SFO would initiate recovery action against the defaulters and the indemnifiers concerned	575	412
(ii) No. of default cases in which legal recovery action had been initiated+	808	1 007
Sub-total	<u>1 383</u>	<u>1 419</u>
No. of loan repayment accounts	24 753	26 599
Default rate in terms of loan repayment accounts	5.59%	5.33%
(C) NLS		
No. of default cases~		
(i) No. of default cases in which the SFO would initiate recovery action against the defaulters and the indemnifiers concerned	3 186	1 891
(ii) No. of default cases in which legal recovery action had been initiated+	7 920	7 815
Sub-total	<u>11 106</u>	<u>9 706</u>
No. of loan repayment accounts	117 226	119 460
Default rate in terms of loan repayment accounts	9.47%	8.12%

	Academic Year	
	2013/14	2014/15
Total		
No. of default cases~		
(i) No. of default cases in which the SFO would initiate recovery action against the defaulters and the indemnifiers concerned	4 089	2 491
(ii) No. of default cases in which legal recovery action had been initiated+	9 847	9 889
Sub-total	<u>13 936</u>	<u>12 380</u>
No. of loan repayment accounts	167 425	170 512
Default rate in terms of loan repayment accounts	8.32%	7.26%

§ Cases with two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as default cases. The default rate is the percentage of the number of default cases in relation to the number of loan repayment accounts as at the end of the academic year concerned.

~ The number of default cases in the 2013/14 and 2014/15 academic years is the number as at the end of the academic years concerned respectively (i.e. 31 July 2014 and 31 July 2015). The number represents the number of loan borrowers who have started repayment in the previous academic years and the academic year concerned but are still in default on that date.

+ The figures include those referred to the Department of Justice and filed directly to the Small Claims Tribunal, loan borrowers had been declared bankrupt / applied for Individual Voluntary Arrangement or deferment / write-off applications were under processing.

- End -

CONTROLLING OFFICER'S REPLY

EDB588

(Question Serial No. 3303)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (000) Operational expenses

Programme: (1) Student Assistance Scheme
(2) Low-income Working Family Allowance

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

The establishment of the Working Family and Student Financial Assistance Agency as at 31 March 2016 will be 1 117 permanent posts. It is expected that there will be an increase of 81 permanent posts (around 7.5%) in 2016-17.

Why will the personal emoluments of the Agency increase by 34% from \$290 million to \$393 million?

Asked by: Hon Albert HO Chun-yan (Member Question No. 80)

Reply:

Apart from the increased salary provision for 81 additional civil service posts for the Student Finance Office, the increase of salaries by about \$103 million (34%) over the revised estimate for 2015-16 is also due to the full-year effect for civil service posts for implementing the Low-income Working Family Allowance Scheme which will start receiving applications in 2016-17.

- End -

CONTROLLING OFFICER'S REPLY**EDB589****(Question Serial No. 3304)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

1. Please provide a breakdown of the numbers of full-grant and half-grant students under the School Textbook Assistance Scheme (STAS) in the past 5 years by level of study, i.e. Primary 1 to Primary 6, Secondary 1 to Secondary 3, Senior Secondary 1, Senior Secondary 2 and Senior Secondary 3.
2. Please provide the rates of textbook grant and flat rate grant under the STAS in the past 5 years and 2016/17 by level of study, i.e. Primary 1 to Primary 6, Secondary 1 to Secondary 3, Senior Secondary 1, Senior Secondary 2 and Senior Secondary 3.

Asked by: Hon Albert HO Chun-yan (Member Question No. 80)Reply:

1. In the school years from 2011/12 to 2015/16, the numbers of primary and secondary students receiving financial assistance under the STAS at the full rate and half rate are set out below –

School Year		2011/12	2012/13	2013/14	2014/15	2015/16 (up to 31.1.2016)
Number of students receiving textbook assistance	Primary 1 to 6	105 734	104 214	103 562	104 524	102 363
	Full rate	62 986	64 404	64 881	66 494	65 707
	Half rate	42 748	39 810	38 681	38 030	36 656
	Secondary 1 to 3	73 709	68 493	62 138	58 105	52 510
	Full rate	41 240	38 553	34 615	32 825	30 203
	Half rate	32 469	29 940	27 523	25 280	22 307
	Secondary 4 / Senior Secondary 1	28 456	26 275	23 319	20 498	19 164
	Full rate	15 737	14 388	12 677	11 278	10 642
	Half rate	12 719	11 887	10 642	9 220	8 522
	Secondary 5 / Senior Secondary 2	28 802	26 693	23 810	21 296	18 480
	Full rate	15 687	14 514	12 820	11 715	10 109
	Half rate	13 115	12 179	10 990	9 581	8 371
	Secondary 6 / Senior Secondary 3	28 016	26 541	24 141	21 580	19 032
	Full rate	15 889	14 654	13 059	11 748	10 654
	Half rate	12 127	11 887	11 082	9 832	8 378
	Secondary 7	11 286	Not applicable			
	Full rate	6 157				
	Half rate	5 129				
	Total	276 003	252 216	236 970	226 003	211 549

2. The amounts of full rate textbook grant and flat rate grant for primary and secondary students under the STAS for the period from the 2011/12 to the 2015/16 school years are detailed at Appendix. The rates of textbook grant and flat rate grant for the 2016/17 school year are not yet available.

Full Rate Textbook Grant and Flat Rate Grant under the Student Textbook Assistance Scheme

School Year Class Level	2011/12 (\$)			2012/13 (\$)			2013/14 (\$)			2014/15 (\$)			2015/16 (\$)		
	Textbook grant	Flat rate grant	Overall grant rate	Textbook grant	Flat rate grant	Overall grant rate	Textbook grant	Flat rate grant	Overall grant rate	Textbook grant	Flat rate grant	Overall grant rate	Textbook grant	Flat rate grant	Overall grant rate
Primary 1 to 6	2,110	1,000	3,110	2,220	1,054	3,274	2,400	1,094	3,494	2,386	2,142	4,528	2,562	2,236	4,798
Secondary 1 to 3	2,360	1,000	3,360	2,390	1,054	3,444	2,778	1,094	3,872	2,680	2,142	4,822	2,686	2,236	4,922
Secondary 4 / Senior Secondary 1	2,472	1,000	3,472	2,686	1,054	3,740	3,100	1,094	4,194	2,904	2,142	5,046	2,964	2,236	5,200
Secondary 5 / Senior Secondary 2	2,126	1,000	3,126	2,342	1,054	3,396	2,548	1,094	3,642	2,490	2,142	4,632	2,494	2,236	4,730
Secondary 6 / Senior Secondary 3	964	1,000	1,964	926	1,054	1,980	956	1,094	2,050	996	2,142	3,138	862	2,236	3,098
Secondary 7	418	1,000	1,418	Not applicable											

- End -

CONTROLLING OFFICER'S REPLY**EDB590****(Question Serial No. 4134)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (000) Operational expensesProgramme: (1) Student Assistance Scheme
(2) Low-income Working Family AllowanceControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Regarding the engagement of outsourced workers, please provide the following information:

	2015-16 (the latest position)
Number of outsourced service contracts	()
Total amount paid to outsourced service providers	()
Length of contract for each outsourced service provider	()
Number of outsourced workers engaged through outsourced service providers	()
Breakdown of positions held by outsourced workers (e.g. customer service, property management, security, cleaning, information technology, etc.)	
Monthly salary range of outsourced workers	
• \$30,001 or above	()
• \$16,001 to \$30,000	()
• \$8,001 to \$16,000	()
• \$6,501 to \$8,000	()
• \$6,240 to \$6,500	()
• below \$6,240	()
Length of service of outsourced workers	
• over 15 years	()
• 10 to 15 years	()
• 5 to 10 years	()
• 3 to 5 years	()
• 1 to 3 years	()
• under 1 year	()
Percentage of outsourced workers out of the total number of staff in the department	()
Percentage of amount paid to outsourced service providers out of the total departmental staff costs	()

Number of workers who have received severance payments / long service payments / contract gratuities	()
Amount of severance payments / long service payments / contract gratuities paid	()
Number of workers whose severance payments / long service payments have been offset by and whose contract gratuities are calculated based on the accrued benefits attributable to employer's MPF contributions	()
Amount of severance payments / long service payments offset by and amount of contract gratuities calculated based on the accrued benefits attributable to employer's MPF contributions	()
Number of workers with paid meal break	()
Number of workers without paid meal break	()
Number of workers on five-day week	()
Number of workers on six-day week	()

() denotes changes in percentage as compared with 2014-15

Asked by: Hon WONG Kwok-hing (Member Question No. 116)

Reply:

Details of employment of staff under outsourced service contracts in 2015-16 by the Working Family and Student Financial Assistance Agency (WFSFAA) are as follows -

	2015-16 (projection up to 31.3.2016)	
Number of outsourced service contracts	65 (+1.6%) (estimated total)	
Total amount paid to outsourced service providers	\$18.9 million (-21.1%) (estimated total)	
Length of contract for each outsourced service provider	Less than 12 months	54(-6.9%)
	12 months to less than 24 months	10(+150%)
	24 months and more	1(-50%)
Number of outsourced workers engaged through outsourced service providers	Number of staff employed in 3 contracts (Information on number of staff employed is not specified in the other contracts.)	full-time: 2 (-) part-time: 3 (-57.1%)
Breakdown of positions held by outsourced workers (e.g. customer service, property management, security, cleaning, information technology, etc.)	The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, only 1 contract has specified that the post title of the workers is cleaner, and the other contracts have not specified the post titles of the staff.	

	2015-16 (projection up to 31.3.2016)
<p>Monthly salary range of outsourced workers</p> <ul style="list-style-type: none"> • \$30,001 or above • \$16,001 to \$30,000 • \$8,001 to \$16,000 • \$6,501 to \$8,000 • \$6,240 to \$6,500 • below \$6,240 	<p>The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the salaries of the staff are not specified in the contracts, except for the outsourced service contracts that rely on deployment of non-skilled workers.</p> <p>For contracts that rely on the deployment of non-skilled workers, (a) the monthly salary range of workers for 2 contracts is \$8,001 to \$16,000; and (b) for the other contracts, we have not engaged workers remunerated on a monthly basis. They work on a part-time basis. Their salary level is no less than the Statutory Minimum Wage.</p>
<p>Length of service of outsourced workers</p> <ul style="list-style-type: none"> • over 15 years • 10 to 15 years • 5 to 10 years • 3 to 5 years • 1 to 3 years • under 1 year 	<p>We do not keep information on the years of services of staff under outsourced service contracts since they are employees of contractors and contractors may arrange any of their employees to work in WFSFAA or arrange replacement staff during the contract period for different reasons.</p>
Percentage of outsourced workers out of the total number of staff in the department (Note 1)	0.1% (-) (There are 2 full-time staff employed in the 65 contracts)
Percentage of amount paid to outsourced service providers out of the total departmental staff costs	4.9% (-41.1%)
Number of workers who have received severance payments / long service payments / contract gratuities	Information not available. (See Note 2)
Amount of severance payments / long service payments / contract gratuities paid	Information not available. (See Note 2)
Number of workers whose severance payments / long service payments have been offset by and whose contract gratuities are calculated based on the accrued benefits attributable to employer's MPF contributions	Information not available. (See Note 2)
Amount of severance payments / long service payments offset by and amount of contract gratuities calculated based on the accrued benefits attributable to employer's MPF contributions	Information not available. (See Note 2)
Number of workers with paid meal break Number of workers without paid meal break	Information not available. (See Note 2)
Number of workers on five-day week Number of workers on six-day week	Information not available. (See Note 2)

Figures in () denote changes in percentage between the projected figures up to 31.3.2016 and the actual figures in 2014-15.

Note

1. Total number of staff in the department as at 31.1.2016.

2. Severance payment and long service payment are governed by the Employment Ordinance. The terms of employment, including entitlement to contract gratuity, paid meal breaks, number of working days in a week, are governed by the employment contracts signed between the employers (i.e. the service contractors) and their employees under mutual agreement.

- End -

CONTROLLING OFFICER'S REPLY**EDB591****(Question Serial No. 4135)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (000) Operational expensesProgramme: (1) Student Assistance Scheme
(2) Low-income Working Family AllowanceControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Regarding the engagement of agency workers, please provide the following information:

	2015-16 (the latest position)
Number of contracts with employment agencies	()
Contract sum paid to each employment agency	()
Length of contract for each employment agency	()
Number of agency workers	()
Breakdown of positions held by agency workers	
Monthly salary range of agency workers	
• \$30,001 or above	()
• \$16,001 to \$30,000	()
• \$8,001 to \$16,000	()
• \$6,501 to \$8,000	()
• \$6,240 to \$6,500	()
• below \$6,240	()
Length of service of agency workers	
• over 15 years	()
• 10 to 15 years	()
• 5 to 10 years	()
• 3 to 5 years	()
• 1 to 3 years	()
• under 1 year	()
Percentage of agency workers out of the total number of staff in the department	()
Percentage of amount paid to employment agencies out of the total departmental staff costs	()

Number of workers who have received severance payments / long service payments / contract gratuities	()
Amount of severance payments / long service payments / contract gratuities paid	()
Number of workers whose severance payments / long service payments have been offset by and whose contract gratuities are calculated based on the accrued benefits attributable to employer's MPF contributions	()
Amount of severance payments / long service payments offset by and the amount of contract gratuities calculated based on the accrued benefits attributable to employer's MPF contributions	()
Number of workers with paid meal break	()
Number of workers without paid meal break	()
Number of workers on five-day week	()
Number of workers on six-day week	()

() denotes changes in percentage as compared with 2014-15

Asked by: Hon WONG Kwok-hing (Member Question No. 117)

Reply:

The information requested in respect of the Working Family and Student Financial Assistance Agency (WFSFAA) is appended below -

Information on the Engagement of Agency Workers in the Working Family and Student Financial Assistance Agency (WFSFAA)^{Note 1}	2015-16^{Note 2} (as at 31 January 2016)
Number of contracts with employment agencies	5 (0%)
Contract sum paid to each employment agency	
• \$0.5 million or less	1 (-)
• More than \$0.5 million to \$1.43 million	4 (-20%)
Length of contract for each employment agency	
• 12 months or less	5 (0%)
• More than 12 months to 24 months	0 (0%)
Number of agency workers	17 (-55.3%)
Breakdown of positions held by agency workers	
• General office support	12 (-61.3%)
• Scheme Administration	5 (-28.6%)
Monthly salary range of agency workers	
• \$30,001 or above	0 (0%)
• \$16,001 to \$30,000	1 (-)
• \$8,001 to \$16,000	16 (-57.9%)
• \$6,501 to \$8,000	0 (0%)
• \$6,240 to \$6,500	0 (0%)
• Below \$6,240	0 (0%)
Length of service of agency workers	See Note 3
• Over 15 years	
• 10 to 15 years	
• 5 to 10 years	
• 3 to 5 years	
• 1 to 3 years	
• Less than 1 year	

Information on the Engagement of Agency Workers in the Working Family and Student Financial Assistance Agency (WFSFAA) ^{Note 1}	2015-16 ^{Note 2} (as at 31 January 2016)
Percentage of agency workers out of the total number of staff in the department	1.2% (-70.0%)
Percentage of amount paid to employment agencies out of the total departmental staff costs	1.0% ^{Note 4} (-37.5%)
Number of workers who have received severance payments / long service payments / contract gratuities	See Note 5
Amount of severance payments / long service payments / contract gratuities paid	See Note 5
Number of workers whose severance payments / long service payments have been offset by and whose contract gratuities are calculated based on the accrued benefits attributable to employer's MPF contributions	See Note 5
Amount of severance payments / long service payments offset by and the amount of contract gratuities calculated based on the accrued benefits attributable to employer's MPF contributions	See Note 5
Number of workers with paid meal break Number of workers without paid meal break	See Note 5
Number of workers on five-day week Number of workers on six-day week	17 (-55.3%) -

() Change in percentage as compared with 2014-15.

Notes

1. The above table excludes information technology staff employed by the WFSFAA under the term contract centrally administered by the Office of the Government Chief Information Officer.
2. We adopt the latest position of 31 January 2016 as compared with the position as at 1 March 2015.
3. We do not keep information on the years of service of agency workers since they are employees of employment agencies and employment agencies may arrange any of their employees to work in WFSFAA or arrange replacement agency workers during the contract period for different reasons.
4. Information provided covers the projected expenditure up to 31 March 2016.
5. We do not have the information. Severance payment and long service payment are governed by the Employment Ordinance. The terms of employment, including entitlement to contract gratuity and paid meal breaks, are governed by the employment contracts signed between the employers (i.e. the employment agencies) and the agency workers under mutual agreement.

- End -

CONTROLLING OFFICER'S REPLY**EDB592****(Question Serial No. 4136)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (000) Operational expensesProgramme: (1) Student Assistance Scheme
(2) Low-income Working Family AllowanceControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Regarding the employment of non-civil service contract (NCSC) staff, please provide the following information:

	2015-16 (the latest position)
Number of NCSC staff	()
Breakdown of positions held by NCSC staff	
Expenditure on salaries of NCSC staff	()
Monthly salary range of NCSC staff	
• \$30,001 or above	()
• \$16,001 to \$30,000	()
• \$8,001 to \$16,000	()
• \$6,501 to \$8,000	()
• \$6,240 to \$6,500	()
• below \$6,240	()
Length of service of NCSC staff	
• over 15 years	()
• 10 to 15 years	()
• 5 to 10 years	()
• 3 to 5 years	()
• 1 to 3 years	()
• under 1 year	()
Number of staff converted to civil servants	()
Percentage of NCSC staff out of the total number of staff in the department	()
Percentage of staff costs for NCSC staff out of the total departmental staff costs	()
Number of staff who have received severance payments / long service payments / contract gratuities	()
Amount of severance payments / long service payments / contract gratuities paid	()

Number of staff whose severance payments / long service payments have been offset by and whose contract gratuities are calculated based on the accrued benefits attributable to employer's MPF contributions	()
Amount of severance payments / long service payments offset by and amount of contract gratuities calculated based on the accrued benefits attributable to employer's MPF contributions	()
Number of staff with paid meal break	()
Number of staff without paid meal break	()
Number of staff on five-day week	()
Number of staff on six-day week	()

() denotes changes in percentage as compared with 2014-15

Asked by: Hon WONG Kwok-hing (Member Question No. 118)

Reply:

The employment of NCSC staff in the Working Family and Student Financial Assistance Agency (WFSFAA) is set out below -

		2015-16^{Note 1} (as at 31 January 2016)
Number of NCSC staff		294 (+10.9%)
Breakdown of positions held by NCSC staff	Administration / Executive Support	61 (+8.9%)
	Scheme Administration	210 (+12.3%)
	General Office Support	3 (-62.5%)
	IT Support	20 (+42.9%)
Expenditure on salaries of NCSC staff (\$'000)		\$82,483 ^{Note 2} (+5.7%)
Monthly salary range of NCSC staff	\$30,001 or above	47 (+20.5%)
	\$16,001 to \$30,000	115 (+155.6%)
	\$8,001 to \$16,000	132 (-27.1%)
	\$6,501 to \$8,000	0 (0%)
	\$6,240 to \$6,500	0 (0%)
	Less than \$6,240	0 (0%)
Length of service of NCSC staff	15 years or above	7 (+600%)
	10 to less than 15 years	47 (0%)
	5 to less than 10 years	93 (-19.1%)
	3 to less than 5 years	22 (-63.3%)
	1 to less than 3 years	22 (+37.5%)
	Under 1 year	103(+296.2%)

	2015-16^{Note 1} (as at 31 January 2016)
Number of staff converted to civil servants	There is no mechanism for NCSC staff to be directly converted to civil servants. NCSC staff who met the basic entry requirements could apply for civil service vacancies through open recruitment and compete with other candidates on a fair and equal basis. Generally speaking, NCSC staff who have met the basic entry requirements and possess working experience relevant to the job would enjoy a competitive edge in the selection process over other candidates with less relevant experience.
Percentage of NCSC staff out of the total number of staff in the department	20.8% (-25.7%)
Percentage of staff costs for NCSC staff out of the total departmental staff costs	21.3% ^{Note 2} (-18.1%)
Number of staff who have received severance payments / long service payments / contract gratuities	214 (-21.0%)
Amount of severance payments / long service payments / contract gratuities paid (\$'000)	\$3,544 (-18.9%)
Number of staff whose severance payments / long service payments have been offset by and whose contract gratuities are calculated based on the accrued benefits attributable to employer's MPF contributions (contract gratuities is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable contract gratuities)	8 (-38.5%)
Amount of severance payments / long service payments offset by and amount of contract gratuities calculated based on the accrued benefits attributable to employer's MPF contributions (contract gratuities is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable contract gratuities) (\$'000)	\$227 (-19.0%)
Number of staff with paid meal break	294 (+10.9%)
Number of staff without paid meal break	0 (0%)
Number of staff on five-day week	293 ^{Note 3} (+10.6%)
Number of staff on six-day week	0 (0%)

() Change in percentage as compared with 2014-15.

Notes

1. We adopt the latest position of 31 January 2016 as compared with the position as at 1 March 2015.
2. Information provided covers the projected expenditure up to 31 March 2016.
3. Excluding one NCSC staff not on five-day week.

- End -

CONTROLLING OFFICER'S REPLY**EDB593****(Question Serial No. 6535)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Please set out, by class level, the amount of assistance granted under the School Textbook Assistance Scheme (STAS) (including textbook grant and flat rate grant) in each of the school years from 2013 to 2016.

Class level	Category	School year
Primary 1 to 6	Full grant (\$)	
	Half grant (\$)	
Secondary 1 to 3	Full grant (\$)	
	Half grant (\$)	
Secondary 4/ Senior Secondary 1	Full grant (\$)	
	Half grant (\$)	
Secondary 5/ Senior Secondary 2	Full grant (\$)	
	Half grant (\$)	
Secondary 6/ Senior Secondary 3	Full grant (\$)	
	Half grant (\$)	

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1011)Reply:

The amounts of full rate and half rate assistance under the STAS (including textbook grant and flat rate grant) that primary and secondary students could receive for the period from 2013/14 to 2015/16 school years are set out below –

Class level	Assistance under STAS	School year		
		2013/14	2014/15	2015/16
Primary 1 - 6	Full rate (\$)	3,494	4,528	4,798
	Half rate (\$)	1,747	2,264	2,399
Secondary 1 - 3	Full rate (\$)	3,872	4,822	4,922
	Half rate (\$)	1,936	2,411	2,461
Senior Secondary 1	Full rate (\$)	4,194	5,046	5,200
	Half rate (\$)	2,097	2,523	2,600
Senior Secondary 2	Full rate (\$)	3,642	4,632	4,730
	Half rate (\$)	1,821	2,316	2,365
Senior Secondary 3	Full rate (\$)	2,050	3,138	3,098
	Half rate (\$)	1,025	1,569	1,549

- End -

CONTROLLING OFFICER'S REPLY**EDB594****(Question Serial No. 6536)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Please provide, by class level, the number of applications and beneficiaries of primary school students under the School Textbook Assistance Scheme (STAS) as well as the average and total amount of textbook assistance disbursed in each of the school years from 2013 to 2016.

Class level	Number of applications and beneficiaries	Average amount of assistance disbursed	Total amount of assistance disbursed	School year
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Asked by: Hon CHEUNG Kwok-che (Member Question No. 1012)Reply:

In the school years from 2013/14 to 2015/16, the number of primary students who applied for and received textbook assistance under the STAS as well as the average and total amount of textbook assistance disbursed are set out below –

School year	Class level	Number of student applications	Number of beneficiaries	Average amount of textbook assistance disbursed (\$)		Total amount of textbook assistance disbursed (\$ million)
				Full rate	Half rate	
2013/14	Primary 1 - 6*	106 969	103 562	3,494	1,747	294.3
2014/15		107 486	104 524	4,528	2,264	387.2
2015/16 (up to 31.1.2016)		105 244	102 363	4,798	2,399	403.2

* There is only one textbook assistance grant rate (including textbook grant and flat rate grant) for primary students and the breakdown of figures by each primary level is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB595****(Question Serial No. 6537)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Please provide, by class level, the number of applications and beneficiaries of secondary school students under the School Textbook Assistance Scheme (STAS) as well as the average and total amount of textbook assistance disbursed in each of the school years from 2013 to 2016.

Class level	Number of applications and beneficiaries	Average amount of assistance disbursed	Total amount of assistance disbursed	School year
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Asked by: Hon CHEUNG Kwok-che (Member Question No. 1013)Reply:

In the school years from 2013/14 to 2015/16, the number of secondary students who applied for and received textbook assistance under the STAS as well as the average and total amount of textbook assistance disbursed are set out below –

School year	Class level	Number of student applications	Number of beneficiaries	Average amount of textbook assistance disbursed (\$)		Total amount of textbook assistance disbursed (\$ million)
				Full rate	Half rate	
2013/14	Secondary 1 - 3	64 988	62 138	3,872	1,936	187.3
	Senior Secondary 1	24 669	23 319	4,194	2,097	75.5
	Senior Secondary 2	25 339	23 810	3,642	1,821	66.7
	Senior Secondary 3	25 601	24 141	2,050	1,025	38.1
	Total	140 597	133 408			367.6

School year	Class level	Number of student applications	Number of beneficiaries	Average amount of textbook assistance disbursed (\$)		Total amount of textbook assistance disbursed (\$ million)
				Full rate	Half rate	
2014/15	Secondary 1 - 3	60 374	58 105	4,822	2,411	219.2
	Senior Secondary 1	21 526	20 498	5,046	2,523	80.2
	Senior Secondary 2	22 562	21 296	4,632	2,316	76.5
	Senior Secondary 3	22 813	21 580	3,138	1,569	52.3
	Total	127 275	121 479			428.2
2015/16 (up to 31.1.2016)	Secondary 1 - 3	54 519	52 510	4,922	2,461	203.6
	Senior Secondary 1	20 251	19 164	5,200	2,600	77.5
	Senior Secondary 2	19 562	18 480	4,730	2,365	67.6
	Senior Secondary 3	20 006	19 032	3,098	1,549	46.0
	Total	114 338	109 186			394.7

- End -

CONTROLLING OFFICER'S REPLY**EDB596****(Question Serial No. 6538)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

In respect of the Student Travel Subsidy Scheme (STSS), what are the number of applications and beneficiaries of primary students as well as the average amount of subsidy for each student and the total amount of subsidy disbursed under the scheme from 2013 to 2016 school years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1014)Reply:

In the school years from 2013/14 to 2015/16, the number of primary students who applied for and received financial assistance under the STSS as well as the average and total amount of subsidy disbursed are set out below –

	School year		
	2013/14	2014/15	2015/16 (up to 31.1.2016)
Number of student applications	61 161	63 592	65 287
Number of beneficiaries	55 103	57 249	57 519
Average amount of subsidy disbursed (\$)	1,907	2,051	2,146
Total amount of subsidy disbursed (\$ million)	105.1	117.4	123.4

- End -

CONTROLLING OFFICER'S REPLY**EDB597****(Question Serial No. 6539)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

In respect of the Student Travel Subsidy Scheme (STSS), what are the number of applications and beneficiaries of secondary students as well as the average amount of subsidy for each student and the total amount of subsidy disbursed under the scheme from 2013 to 2016 school years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1015)Reply:

In the school years from 2013/14 to 2015/16, the number of secondary students* who applied for and received financial assistance under the STSS as well as the average and total amount of subsidy disbursed are set out below –

	School year		
	2013/14	2014/15	2015/16 (up to 31.1.2016)
Number of student applications	114 838	105 101	95 405
Number of beneficiaries	104 020	95 203	85 497
Average amount of subsidy disbursed (\$)	2,074	2,190	2,265
Total amount of subsidy disbursed (\$ million)	215.7	208.5	193.6

* The number of secondary students includes students pursuing full-time Diploma Yi Jin programmes and full-time programmes of the Vocational Training Council that are pitched at the secondary level.

- End -

CONTROLLING OFFICER'S REPLY**EDB598****(Question Serial No. 6540)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

In respect of the Student Travel Subsidy Scheme (STSS), what are the number of applications and beneficiaries of sub-degree graduates pursuing full-time self-financing degree and top-up degree programmes as well as the average and total amount of subsidy disbursed under the scheme from the 2013 to 2016 school years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1016)Reply:

In the school years from 2013/14 to 2015/16, the number of students pursuing full-time self-financing post-secondary programmes, including top-up degree programmes, who applied for and received financial assistance under the STSS as well as the average and total amount of subsidy disbursed are set out below –

	School year		
	2013/14	2014/15	2015/16 (up to 31.1.2016)
Number of student applications	26 138	22 447	17 959
Number of beneficiaries	25 658	22 089	17 283
Average amount of subsidy disbursed (\$)	3,478	3,624	2,250
Total amount of subsidy disbursed (\$ million)	89.2	80.0	38.9

- End -

CONTROLLING OFFICER'S REPLY**EDB599****(Question Serial No. 6541)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

In respect of the Student Travel Subsidy Scheme (STSS), what are the number of applications and beneficiaries of sub-degree graduates pursuing full-time self-financing degree and top-up degree programmes as well as the average and total amount of subsidy disbursed under the scheme from the 2008 to 2013 school years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 1017)Reply:

In the school years from 2008/09 to 2012/13, the number of students pursuing full-time self-financing post-secondary programmes, including top-up degree programmes, who applied for and received financial assistance under the STSS as well as the average and total amount of subsidy disbursed are set out below –

	School year				
	2008/09	2009/10	2010/11	2011/12	2012/13
Number of student applications	17 525	20 509	22 615	22 835	27 841
Number of beneficiaries	17 276	20 238	22 278	22 428	27 392
Average amount of subsidy disbursed (\$)	2,470	2,465	2,459	2,957	3,072
Total amount of subsidy disbursed (\$ million)	42.7	49.9	54.8	66.3	84.1

- End -

CONTROLLING OFFICER'S REPLY**EDB600****(Question Serial No. 7216)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the statement “continue the concerted efforts to recover student loans in arrears and tackle the default problem”, please –

1. Set out in table form the actions taken in recovering student loans in arrears, the expenditure involved and the amount recovered of the individual actions in the past three years.
2. Specify what departments are taking part to make the aforementioned “concerted efforts”. What is the expenditure incurred when they perform their functions? Which actions are more effective?
3. Provide statistics of the characteristic profile of defaulters, e.g. year of graduation, name of university, academic discipline or stream (arts, science, commerce or fine arts), employment situation, key reasons of default, debt age etc.

Asked by: Hon IP Kwok-him (Member Question No. 24)

Reply:

1. Student loan borrowers who have two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as defaulters. On recovery of defaulted student loans, we issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the overdue loan instalments by a specified date. Defaulters are advised to approach us for assistance, such as restructuring their loans or applying for deferment of loan repayment, if they have genuine difficulties in repaying their loans. In addition, we send short messaging service (SMS) or make phone calls to the defaulted loan borrowers and their indemnifiers who fail to respond to the reminders, urging them to settle the arrears and providing appropriate assistance to them. If no payment or response is received, we will proceed to take loan recovery action against the loan borrowers and their indemnifiers through legal means by referring the cases to the Department of Justice (DoJ) or filing claims to the Small Claims Tribunal (SCT) directly.

In considering the recovery action to be taken in the default cases, we review the amount of arrears, the total outstanding amount, the age of debt and the repayment history of the individual default cases. Claims of default cases which are less complicated (e.g. with one loan account) and with a total outstanding amount not more than \$50,000 are filed to the SCT directly. More complicated default cases or with a total outstanding amount over \$50,000 are forwarded to the DoJ for action.

As a series of actions are taken to recover the outstanding loans, we do not maintain information on the expenditure involved and the amount recovered related to individual actions. The total expenditure involved in recovering student loans and the amount recovered in the 2013/14 to 2015/16 academic years are as follows –

	Academic Year		
	2013/14	2014/15	2015/16
Total expenditure ^ (\$ million)	24.3	27.6	28.1#
Amount recovered (\$ million)	167.2	128.3	52.2@

^ Mainly for salaries provision for staff (including civil servants and non-civil service contract staff of the Student Finance Office (SFO) of the Agency and the DoJ) involved in the work

Estimated expenditure for the whole 2015/16 academic year

@ Up to 31 January 2016

- On recovery of defaulted student loans through legal means, the SFO has maintained close collaboration with the DoJ which has set up a dedicated team since October 2010 to handle default cases referred by the SFO. In the 2015/16 academic year, the estimated expenditure involved in recovering defaulted student loans by both the SFO and the DoJ is \$28.1 million which is mainly for salaries provision for staff involved in the work.

Apart from loan recovery work, we have also implemented enhanced measures to prevent loan borrowers from becoming defaulters through sending them SMS earlier to remind them to repay on time and settle the arrears (if any), and appeal to them to approach us for assistance if they have genuine financial difficulties. In addition, we have further strengthened the promotion of prudent financial and credit management and responsible borrowing to students on all fronts through the SFO's website, enhancing collaboration with tertiary education institutions and related organisations (such as the Investor Education Centre), and disseminating more publicity materials pertinent to financial education to loan applicants and loan repayers at different junctures. The above measures should help student loan borrowers better manage their personal finance and encourage them to seek our assistance at an earlier stage when they have difficulty in repaying the student loans. This will in turn further reduce the number of default cases, default rate and debt age of default cases. We do not maintain information on the expenditure incurred by individual departments, institutions and organisations for the above measures.

Through all the above concerted efforts in recent years, the overall default rate in relation to the number of loan repayment accounts has dropped considerably from 12.45% at the end of the 2009/10 academic year (i.e. 31 July 2010) to 7.33% in the 2015/16 academic year (as at 31 January 2016). The number of default cases in which the SFO would initiate recovery action against the defaulters and the indemnifiers concerned has also reduced significantly by 76.4% from 11 855 at the end of the 2009/10 academic year to 2 801 in the 2015/16 academic year (as at 31 January 2016), notwithstanding an increase in the number of loan repayment accounts by 20.6% (from about 139 500 to 168 300) over the same period. The improvement in the default situation is the result of the concerted efforts of the loan recovery actions taken and the implementation of the above measures.

- As a defaulter may have more than one defaulted loan account under more than one financial assistance scheme for his / her study of different courses in different institutions, we do not maintain a statistical breakdown on the year of graduation, name of university, academic discipline or stream of defaulters. In addition, we do not maintain information on the employment situation of defaulters.

We have appealed to student loan defaulters to approach the SFO if they have financial difficulties in repaying their loans and have established a mechanism to handle their applications for loan restructuring or deferment of loan repayment. While some defaulters would approach the SFO to restructure their

loans or to defer repayment, others would ignore notices of loan repayment and reminders issued by the SFO, and would not approach the SFO to seek assistance. When faced with legal recovery action, some defaulters may repay all the loans in full or agree with the SFO to repay by instalments. The SFO is unable to ascertain the reasons of default for individual defaulters. As for loan borrowers who approach the SFO to seek deferment of repayment, their main reasons are financial hardship, further full-time studies and serious illness.

In the 2015/16 academic year (as at 31 January 2016), all default cases (excluding cases in which legal recovery action had been initiated, loan borrowers had been declared bankrupt / applied for Individual Voluntary Arrangement or deferment applications were under processing by the SFO) are of debt age within one year.

- End -

CONTROLLING OFFICER'S REPLY**EDB601****(Question Serial No. 3897)**

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (000) Operational expenses

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

In the 2016/17 academic year, will the Working Family and Student Financial Assistance Agency make available additional resources to study if it is feasible to accrue loan interest payable by students under the Non-means-tested Loan Scheme only after their graduation? If yes, what are the details and the estimated expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 404)

Reply:

The non-means-tested loan schemes aim at providing financial assistance for post-secondary students who do not wish or fail to go through the means test. They are different from the means-tested loan schemes which target students from low-income families who lack the means to pursue post-secondary studies. To ensure the proper use of public funds, the non-means-tested-loan schemes operate on a no-gain-no-loss and full-cost recovery basis. Interest is accrued upon loan drawdown and throughout the study period until the loan is repaid in full.

The Government has implemented a package of improvement measures to reduce the repayment burden of students, prevent excessive borrowing by students and tighten the eligibility of courses since the 2012/13 academic year. The risk-adjusted-factor rate has been reduced from 1.5% to 0% per annum (which is currently under review) and the current interest rate for non-means-tested loan is 1.282% per annum. In addition, the standard loan repayment period has been extended from ten years to 15 years. Moreover, under the relaxed deferment arrangement, loan borrowers who have difficulty in repaying their loans on grounds of financial hardship, further full-time studies or serious illness and have been granted approval for deferment of loan repayment are allowed an extension of the loan repayment period without interest during the approved deferment period, subject to a maximum of two years. Together with the standard repayment period of 15 years, the entire repayment period can be up to 17 years.

If interest is waived during the study period, it would mean students who do not wish or fail to go through the means test could take out loans at zero cost from the Government during the study period. This would induce some students to take out the interest-free loans, potentially leading to unnecessary and/or excessive borrowing, and increasing the borrowers' repayment burden in the future.

Taking the above into account, the Government considers that the present arrangement for charging interest on non-means-tested loans during the study period is appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB602

(Question Serial No. 3928)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

- (a) What are the details of work and expenditure involved in recovering student loans in arrears and tackling the default problem by the Student Finance Office (SFO), the number of recovered cases and the amount recovered in 2015/16?
- (b) What are the details of the above work, and the estimated expenditure involved in 2016/17?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 461)

Reply:

- (a) Student loan borrowers who have two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as defaulters. On recovery of defaulted student loans, we issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the overdue loan instalments by a specified date. Defaulters are advised to approach us for assistance, such as restructuring their loans or applying for deferment of loan repayment, if they have genuine difficulties in repaying their loans. In addition, we send short messaging service (SMS) or make phone calls to the defaulted loan borrowers and their indemnifiers who fail to respond to the reminders, urging them to settle the arrears and providing appropriate assistance to them. If no payment or response is received, we will proceed to take loan recovery action against the loan borrowers and their indemnifiers through legal means by referring the cases to the Department of Justice (DoJ) or filing claims to the Small Claims Tribunal (SCT) directly.

In considering the recovery action to be taken in the default cases, we review the amount of arrears, the total outstanding amount, the age of debt and the repayment history of the individual default cases. Claims of default cases which are less complicated (e.g. with one loan account) and with a total outstanding amount not more than \$50,000 are filed to the SCT directly. More complicated default cases or with a total outstanding amount over \$50,000 are forwarded to the DoJ for action.

In the 2015/16 academic year, the estimated expenditure involved in recovering defaulted student loans is \$28.1 million which is mainly for salaries provision for staff involved in the work. The number of

recovered cases and the amount recovered in the 2015/16 academic year (up to 31 January 2016) are 6 995 cases and \$52.2 million respectively.

- (b) In the 2016/17 academic year, apart from continuing the concerted efforts to recover the outstanding student loans from the defaulters and their indemnifiers in an expeditious manner, we will continue to implement enhanced measures to prevent loan borrowers from becoming defaulters through sending them SMS earlier to remind them to repay on time and settle the arrears (if any), and appeal to them to approach us for assistance if they have genuine financial difficulties. In addition, we will further strengthen the promotion of prudent financial and credit management and responsible borrowing to students on all fronts through the SFO's website, enhancing collaboration with tertiary education institutions and related organisations (such as the Investor Education Centre), and disseminating more publicity materials pertinent to financial education to loan applicants and loan repayers at different junctures. The above measures should help student loan borrowers better manage their personal finance and encourage them to seek our assistance at an earlier stage when they have difficulty in repaying the student loans. This will in turn further reduce the number of default cases, default rate and debt age of default cases.

The estimated expenditure involved in recovering defaulted student loans in the 2016/17 academic year is \$29.8 million which is mainly for salaries provision for staff involved in the work.

- End -

CONTROLLING OFFICER'S REPLY

EDB603

(Question Serial No. 6428)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(103) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

1. Please provide the numbers and percentages of applicants from families in receipt of the Comprehensive Social Security Assistance (CSSA) under the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) in the past five years.
2. Please advise on the situation of applications for financial assistance under the TSFS and FASP from students of families in receipt of the CSSA and the assistance items involved in the past five years.
3. Please advise on the number of successful applicants of the TSFS and FASP from families in receipt of the CSSA who were granted the hostel subsidy for needy undergraduates provided by the Community Care Fund (CCF) since 2014, and the amount of funding involved.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 178)

Reply:

- 1 & 2. All applicants from families in receipt of the CSSA are eligible for financial assistance in the form of full grant and loan under the respective schemes. In the 2011/12 to 2015/16 academic years, the numbers and percentages of successful applicants from families in receipt of the CSSA under the TSFS and FASP, the numbers of these applicants disbursed with grant and loan are as follows –

	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
TSFS					
(a) Number of successful applicants	26 330	30 184	28 701	26 802	23 256
(b) Number of successful applicants from families in receipt of CSSA (%)	5 270 (20.0%)	6 029 (20.0%)	5 167 (18.0%)	5 163 (19.3%)	4 724 (20.3%)
(c) Number of applicants in (b) disbursed with grant	5 270	6 029	5 167	5 163	4 724
(d) Number of applicants in (b) disbursed with loan	1 881	2 130	1 737	1 562	1 273
FASP					
(a) Number of successful applicants	22 878	28 383	26 657	23 002	19 253
(b) Number of successful applicants from families in receipt of CSSA (%)	5 916 (25.9%)	6 958 (24.5%)	6 079 (22.8%)	5 000 (21.7%)	4 550 (23.6%)
(c) Number of applicants in (b) disbursed with grant	5 916	6 958	6 079	5 000	4 550
(d) Number of applicants in (b) disbursed with loan	2 732	2 462	1 923	1 576	1 046

* As at 31 January 2016

3. In the 2014/15 and 2015/16 academic years, the number of CSSA applicants under the TSFS and FASP who received the hostel subsidy funded by the CCF are as follows –

	2014/15	2015/16#
TSFS		
Number of CSSA applicants disbursed with hostel subsidy	1 001	880
Amount of hostel subsidy disbursed to CSSA applicants (\$ million)	7.10	3.66
FASP		
Number of CSSA applicants disbursed with hostel subsidy	25	56
Amount of hostel subsidy disbursed to CSSA applicants (\$ million)	0.17	0.16

The figures show the number of CSSA applicants disbursed with the hostel subsidy for the first term of 2015/16. The subsidy for the second term will be disbursed around July 2016.

- End -

CONTROLLING OFFICER'S REPLY**EDB604****(Question Serial No. 6923)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Will the Government provide information on the following in table form –

1. For loans provided to post-secondary students under various schemes administered by the Working Family and Student Financial Assistance Agency in the past five years, what are the loan repayment rates and the administrative costs involved; and
2. For loans provided to post-secondary students under various schemes administered by the Agency, what are the numbers of students involved, the universities or institutions attended, the types of courses pursued and the administrative costs involved?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 500)

Reply:

- 1(i) Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS) and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS), the loan repayment rates in the 2011/12 to 2015/16 academic years are as follows –

	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(A) TSFS					
Total amount demanded (\$ million)	382.97	290.19	253.41	223.75	102.52
Total amount settled [#] (\$ million)	377.21	283.69	246.00	216.68	96.77
Loan repayment rate	98.50%	97.76%	97.08%	96.84%	94.39%
(B) FASP					
Total amount demanded (\$ million)	121.41	141.41	170.72	192.15	89.68
Total amount settled [#] (\$ million)	116.07	131.31	155.15	169.34	79.15
Loan repayment rate	95.60%	92.86%	90.88%	88.13%	88.26%
(C) NLSFT					
Total amount demanded (\$ million)	262.64	245.75	230.22	234.25	124.17
Total amount settled [#] (\$ million)	255.97	236.18	220.85	223.38	111.91
Loan repayment rate	97.46%	96.11%	95.93%	95.36%	90.13%
(D) NLSPS					
Total amount demanded (\$ million)	340.00	374.09	401.06	444.40	221.39
Total amount settled [#] (\$ million)	304.28	330.65	351.65	380.98	181.83
Loan repayment rate	89.49%	88.39%	87.68%	85.73%	82.13%
(E) ENLS					
Total amount demanded (\$ million)	516.45	501.44	461.27	439.20	216.43
Total amount settled [#] (\$ million)	459.36	437.71	415.43	401.24	174.25
Loan repayment rate	88.95%	87.29%	90.06%	91.36%	80.51%
Total					
Total amount demanded (\$ million)	1,623.47	1,552.88	1,516.68	1,533.75	754.19
Total amount settled [#] (\$ million)	1,512.89	1,419.54	1,389.08	1,391.62	643.91
Loan repayment rate	93.19%	91.41%	91.59%	90.73%	85.38%

* As at 31 January 2016

[#] The figures denote the total of all amounts settled in respect of the demand notes issued in a particular academic year. These include the amounts settled in the academic year concerned and in subsequent years (up to 31 January 2016).

(ii) We do not have a separate breakdown of the administrative cost involved in the management of loan accounts by individual scheme.

- 2(i) The number of student loan borrowers in different institutions under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2011/12 to 2015/16 academic years are as follows –

(A) TSFS

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(a) City University of Hong Kong	1 330	1 377	1 212	1 068	761
(b) Hong Kong Baptist University	674	710	646	561	435
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute (formerly known as Chinese Cuisine Training Institute) and International Culinary Institute of the Vocational Training Council	1 130	1 100	1 150	993	764
(d) Hong Kong University of Science and Technology	642	765	673	581	458
(e) Lingnan University	438	429	360	326	237
(f) The Chinese University of Hong Kong	1 157	1 468	1 348	1 198	990
(g) The Hong Kong Academy for Performing Arts	70	52	59	59	46
(h) The Hong Kong Institute of Education	666	773	646	527	340
(i) The Hong Kong Polytechnic University	1 751	1 905	1 623	1 454	1 044
(j) The Prince Philip Dental Hospital	2	2	1	1	1
(k) The University of Hong Kong	974	1 067	986	856	664
Total	8 834	9 648	8 704	7 624	5 740

(B) FASP

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 090	872	899	676	225
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	576	562	486	385	228
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong	1 345	1 006	853	711	412
(d) Hong Kong University of Science and Technology	0	0	1	0	1
(e) Lingnan University/ Lingnan Institute of Further Education/ The Community College at Lingnan University	380	426	301	82	26

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(f) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	523	437	223	174	112
(g) The Hong Kong Institute of Education	158	197	200	167	106
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 607	1 370	1 045	877	528
(i) The University of Hong Kong/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College (formerly known as HKU SPACE Po Leung Kuk Community College)/ The University of Hong Kong School of Professional and Continuing Education	996	1 112	804	521	318
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	153	155	123	129	78
(k) Centennial College	0	23	30	25	12
(l) Chu Hai College of Higher Education	256	241	206	186	122
(m) Hang Seng Management College/ Hang Seng School of Commerce	184	308	325	338	227
(n) Hong Kong Art School	2	11	12	15	2
(o) Hong Kong Central College	6	0	0	0	0
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	105	83	67	45	23
(q) Hong Kong Institute of Technology	28	24	35	32	20
(r) Hong Kong Nang Yan College of Higher Education	0	0	1	4	2
(s) Hong Kong Shue Yan University	811	648	562	460	297
(t) Kaplan Business and Accountancy School	0	1	1	0	0
(u) Sacred Heart Canossian College of Commerce	2	5	3	0	0
(v) Savannah College of Arts and Design, Inc.	1	3	3	3	3
(w) School of General Nursing, Caritas Medical Centre/ School of General Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority	140	118	100	93	63
(x) School of Nursing, Hong Kong Baptist Hospital	0	0	0	4	9
(y) School of Nursing, Union Hospital	0	0	0	10	5
(z) St. Teresa's Hospital School of Nursing	0	0	10	11	9

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	1 014	898	833	880	602
(ab) Tung Wah College	50	176	237	245	176
(ac) Yew Chung Community College	1	5	4	2	6
(ad) YMCA College of Careers	0	4	2	1	0
Total	9 428	8 685	7 366	6 076	3 612

(C) NLSFT

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(a) City University of Hong Kong	796	1 236	1 374	1 607	1 617
(b) Hong Kong Baptist University	467	730	771	849	841
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute (formerly known as Chinese Cuisine Training Institute) and International Culinary Institute of the Vocational Training Council	763	1 102	1 341	1 343	1 364
(d) Hong Kong University of Science and Technology	398	697	797	831	836
(e) Lingnan University	216	341	367	397	349
(f) The Chinese University of Hong Kong	682	1 246	1 364	1 532	1 520
(g) The Hong Kong Academy for Performing Arts	87	105	113	116	103
(h) The Hong Kong Institute of Education	344	522	580	603	458
(i) The Hong Kong Polytechnic University	881	1 389	1 501	1 703	1 659
(j) The Prince Philip Dental Hospital	7	7	3	4	4
(k) The University of Hong Kong	716	1 133	1 172	1 359	1 313
Total	5 357	8 508	9 383	10 344	10 064

(D) NLSPS

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	880	1 167	1 470	1 337	944
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	618	844	873	899	929

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong	1 188	1 311	1 383	1 570	1 544
(d) Hong Kong University of Science and Technology	2	1	1	3	6
(e) Lingnan University/ Lingnan Institute of Further Education/ The Community College at Lingnan University	431	672	555	224	145
(f) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	604	610	415	392	379
(g) The Hong Kong Institute of Education	200	303	363	347	318
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 347	1 675	1 711	1 687	1 666
(i) The University of Hong Kong/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College (formerly known as HKU SPACE Po Leung Kuk Community College)/ The University of Hong Kong School of Professional and Continuing Education	903	1 562	1 412	1 174	1 202
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	171	173	173	239	294
(k) Centennial College	0	45	72	93	81
(l) Chu Hai College of Higher Education	178	333	343	343	323
(m) Gratia Christian College	0	0	0	0	1
(n) Hang Seng Management College/ Hang Seng School of Commerce	209	621	700	897	927
(o) Hong Kong Art School	9	31	40	42	15
(p) Hong Kong Central College	3	0	0	0	0
(q) Hong Kong College of Technology/ HKCT Institute of Higher Education	118	125	149	101	59
(r) Hong Kong Institute of Technology	35	30	31	50	58
(s) Hong Kong Nang Yan College of Higher Education	0	0	4	7	7
(t) Hong Kong Shue Yan University	524	597	626	733	749
(u) Kaplan Business and Accountancy School	0	3	5	0	0

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(v) Sacred Heart Canossian College of Commerce	14	24	7	0	0
(w) Savannah College of Arts and Design, Inc.	22	47	67	59	45
(x) School of General Nursing, Caritas Medical Centre/ School of General Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority	74	83	100	114	114
(y) School of Nursing, Hong Kong Baptist Hospital	0	0	0	7	12
(z) School of Nursing, Union Hospital	0	0	0	11	9
(aa) St. Teresa's Hospital School of Nursing	0	0	14	24	20
(ab) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	779	910	1 053	1 363	1 575
(ac) Tung Wah College	83	388	545	619	547
(ad) Yew Chung Community College	1	9	15	16	34
(ae) YMCA College of Careers	0	8	13	8	6
Total	8 393	11 572	12 140	12 359	12 009

* As at 31 January 2016

(E) ENLS @

The Government completed a review of the Non-means-tested Loan Schemes in 2012 and implemented a package of measures to improve the operation of the schemes, including revision of the course eligibility criteria of the ENLS. From the 2012/13 academic year, the number of category of eligible courses under the ENLS has been revised from nine to five categories.

The number of students receiving loans in respect of each of the nine categories of eligible courses/course providers under the ENLS in the 2011/12 academic years are as follows –

Category of Eligible Courses	Academic Year
	2011/12
Category 1 – Courses offered by the Open University of Hong Kong	338
Category 2 – Courses offered by the Hong Kong Shue Yan University	4
Category 3 – Part-time publicly-funded programmes or self-financing, local award-bearing programmes (i.e. programmes of study leading to the award of local academic qualifications) or training or development courses at the post-secondary level offered by publicly-funded institutions (including their Schools of Professional and Continuing Education)	2 347
Category 4 – Project Yi Jin	785

Category of Eligible Courses	Academic Year	
	2011/12	
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 868	
Category 6 – Post-secondary courses, adult education courses, continuing and professional education courses offered by schools registered under section 13(a) or exempted from registration under section 9(1) of the Education Ordinance (Chapter 279)	841	
Category 7 – Courses offered by Post Secondary Colleges registered under the Post Secondary Colleges Ordinance (Chapter 320)	82	
Category 8 – Training or development courses provided or funded by statutory bodies	77	
Category 9 – Continuing and professional education courses offered by other institutions approved by the then Controller, Student Financial Assistance Agency	238	
Total	7 580	

The number of students receiving loans in respect of each of the five categories of eligible courses/course providers under the ENLS in the 2012/13 to 2015/16 academic years are as follows –

Category of Eligible Courses	Academic Year			
	2012/13	2013/14	2014/15	2015/16*
Category 1 – Courses accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or accredited by institutions by virtue of their self-accreditation status or Programme Area Accreditation status ++	3 887	3 644	3 215	2 321
Category 2 – Courses under Diploma Yi Jin	1 110	925	872	803
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	4	1	1
Category 4 – Training or development courses provided or funded by local statutory bodies	8	5	2	4
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 707	2 707	2 638	1 721
Total	7 713	7 285	6 728	4 850

* As at 31 January 2016

@ The ENLS covers a wide range of post-secondary/continuing and professional education courses. We do not maintain statistical breakdown on institution basis. The information on the number of students receiving loans in respect of each category of eligible courses/course providers under the ENLS is provided.

++ The figures include students pursuing certain non-accredited courses. As a transition, courses previously included in the approved list before the revision of course eligibility criteria implemented in the 2012/13 academic year are granted with the provisional qualified status if accreditation is being sought. Students pursuing these courses are eligible for loans under the ENLS. Also, a grandfathering arrangement is put in place to enable existing students of courses previously included in the approved list to obtain loans under the ENLS to complete the study programme in case the courses pursued fail to obtain the accreditation.

- (ii) The numbers of student loan borrowers by different study level of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2011/12 to 2015/16 academic years are as follows –

(A) TSFS

Level of Study	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
Degree or above	7 091	8 013	7 142	6 319	4 792
Sub-degree	1 743	1 635	1 562	1 305	948
Total	8 834	9 648	8 704	7 624	5 740

(B) FASP

Level of Study	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
Degree / Top-up degree	2 970	3 169	3 293	3 415	2 135
Sub-degree	6 458	5 516	4 073	2 661	1 477
Total	9 428	8 685	7 366	6 076	3 612

(C) NLSFT

Level of Study	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
Degree or above	4 274	7 007	7 663	8 660	8 406
Sub-degree	1 083	1 501	1 720	1 684	1 658
Total	5 357	8 508	9 383	10 344	10 064

(D) NLSPS

Level of Study	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
Degree / Top-up degree	2 434	4 152	5 284	6 990	7 077
Sub-degree	5 959	7 420	6 856	5 369	4 932
Total	8 393	11 572	12 140	12 359	12 009

* As at 31 January 2016

As for the ENLS, we do not maintain information on the study level of programmes because it covers a wide range of post-secondary/continuing and professional education courses.

- (iii) We do not have a separate breakdown of the administrative cost involved in the processing of loan applications by individual institution or study level of programmes.

- End -

CONTROLLING OFFICER'S REPLY**EDB605****(Question Serial No. 6925)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(103) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP), will the Government please provide in table form the total number of applicants, number of successful applicants, number of applicants from families in receipt of Comprehensive Social Security Assistance (CSSA), number of successful applicants from families in receipt of the CSSA, and number of applicants from families in receipt of the CSSA who are disbursed with loans to meet living expenses in the past five years?

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 504)

Reply:

In the 2011/12 to 2015/16 academic years, the information regarding the applicants under the TSFS and FASP and those from families in receipt of the CSSA are set out as follows –

	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
TSFS					
(a) Number of applicants	29 210	33 923	32 147	31 010	29 784
(b) Number of successful applicants	26 330	30 184	28 701	26 802	23 256
(c) Number of successful applicants from families in receipt of CSSA	5 270	6 029	5 167	5 163	4 724
(d) Number of applicants in (c) who accepted and were disbursed with loans to meet living expenses	1 881	2 130	1 737	1 562	1 273

	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
FASP					
(a) Number of applicants	27 760	33 934	31 402	27 367	26 565
(b) Number of successful applicants	22 878	28 383	26 657	23 002	19 253
(c) Number of successful applicants from families in receipt of CSSA	5 916	6 958	6 079	5 000	4 550
(d) Number of applicants in (c) who accepted and were disbursed with loans to meet living expenses	2 732	2 462	1 923	1 576	1 046

* As at 31 January 2016

All applicants from families in receipt of CSSA are eligible for full assistance under the respective schemes, and the Student Finance Office of the Agency will process their applications expeditiously.

- End -

CONTROLLING OFFICER'S REPLY**EDB606****(Question Serial No. 6962)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (000) Operational expensesProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Regarding the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS), please provide the actual expenditure on "administrative cost" in the past five years.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 558)Reply:

The expenditure involved in processing applications under the TSFS in the 2011/12 to 2015/16 academic years is as follows –

Academic Year	Expenditure Involved (\$ million)
2011/12	30.0
2012/13	33.3
2013/14	33.5
2014/15	38.8
2015/16*	36.3

* As at 31 January 2016

- End -

CONTROLLING OFFICER'S REPLY**EDB607****(Question Serial No. 6963)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (000) Operational expensesProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Regarding the Financial Assistance Scheme for Post-secondary Students (FASP), please provide the actual expenditure on “administrative cost” in the past five years.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 559)Reply:

The expenditure involved in processing applications under the FASP in the 2011/12 to 2015/16 academic years is as follows –

Academic Year	Expenditure Involved (\$ million)
2011/12	22.9
2012/13	27.4
2013/14	34.6
2014/15	36.2
2015/16*	34.7

* As at 31 January 2016

- End -

CONTROLLING OFFICER'S REPLY**EDB608****(Question Serial No. 6964)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (000) Operational expensesProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

Regarding the Non-means-tested Loan Schemes (NLS), please provide the actual expenditure on “administrative cost” in the past five years.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 560)Reply:

The expenditure involved in processing applications under the NLS in the 2011/12 to 2015/16 academic years is as follows—

Academic Year	Expenditure Involved (\$ million)
2011/12	28.2
2012/13	28.5
2013/14	31.7
2014/15	33.0
2015/16*	30.3

* As at 31 January 2016

- End -

CONTROLLING OFFICER'S REPLY

EDB609

(Question Serial No. 6965)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (201) Means-tested loan for tertiary students pursuing publicly-funded programmes

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), please provide the amount of outstanding loan principal which has not yet been repaid by loan borrowers and the number of cases involved.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 561)

Reply:

As at 31 January 2016, the amount of outstanding loan principal under repayment under the TSFS is \$786.85 million, involving 21 656 loan accounts.

- End -

CONTROLLING OFFICER'S REPLY

EDB610

(Question Serial No. 6966)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Financial Assistance Scheme for Post-secondary Students (FASP), please provide the amount of outstanding loan principal which has not yet been repaid by loan borrowers and the number of cases involved.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 562)

Reply:

As at 31 January 2016, the amount of outstanding loan principal under repayment under the FASP is \$752.77 million, involving 24 334 loan accounts.

- End -

CONTROLLING OFFICER'S REPLY

EDB611

(Question Serial No. 6967)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (202) Non-means-tested loan scheme

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

Regarding the Non-means-tested Loan Schemes (NLS), please provide the amount of outstanding loan principal which has not yet been repaid by loan borrowers and the number of cases involved.

Asked by: Dr Hon Fernando CHEUNG Chiu-hung (Member Question No. 563)

Reply:

As at 31 January 2016, the amount of outstanding loan principal under repayment under the NLS (comprising the Non-means-tested Loan Scheme for Full-time Tertiary Students, the Non-means-tested Loan Scheme for Post-secondary Students and the Extended Non-means-tested Loan Scheme) is \$5,377.26 million, involving 122 292 loan accounts.

- End -

CONTROLLING OFFICER'S REPLY**EDB612****(Question Serial No. 4963)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)

Director of Bureau: Secretary for Education

Question:

- (a) Please provide in the table below information on the following student financial assistance schemes in the past five years (2011/12 to 2015/16) –

	No. of applications	No. of applications approved	No. of students offered grants	No. of students receiving full grants	Average grant level	No. of students offered loans	Average loan amount	Total amount of government expenditure involved
TSFS								
FASP								
NLSFT								
NLSPS								
ENLS								

TSFS - Tertiary Student Finance Scheme - Publicly-funded programmes

FASP - Financial Assistance Scheme for Post-secondary Students

NLSFT - Non-means-tested Loan Scheme for Full-time Tertiary Students

NLSPS - Non-means-tested Loan Scheme for Post-secondary Students

ENLS - Extended Non-means-tested Loan Scheme

- (b) Please provide the respective number of student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS by institution and programme (publicly-funded degree, sub-degree and self-financing degree); the loan amount disbursed (highest, lowest, average and median); the length of repayment period; the district of residence and type of housing (public/Home Ownership Scheme/private); as well as sex and age profile of such borrowers in the past five years (2011/12 to 2015/16).
- (c) Please provide the respective number of students receiving grants and the respective number of students receiving full grants under the TSFS and FASP by institution, department and year of study in the past five years (2011/12 to 2015/16).
- (d) Please provide the respective number of students receiving loans and the average loan amounts under the NLSFT, NLSPS and ENLS by institution, department and year of study in the past five years (2011/12 to 2015/16).
- (e) Please provide the average loan amount, median loan amount, average monthly repayment amount, median monthly repayment amount and default rate amongst tertiary students who obtained loans from the Student Finance Office in the past five years (2011/12 to 2015/16).

Asked by: Hon IP Kin-yuen (Member Question No. 81)

Reply:

- (a) The information on student financial assistance provided to students under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2011/12 to 2015/16 academic years is as follows –

	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(A) TSFS					
Number of applications	29 210	33 923	32 147	31 010	29 784
Number of applications approved	26 330	30 184	28 701	26 802	23 256
Number of students receiving grant	26 241	30 091	28 628	26 734	23 217
Number of students receiving full grant	16 149	17 942	17 023	16 418	15 011
Average grant disbursed (\$)	35,479	36,923	36,501	38,351	39,779
Number of students receiving loans	8 834	9 648	8 704	7 624	5 740
Average loan disbursed (\$)	28,657	29,535	29,997	31,367	33,017
Total amount of assistance disbursed (\$ million)	1,184.17	1,396.01	1,306.03	1,264.43	1,113.08

	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(B) FASP					
Number of applications	27 760	33 934	31 402	27 367	26 565
Number of applications approved	22 878	28 383	26 657	23 002	19 253
Number of students receiving grant	22 844	28 353	26 631	22 980	19 245
Number of students receiving full grant	14 424	17 200	16 227	14 162	8 980
Average grant disbursed (\$)	41,684	43,232	44,576	48,133	43,798
Number of students receiving loans	9 428	8 685	7 366	6 076	3 612
Average loan disbursed (\$)	29,300	30,699	31,366	32,986	30,285
Total amount of assistance disbursed (\$ million)	1,228.47	1,492.37	1,418.15	1,306.52	952.29
(C) NLSFT					
Number of applications	6 092	9 851	10 493	12 746	14 058
Number of applications approved	6 052	9 751	10 422	12 011	12 809
Number of students receiving loans	5 357	8 508	9 383	10 344	10 064
Average loan disbursed (\$)	36,896	38,099	37,892	38,533	38,995
Total amount of loan disbursed (\$ million)	197.65	324.15	355.54	398.59	392.45
(D) NLSPS[#]					
Number of applications	14 622	20 045	19 646	19 250	20 326
Number of applications approved	14 224	19 507	19 216	18 829	19 698
Number of students receiving loans	8 393	11 572	12 140	12 359	12 009
Average loan disbursed (\$)	66,071	50,973	53,587	57,289	51,886
Total amount of loan disbursed (\$ million)	554.53	589.86	650.55	708.04	623.10

	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(E) ENLS					
Number of applications	8 133	8 481	7 863	7 287	5 481
Number of applications approved	8 133	8 481	7 863	7 287	5 207
Number of students receiving loans	7 529	7 687	7 211	6 637	4 847
Average loan disbursed (\$)	45,319	47,091	49,936	53,254	44,000
Total amount of loan disbursed (\$ million)	341.21	361.99	360.09	353.45	213.27

* As at 31 January 2016

In the 2011/12 academic year, the NLSPS loans were to cover tuition fees, academic expenses and living expenses. Starting from the 2012/13 academic year, the NLSPS loans are to cover tuition fees only.

(b) The information on the number of student loan borrowers in different institutions, the number of student loan borrowers by different level of study, and the lowest, average, median and highest amounts of loan disbursed to student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS is appended below.

(i) The number of student loan borrowers in different institutions under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2011/12 to 2015/16 academic years are as follows –

(A) TSFS

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(a) City University of Hong Kong	1 330	1 377	1 212	1 068	761
(b) Hong Kong Baptist University	674	710	646	561	435
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute (formerly known as Chinese Cuisine Training Institute) and International Culinary Institute of the Vocational Training Council	1 130	1 100	1 150	993	764
(d) Hong Kong University of Science and Technology	642	765	673	581	458
(e) Lingnan University	438	429	360	326	237
(f) The Chinese University of Hong Kong	1 157	1 468	1 348	1 198	990
(g) The Hong Kong Academy for Performing Arts	70	52	59	59	46
(h) The Hong Kong Institute of Education	666	773	646	527	340
(i) The Hong Kong Polytechnic University	1 751	1 905	1 623	1 454	1 044
(j) The Prince Philip Dental Hospital	2	2	1	1	1
(k) The University of Hong Kong	974	1 067	986	856	664
Total	8 834	9 648	8 704	7 624	5 740

(B) FASP

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 090	872	899	676	225
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	576	562	486	385	228
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong	1 345	1 006	853	711	412
(d) Hong Kong University of Science and Technology	0	0	1	0	1
(e) Lingnan University/ Lingnan Institute of Further Education/ The Community College at Lingnan University	380	426	301	82	26
(f) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	523	437	223	174	112
(g) The Hong Kong Institute of Education	158	197	200	167	106
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 607	1 370	1 045	877	528
(i) The University of Hong Kong/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College (formerly known as HKU SPACE Po Leung Kuk Community College)/ The University of Hong Kong School of Professional and Continuing Education	996	1 112	804	521	318
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	153	155	123	129	78
(k) Centennial College	0	23	30	25	12
(l) Chu Hai College of Higher Education	256	241	206	186	122
(m) Hang Seng Management College/ Hang Seng School of Commerce	184	308	325	338	227
(n) Hong Kong Art School	2	11	12	15	2
(o) Hong Kong Central College	6	0	0	0	0
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	105	83	67	45	23
(q) Hong Kong Institute of Technology	28	24	35	32	20

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(r) Hong Kong Nang Yan College of Higher Education	0	0	1	4	2
(s) Hong Kong Shue Yan University	811	648	562	460	297
(t) Kaplan Business and Accountancy School	0	1	1	0	0
(u) Sacred Heart Canossian College of Commerce	2	5	3	0	0
(v) Savannah College of Arts and Design, Inc.	1	3	3	3	3
(w) School of General Nursing, Caritas Medical Centre/ School of General Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority	140	118	100	93	63
(x) School of Nursing, Hong Kong Baptist Hospital	0	0	0	4	9
(y) School of Nursing, Union Hospital	0	0	0	10	5
(z) St. Teresa's Hospital School of Nursing	0	0	10	11	9
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	1 014	898	833	880	602
(ab) Tung Wah College	50	176	237	245	176
(ac) Yew Chung Community College	1	5	4	2	6
(ad) YMCA College of Careers	0	4	2	1	0
Total	9 428	8 685	7 366	6 076	3 612

(C) NLSFT

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(a) City University of Hong Kong	796	1 236	1 374	1 607	1 617
(b) Hong Kong Baptist University	467	730	771	849	841
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute (formerly known as Chinese Cuisine Training Institute) and International Culinary Institute of the Vocational Training Council	763	1 102	1 341	1 343	1 364
(d) Hong Kong University of Science and Technology	398	697	797	831	836
(e) Lingnan University	216	341	367	397	349
(f) The Chinese University of Hong Kong	682	1 246	1 364	1 532	1 520
(g) The Hong Kong Academy for Performing Arts	87	105	113	116	103
(h) The Hong Kong Institute of Education	344	522	580	603	458
(i) The Hong Kong Polytechnic University	881	1 389	1 501	1 703	1 659
(j) The Prince Philip Dental Hospital	7	7	3	4	4
(k) The University of Hong Kong	716	1 133	1 172	1 359	1 313
Total	5 357	8 508	9 383	10 344	10 064

(D) NLSPS

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	880	1 167	1 470	1 337	944
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	618	844	873	899	929
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong	1 188	1 311	1 383	1 570	1 544
(d) Hong Kong University of Science and Technology	2	1	1	3	6
(e) Lingnan University/ Lingnan Institute of Further Education/ The Community College at Lingnan University	431	672	555	224	145
(f) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	604	610	415	392	379
(g) The Hong Kong Institute of Education	200	303	363	347	318
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 347	1 675	1 711	1 687	1 666
(i) The University of Hong Kong/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College (formerly known as HKU SPACE Po Leung Kuk Community College)/ The University of Hong Kong School of Professional and Continuing Education	903	1 562	1 412	1 174	1 202
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	171	173	173	239	294
(k) Centennial College	0	45	72	93	81
(l) Chu Hai College of Higher Education	178	333	343	343	323
(m) Gratia Christian College	0	0	0	0	1
(n) Hang Seng Management College/ Hang Seng School of Commerce	209	621	700	897	927
(o) Hong Kong Art School	9	31	40	42	15
(p) Hong Kong Central College	3	0	0	0	0
(q) Hong Kong College of Technology/ HKCT Institute of Higher Education	118	125	149	101	59

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(r) Hong Kong Institute of Technology	35	30	31	50	58
(s) Hong Kong Nang Yan College of Higher Education	0	0	4	7	7
(t) Hong Kong Shue Yan University	524	597	626	733	749
(u) Kaplan Business and Accountancy School	0	3	5	0	0
(v) Sacred Heart Canossian College of Commerce	14	24	7	0	0
(w) Savannah College of Arts and Design, Inc.	22	47	67	59	45
(x) School of General Nursing, Caritas Medical Centre/ School of General Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority	74	83	100	114	114
(y) School of Nursing, Hong Kong Baptist Hospital	0	0	0	7	12
(z) School of Nursing, Union Hospital	0	0	0	11	9
(aa) St. Teresa's Hospital School of Nursing	0	0	14	24	20
(ab) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	779	910	1 053	1 363	1 575
(ac) Tung Wah College	83	388	545	619	547
(ad) Yew Chung Community College	1	9	15	16	34
(ae) YMCA College of Careers	0	8	13	8	6
Total	8 393	11 572	12 140	12 359	12 009

* As at 31 January 2016

(E) ENLS @

The Government completed a review of the Non-means-tested Loan Schemes in 2012 and implemented a package of measures to improve the operation of the schemes, including revision of the course eligibility criteria of the ENLS. From the 2012/13 academic year, the number of category of eligible courses under the ENLS has been revised from nine to five categories.

The number of students receiving loans in respect of each of the nine categories of eligible courses/course providers under the ENLS in the 2011/12 academic year are as follows –

Category of Eligible Courses	Academic Year
	2011/12
Category 1 – Courses offered by the Open University of Hong Kong	338
Category 2 – Courses offered by the Hong Kong Shue Yan University	4
Category 3 – Part-time publicly-funded programmes or self-financing, local award-bearing programmes (i.e. programmes of study leading to the award of local academic qualifications) or training or development courses at the post-secondary level offered by publicly-funded institutions (including their Schools of Professional and Continuing Education)	2 347

Category of Eligible Courses	Academic Year
	2011/12
Category 4 – Project Yi Jin	785
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 868
Category 6 – Post-secondary courses, adult education courses, continuing and professional education courses offered by schools registered under section 13(a) or exempted from registration under section 9(1) of the Education Ordinance (Chapter 279)	841
Category 7 – Courses offered by Post Secondary Colleges registered under the Post Secondary Colleges Ordinance (Chapter 320)	82
Category 8 – Training or development courses provided or funded by statutory bodies	77
Category 9 – Continuing and professional education courses offered by other institutions approved by the then Controller, Student Financial Assistance Agency	238
Total	7 580^{##}

The number of students receiving loans in respect of each of the five categories of eligible courses/course providers under the ENLS in the 2012/13 to 2015/16 academic years are as follows –

Category of Eligible Courses	Academic Year			
	2012/13	2013/14	2014/15	2015/16*
Category 1 – Courses accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or accredited by institutions by virtue of their self-accreditation status or Programme Area Accreditation status ⁺⁺	3 887	3 644	3 215	2 321
Category 2 – Courses under Diploma Yi Jin	1 110	925	872	803
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	4	1	1
Category 4 – Training or development courses provided or funded by local statutory bodies	8	5	2	4
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 707	2 707	2 638	1 721
Total	7 713^{##}	7 285^{##}	6 728^{##}	4 850^{##}

* As at 31 January 2016

@ The ENLS covers a wide range of post-secondary/continuing and professional education courses. We do not maintain statistical breakdown on institution basis. The information on the number of students receiving loans in respect of each category of eligible courses/course providers under the ENLS is provided.

⁺⁺ The figures include students pursuing certain non-accredited courses. As a transition, courses previously included in the approved list before the revision of course eligibility criteria implemented in the 2012/13 academic year are granted with the provisional qualified status if accreditation is being sought. Students pursuing these courses are eligible for loans under the ENLS. Also, a grandfathering arrangement is put in place to enable existing students of courses previously included in the approved list to obtain loans under the ENLS to complete the study programme in case the courses pursued fail to obtain the accreditation.

^{##} Some students received loans for courses in different categories in the same academic year and therefore the total number of students receiving loans by category is larger than the figure in (a) above.

(ii) The number of student loan borrowers by different study level of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2011/12 to 2015/16 academic years are as follows –

(A) TSFS

Level of Study	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
Degree or above	7 091	8 013	7 142	6 319	4 792
Sub-degree	1 743	1 635	1 562	1 305	948
Total	8 834	9 648	8 704	7 624	5 740

(B) FASP

Level of Study	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
Degree / Top-up degree	2 970	3 169	3 293	3 415	2 135
Sub-degree	6 458	5 516	4 073	2 661	1 477
Total	9 428	8 685	7 366	6 076	3 612

(C) NLSFT

Level of Study	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
Degree or above	4 274	7 007	7 663	8 660	8 406
Sub-degree	1 083	1 501	1 720	1 684	1 658
Total	5 357	8 508	9 383	10 344	10 064

(D) NLSPS

Level of Study	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
Degree / Top-up degree	2 434	4 152	5 284	6 990	7 077
Sub-degree	5 959	7 420	6 856	5 369	4 932
Total	8 393	11 572	12 140	12 359	12 009

* As at 31 January 2016

As for the ENLS, we do not maintain information on the study level of programmes because it covers a wide range of post-secondary/continuing and professional education courses.

(iii) The lowest, average, median and highest loan amounts disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2011/12 to 2015/16 academic years are as follows –

Loan Disbursed (\$)	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(A) TSFS (loans are to cover living expenses)					
Lowest	1,890	1,180	2,040	3,180	2,650
Average	28,657	29,535	29,997	31,367	33,017
Median	37,000	39,000	40,000	40,000	43,905
Highest **	56,940	59,470	61,440	63,780	66,460
(B) FASP (loans are to cover living expenses)					
Lowest	1,000	1,189	2,000	2,126	3,000
Average	29,300	30,699	31,366	32,986	30,285
Median	37,960	39,650	40,960	42,520	26,586
Highest **	62,250	65,740	68,110	71,580	75,590
(C) NLSFT (loans are to cover tuition fees)					
Lowest	4,000	3,630	3,900	1,035	2,500
Average	36,896	38,099	37,892	38,533	38,995
Median	42,100	42,100	42,100	42,100	42,100
Highest	42,100	42,100	43,940	51,310	51,310
(D) NLSPS (loans were to cover tuition fees, academic expenses and living expenses in the 2011/12 academic year, and are to cover tuition fees only starting from the 2012/13 academic year)					
Lowest	1,370	1,460	1,190	510	1,810
Average	66,071	50,973	53,587	57,289	51,886
Median	67,935	49,500	50,400	52,560	51,200
Highest	278,960	247,731	341,064	261,911	267,143
(E) ENLS (loans are to cover tuition fees)					
Lowest	2,320	2,100	3,000	1,500	3,253
Average	45,319	47,091	49,936	53,254	44,000
Median	29,500	36,250	38,800	41,400	40,550
Highest	520,000	300,000	312,300	325,700	340,000

* As at 31 January 2016

** Under the TSFS and FASP, some applicants, e.g. disabled applicants, might be offered loans at an amount higher than the maximum loan amount of an academic year on a discretionary basis.

Prior to the implementation of the measure to extend the standard repayment period to 15 years commencing from the 2012/13 academic year, student loan borrowers under the TSFS and FASP were required to repay their loans by 20 quarterly instalments in five years while those under the NLSFT, NLSPS and ENLS were required to repay their loans by 40 quarterly instalments in ten years upon completion or cessation of their studies. Most of the student loan borrowers repaid their loans according to the standard repayment period, though some might settle their loans earlier on their own accord.

We do not have information on the distribution of student loan borrowers by district of residence, type of housing, sex and age profile.

- (c) The number of students receiving grant and the number of students receiving full grant under the TSFS and FASP in different institutions in the 2011/12 to 2015/16 academic years are set out below. We do not have readily available information on the breakdown of the beneficiaries by department and year of study.

(A) TSFS

Institution	Academic Years				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(a) City University of Hong Kong					
Number of students receiving grant	3 361	3 890	3 529	3 307	2 791
Number of students receiving full grant	2 026	2 290	2 056	2 009	1 770
(b) Hong Kong Baptist University					
Number of students receiving grant	1 597	1 991	1 887	1 856	1 719
Number of students receiving full grant	990	1 205	1 133	1 128	1 077
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute (formerly known as Chinese Cuisine Training Institute) and International Culinary Institute of the Vocational Training Council					
Number of students receiving grant	7 529	7 402	7 453	6 591	5 477
Number of students receiving full grant	4 834	4 553	4 604	4 297	3 842
(d) Hong Kong University of Science and Technology					
Number of students receiving grant	1 581	2 030	1 814	1 682	1 491
Number of students receiving full grant	942	1 141	1 013	991	936
(e) Lingnan University					
Number of students receiving grant	895	1 035	936	897	803
Number of students receiving full grant	552	660	590	558	520
(f) The Chinese University of Hong Kong					
Number of students receiving grant	3 022	3 948	3 779	3 642	3 290
Number of students receiving full grant	1 816	2 270	2 193	2 107	1 978

Institution	Academic Years				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(g) The Hong Kong Academy for Performing Arts					
Number of students receiving grant	143	125	147	146	125
Number of students receiving full grant	84	65	86	90	85
(h) The Hong Kong Institute of Education					
Number of students receiving grant	1 433	1 808	1 688	1 515	1 308
Number of students receiving full grant	908	1 073	998	949	874
(i) The Hong Kong Polytechnic University					
Number of students receiving grant	4 567	5 354	5 042	4 790	4 105
Number of students receiving full grant	2 717	3 201	2 973	2 904	2 612
(j) The Prince Philip Dental Hospital					
Number of students receiving grant	14	9	8	9	7
Number of students receiving full grant	5	5	5	5	4
(k) The University of Hong Kong					
Number of students receiving grant	2 099	2 499	2 345	2 299	2 101
Number of students receiving full grant	1 275	1 479	1 372	1 380	1 313
Total					
Number of students receiving grant	26 241	30 091	28 628	26 734	23 217
Number of students receiving full grant	16 149	17 942	17 023	16 418	15 011

(B) FASP

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education					
Number of students receiving grant	2 483	2 769	2 930	2 550	1 595
Number of students receiving full grant	1 549	1 706	1 822	1 598	196
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education					
Number of students receiving grant	1 239	1 739	1 562	1 337	1 165
Number of students receiving full grant	831	1 089	981	825	778
(c) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institute of Hong Kong					
Number of students receiving grant	4 659	4 546	4 075	3 542	2 731
Number of students receiving full grant	3 034	2 823	2 527	2 271	1 868
(d) Hong Kong University of Science and Technology					
Number of students receiving grant	1	1	7	2	4
Number of students receiving full grant	1	1	5	1	3
(e) Lingnan University/ Lingnan Institute of Further Education/ The Community College at Lingnan University					
Number of students receiving grant	944	1 874	1 611	395	261
Number of students receiving full grant	662	1 228	1 059	248	192
(f) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies					
Number of students receiving grant	1 349	1 434	1 037	828	627
Number of students receiving full grant	867	915	636	510	425
(g) The Hong Kong Institute of Education					
Number of students receiving grant	332	484	513	445	420
Number of students receiving full grant	225	304	308	279	292

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development					
Number of students receiving grant	3 735	4 223	3 836	3 441	3 038
Number of students receiving full grant	2 153	2 314	2 150	2 095	1 195
(i) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Stanley Ho Community College (formerly known as HKU SPACE Po Leung Kuk Community College)/ The University of Hong Kong School of Professional and Continuing Education					
Number of students receiving grant	2 446	4 182	3 620	2 499	2 036
Number of students receiving full grant	1 585	2 538	2 240	1 610	1 381
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education					
Number of students receiving grant	382	430	383	408	359
Number of students receiving full grant	263	298	251	237	248
(k) Centennial College					
Number of students receiving grant	0	43	75	90	72
Number of students receiving full grant	0	31	51	63	44
(l) Chu Hai College of Higher Education					
Number of students receiving grant	442	634	569	563	477
Number of students receiving full grant	299	389	357	339	284
(m) Gratia Christian College					
Number of students receiving grant	0	0	0	0	6
Number of students receiving full grant	0	0	0	0	4
(n) Hang Seng Management College/ Hang Seng School of Commerce					
Number of students receiving grant	369	864	965	1 089	972
Number of students receiving full grant	221	506	584	653	595

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(o) Hong Kong Art School					
Number of students receiving grant	7	34	44	38	11
Number of students receiving full grant	6	19	24	22	7
(p) Hong Kong Central College					
Number of students receiving grant	11	0	0	0	0
Number of students receiving full grant	6	0	0	0	0
(q) Hong Kong College of Technology/ HKCT Institute of Higher Education					
Number of students receiving grant	275	268	245	184	145
Number of students receiving full grant	180	171	162	116	105
(r) Hong Kong Institute of Technology					
Number of students receiving grant	84	116	120	113	104
Number of students receiving full grant	58	82	76	75	76
(s) Hong Kong Nang Yan College of Higher Education					
Number of students receiving grant	0	5	6	12	14
Number of students receiving full grant	0	2	3	7	12
(t) Hong Kong Shue Yan University					
Number of students receiving grant	1 612	1 632	1 639	1 506	1 394
Number of students receiving full grant	960	907	941	859	855
(u) Kaplan Business and Accountancy School					
Number of students receiving grant	0	1	1	0	0
Number of students receiving full grant	0	0	0	0	0

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(v) Sacred Heart Canossian College of Commerce					
Number of students receiving grant	15	52	25	0	0
Number of students receiving full grant	6	26	14	0	0
(w) Savannah College of Arts and Design, Inc.					
Number of students receiving grant	1	3	5	5	5
Number of students receiving full grant	1	3	4	4	4
(x) School of General Nursing, Caritas Medical Centre/ School of General Nursing, Queen Elizabeth Hospital/ School of General Nursing, Tuen Mun Hospital under the Hospital Authority					
Number of students receiving grant	269	269	258	260	224
Number of students receiving full grant	185	174	160	152	62
(y) School of Nursing, Hong Kong Baptist Hospital					
Number of students receiving grant	0	0	0	31	16
Number of students receiving full grant	0	0	0	13	10
(z) School of Nursing, Union Hospital					
Number of students receiving grant	0	0	0	27	12
Number of students receiving full grant	0	0	0	20	9
(aa) St. Teresa's Hospital School of Nursing					
Number of students receiving grant	0	0	20	37	29
Number of students receiving full grant	0	0	8	24	0
(ab) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education					
Number of students receiving grant	2 099	2 394	2 633	3 105	3 053
Number of students receiving full grant	1 274	1 459	1 601	1 843	298

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
(ac) Tung Wah College					
Number of students receiving grant	89	328	426	447	430
Number of students receiving full grant	57	194	247	280	0
(ad) Yew Chung Community College					
Number of students receiving grant	1	13	12	15	34
Number of students receiving full grant	1	11	6	13	28
(ae) YMCA College of Careers					
Number of students receiving grant	0	15	14	11	11
Number of students receiving full grant	0	10	10	5	9
Total					
Number of students receiving grant	22 844	28 353	26 631	22 980	19 245
Number of students receiving full grant	14 424	17 200	16 227	14 162	8 980

* As at 31 January 2016

- (d) The number of students receiving loans in different institutions as well as the average loan amount disbursed under the NLSFT, NLSPS and ENLS in the 2011/12 to 2015/16 academic years are provided in (a) and (b) above. We do not maintain statistical breakdown on the distribution of student loan borrowers by department and year of study.
- (e) The information on the average loan amount and the median loan amount of student loan borrowers who obtained loans under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2011/12 to 2015/16 academic years is provided in (b)(iii) above. As regards the information on their average and median monthly repayment amounts, we do not keep track of the students based on the academic year of their obtaining loans as students may complete their studies and hence commence loan repayment at different times. Based on the information of student loan borrowers who graduated and commenced loan repayment in the 2011/12 to 2014/15 academic years, the average loan amount, the median loan amount, the average monthly repayment amount and the median monthly repayment amount are as follows –

Loan/ Repayment Amount (\$)	Academic Year			
	2011/12	2012/13	2013/14	2014/15
(A) TSFS				
Average loan amount ^^	50,519	55,507	60,139	59,644
Median loan amount ^^	37,250	44,920	50,340	48,710
Average monthly loan repayment amount	898	332~	360~	357~
Median monthly loan repayment amount	663	269~	301~	292~

Loan/ Repayment Amount (\$)	Academic Year			
	2011/12	2012/13	2013/14	2014/15
(B) FASP				
Average loan amount ^^	44,830	52,478	53,449	55,559
Median loan amount ^^	37,065	40,000	39,650	40,960
Average monthly loan repayment amount	797	314~	320~	333~
Median monthly loan repayment amount	659	240~	237~	245~
(C) NLSFT				
Average loan amount ^^	68,053	72,877	73,315	71,033
Median loan amount ^^	61,400	64,100	65,075	60,500
Average monthly loan repayment amount	696	466~	470~	448~
Median monthly loan repayment amount	628	410~	417~	381~
(D) NLSPS#				
Average loan amount ^^	94,607	103,249	96,805	89,425
Median loan amount ^^	83,227	87,000	84,600	85,867
Average monthly loan repayment amount	963	661~	621~	564~
Median monthly loan repayment amount	835	557~	542~	541~
(E) ENLS				
Average loan amount ^^	53,912	58,675	66,883	64,520
Median loan amount ^^	42,000	49,200	57,000	49,000
Average monthly loan repayment amount	455	366~	418~	400~
Median monthly loan repayment amount	418	307~	357~	304~

^^ The average loan amount and the median loan amount are calculated based on the total amount of loans disbursed to the student loan borrowers upon their commencement of repayment in a particular academic year. The figures are therefore different from the figures in (a) and (b) above which are calculated based on the amount of loans disbursed in a particular academic year.

~ Based on a 15-year repayment period. For the TSFS and FASP, the interest rate is 1% per annum. For the NLSFT, NLSPS and ENLS, the prevailing interest rate is 1.282% per annum.

In the 2011/12 academic year, the NLSPS loans were to cover tuition fees, academic expenses and living expenses. Starting from the 2012/13 academic year, the NLSPS loans are to cover tuition fees only.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2015/16 academic year is not yet available.

We do not maintain information on the default rate[§] of student loan borrowers based on when they obtained loans. The default rate of student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2011/12 to 2015/16 academic years is as follows –

Scheme	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16*
TSFS	6.70%	6.04%	5.69%	5.13%	6.05%
FASP	8.42%	6.29%	5.59%	5.33%	6.73%
NLSFT	7.36%	7.03%	5.79%	4.80%	4.27%
NLSPS	11.78%	10.48%	8.84%	7.54%	6.86%
ENLS	13.70%	12.52%	10.99%	9.59%	9.38%
Overall	10.64%	9.55%	8.32%	7.26%	7.33%

* As at 31 January 2016

§ Student loan borrowers who fail to repay two or more consecutive quarterly instalments / six or more consecutive monthly instalments for one or more loan repayment account(s) are considered as defaulters. The default rate is the percentage of the number of default cases[^] in relation to the number of loan repayment accounts as at the end of

the academic year concerned, unless otherwise specified.

- ^ The number of default cases in the 2011/12 to 2015/16 academic years is the number as at the end of the academic years concerned (i.e. 31 July 2012, 31 July 2013, 31 July 2014 and 31 July 2015) and 31 January 2016 respectively. The number represents the number of loan borrowers who should have started repayment in the previous academic years and the academic year concerned but are still in default on the date.

- End -

CONTROLLING OFFICER'S REPLY**EDB613****(Question Serial No. 4964)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

1. Please provide, in the table below, information on the titles of all publicly-funded scholarships, the average and median values of award of each scholarship, as well as the numbers of local and non-local students awarded scholarships in the past five years (2011/12 to 2015/16).

Table 1

Title of scholarship	Median value of award	Average value of award	Number of local students awarded scholarships (%)	Number of non-local students awarded scholarships (%)	Total amount of government expenditure involved

2. Please provide, in the table below, information on non-local students granted publicly-funded scholarships in the past five years (2011/12 to 2015/16), such as nationality/place of origin, average value of award, median value of award and the amount of government expenditure involved.

Table 2a

Title of scholarship	Number of non-local students granted publicly-funded scholarships								
	Mainland China (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Others (please specify)

Table 2b

Place of origin of non-local students granted publicly-funded scholarships	Total number of students (%)	Number of scholarships	Average value of award	Median value of award	Total amount of government expenditure involved
Mainland China					
Taiwan					
USA					
UK					
Japan					
South Korea					
France					
Canada					
Others (please specify)					

3. Please provide detailed information on the titles of all publicly-funded university scholarships, as well as the numbers, with percentage, of local students and non-local students granted scholarships by institution, department and year of study in the past five years (2011/12 to 2015/16).

Asked by: Hon IP Kin-yuen (Member Question No. 82)

Reply:

1. Regarding the publicly-funded scholarships that are administered by the Student Finance Office (SFO) of the Agency in the past five school years from 2011/12 to 2015/16, the information required is set out in Table 1 below –

Table 1

Title of scholarship	School Year	Median value of award	Average value of award	Number of local students awarded scholarships (%)	Number of non-local students awarded scholarships (%)	Total amount of government expenditure involved (\$ million)
Scholarship for Prospective English Teachers ^a	2011/12	\$50,000	\$51,429	80 ^b (95.2%)	4 (4.8%)	4.32
	2012/13		\$50,962	151 ^b (96.8%)	5 (3.2%)	7.95
	2013/14		\$50,686	171 ^b (97.7%)	4 (2.3%)	8.87
	2014/15		\$50,343	173 ^b (98.9%)	2 (1.1%)	8.81
	2015/16*		\$50,345	172 ^b (98.9%)	2 (1.1%)	8.76

* As at 31 January 2016

Remarks

- ^a The scholarship was established in 2010/11 as one of a series of measures to enhance the professionalism of English teachers in Hong Kong. The aim of the scholarship is to attract persons proficient in English to pursue relevant local bachelor degree programmes and / or teacher training programmes which will qualify them to become English teachers on graduation.
- ^b The figure includes renewal awards for students pursuing bachelor degree programmes at Year 2 or above and / or teacher training programmes.

2. Tables 2a and 2b below list the information on non-local students awarded publicly-funded scholarships in the past five school years from 2011/12 to 2015/16 –

Table 2a

Title of scholarship	School Year	Number of non-local students awarded the publicly-funded scholarships								
		Mainland (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Others (Please specify)
Scholarship for Prospective English Teachers	2011/12	4 (100%)	-	-	-	-	-	-	-	-
	2012/13	5 (100%)	-	-	-	-	-	-	-	-
	2013/14	4 (100%)	-	-	-	-	-	-	-	-
	2014/15	2 (100%)	-	-	-	-	-	-	-	-
	2015/16*	1 (50%)	-	-	-	-	1 (50%)	-	-	-

* As at 31 January 2016

Table 2b

Place of origin of non-local students awarded the publicly-funded scholarships	Total number of students (%)	Number of scholarships	Average value of award	Median value of award	Total amount of government expenditure involved
Mainland					
2011/12	4 (100%)	4	\$80,000	\$80,000	\$320,000
2012/13	5 (100%)	5	\$80,000	\$80,000	\$400,000
2013/14	4 (100%)	4	\$80,000	\$80,000	\$320,000
2014/15	2 (100%)	2	\$80,000	\$80,000	\$160,000
2015/16*	1 (50%)	1	\$80,000	\$80,000	\$80,000
South Korea					
2015/16*	1 (50%)	1	\$80,000	\$80,000	\$80,000

* As at 31 January 2016

3. Details of the awardees for the Scholarship for Prospective English Teachers, which was set up in the 2010/11 school year and has remained the only publicly-funded university scholarship administered by the SFO, are listed in the tables below by year –

2011/12 School Year (Total: 80 Local + 4 Non-local Awardees)		
By Institution	By Year of Study	By Department / Faculty / Programme of Study
Hong Kong Baptist University - local students: 5 (100%) - non-local students: 0 (0%)	Year 1: - local students: 3 (100%) - non-local students: 0 (0%) Year 2: - local students: 2 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students: 5 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: - local students: 2 (100%) - non-local students: 0 (0%)	Department of English - local students: 2 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 35 (100%) - non-local students: 0 (0%)	Year 1: - local students: 23 (100%) - non-local students: 0 (0%) Year 2: - local students: 12 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 28 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 7 (100%) - non-local students: 0 (0%)
The Hong Kong Institute of Education - local students: 11 (78.6%) - non-local students: 3 (21.4%)	Year 1: - local students: 7 (87.5%) - non-local students: 1 (12.5%) Year 2: - local students: 4 (66.7%) - non-local students: 2 (33.3%)	Faculty of Humanities - local students: 11 (78.6%) - non-local students: 3 (21.4%)
The Hong Kong Polytechnic University - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%) Year 2: Nil	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
The University of Hong Kong - local students: 25 (96.2%) - non-local students: 1 (3.8%)	Year 1: - local students: 14 (100%) - non-local students: 0 (0%) Year 2: - local students: 11 (91.7%) - non-local students: 1 (8.3%)	Faculty of Education and Faculty of Arts - local students: 19 (100%) - non-local students: 0 (0%)
		Faculty of Education - local students: 4 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 2 (66.7%) - non-local students: 1 (33.3%)
Hong Kong Shue Yan University - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English Language and Literature - local students: 1 (100%) - non-local students: 0 (0%)

2012/13 School Year (Total: 151 Local + 5 Non-local Awardees)		
By Institution	By Year of Study	By Department / Faculty / Programme of Study
City University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%) Year 2: Nil Year 3: Nil	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
Hong Kong Baptist University - local students: 13 (100%) - non-local students: 0 (0%)	Year 1: - local students: 8 (100%) - non-local students: 0 (0%) Year 2: - local students: 3 (100%) - non-local students: 0 (0%) Year 3: - local students: 2 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students: 13 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 4 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%) Year 2: Nil Year 3: - local students: 2 (100%) - non-local students: 0 (0%)	Department of English - local students: 4 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 68 (100%) - non-local students: 0 (0%)	Year 1: - local students: 42 (100%) - non-local students: 0 (0%) Year 2: - local students: 17 (100%) - non-local students: 0 (0%) Year 3: - local students: 9 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 48 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 20 (100%) - non-local students: 0 (0%)
The Hong Kong Institute of Education - local students: 14 (82.4%) - non-local students: 3 (17.6%)	Year 1: - local students: 4 (100%) - non-local students: 0 (0%) Year 2: - local students: 6 (85.7%) - non-local students: 1 (14.3%) Year 3: - local students: 4 (66.7%) - non-local students: 2 (33.3%)	Faculty of Humanities - local students: 14 (82.4%) - non-local students: 3 (17.6%)

By Institution	By Year of Study	By Department / Faculty / Programme of Study
The Hong Kong Polytechnic University - local students: 1 (50%) - non-local students: 1 (50%)	Year 1: - local students: 0 (0%) - non-local students: 1 (100%) Year 2: - local students: 1 (100%) - non-local students: 0 (0%) Year 3: Nil	Department of English - local students: 1 (50%) - non-local students: 1 (50%)
The University of Hong Kong - local students: 47 (97.9%) - non-local students: 1 (2.1%)	Year 1: - local students: 27 (100%) - non-local students: 0 (0%) Year 2: - local students: 9 (100%) - non-local students: 0 (0%) Year 3: - local students: 11 (91.7%) - non-local students: 1 (8.3%)	Faculty of Education and Faculty of Arts - local students: 39 (100%) - non-local students: 0 (0%)
		Faculty of Education - local students: 5 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 3 (75%) - non-local students: 1 (25%)
Hong Kong Shue Yan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%) Year 2: Nil Year 3: Nil	Department of English Language and Literature - local students: 2 (100%) - non-local students: 0 (0%)
The Open University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%) Year 2: Nil Year 3: Nil	School of Education and Languages - local students: 1 (100%) - non-local students: 0 (0%)

2013/14 School Year (Total: 171 Local + 4 Non-local Awardees)		
By Institution	By Year of Study	By Department / Faculty / Programme of Study
City University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: - local students: 1 (100%) - non-local students: 0 (0%) Year 3: Nil Year 4: Nil	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
Hong Kong Baptist University - local students: 17 (100%) - non-local students: 0 (0%)	Year 1: - local students: 5 (100%) - non-local students: 0 (0%) Year 2: - local students: 7 (100%) - non-local students: 0 (0%) Year 3: - local students: 3 (100%) - non-local students: 0 (0%) Year 4: - local students: 2 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students: 17 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: - local students: 2 (100%) - non-local students: 0 (0%) Year 3: Nil Year 4: Nil	Department of English - local students: 2 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 83 (100%) - non-local students: 0 (0%)	Year 1: - local students: 27 (100%) - non-local students: 0 (0%) Year 2: - local students: 30 (100%) - non-local students: 0 (0%) Year 3: - local students: 15 (100%) - non-local students: 0 (0%) Year 4: - local students: 11 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 59 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 24 (100%) - non-local students: 0 (0%)

By Institution	By Year of Study	By Department / Faculty / Programme of Study
The Hong Kong Institute of Education - local students: 15 (83.3%) - non-local students: 3 (16.7%)	Year 1: - local students: 5 (100%) - non-local students: 0 (0%) Year 2: - local students: 2 (100%) - non-local students: 0 (0%) Year 3: - local students: 6 (85.7%) - non-local students: 1 (14.3%) Year 4: - local students: 2 (50%) - non-local students: 2 (50%)	Faculty of Humanities - local students: 15 (83.3%) - non-local students: 3 (16.7%)
The Hong Kong Polytechnic University - local students: 2 (66.7%) - non-local students: 1 (33.3%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%) Year 2: - local students: 0 (0%) - non-local students: 1 (100%) Year 3: - local students: 1 (100%) - non-local students: 0 (0%) Year 4: Nil	Department of English - local students: 2 (66.7%) - non-local students: 1 (33.3%)
The University of Hong Kong - local students: 48 (100%) - non-local students: 0 (0%)	Year 1: - local students: 10 (100%) - non-local students: 0 (0%) Year 2: - local students: 18 (100%) - non-local students: 0 (0%) Year 3: - local students: 9 (100%) - non-local students: 0 (0%) Year 4: - local students: 11 (100%) - non-local students: 0 (0%)	Faculty of Education and Faculty of Arts - local students: 39 (100%) - non-local students: 0 (0%)
		Faculty of Education - local students: 6 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 3 (100%) - non-local students: 0 (0%)

By Institution	By Year of Study	By Department / Faculty / Programme of Study
Hong Kong Shue Yan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: - local students: 2 (100%) - non-local students: 0 (0%) Year 3: Nil Year 4: Nil	Department of English Language and Literature - local students: 2 (100%) - non-local students: 0 (0%)
The Open University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: - local students: 1 (100%) - non-local students: 0 (0%) Year 3: Nil Year 4: Nil	School of Education and Languages - local students: 1 (100%) - non-local students: 0 (0%)

2014/15 School Year (Total: 173 Local + 2 Non-local Awardees)		
By Institution	By Year of Study	By Department / Faculty / Programme of Study
City University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%) Year 2: Nil Year 3: Nil Year 4: Nil	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
Hong Kong Baptist University - local students: 20 (100%) - non-local students: 0 (0%)	Year 1: - local students: 6 (100%) - non-local students: 0 (0%) Year 2: - local students: 5 (100%) - non-local students: 0 (0%) Year 3: - local students: 7 (100%) - non-local students: 0 (0%) Year 4: - local students: 2 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students: 20 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 3 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%) Year 2: Nil Year 3: - local students: 2 (100%) - non-local students: 0 (0%) Year 4: Nil	Department of English - local students: 3 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 77 (100%) - non-local students: 0 (0%)	Year 1: - local students: 12 (100%) - non-local students: 0 (0%) Year 2: - local students: 24 (100%) - non-local students: 0 (0%) Year 3: - local students: 30 (100%) - non-local students: 0 (0%) Year 4: - local students: 11 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 57 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 20 (100%) - non-local students: 0 (0%)

By Institution	By Year of Study	By Department / Faculty / Programme of Study
The Hong Kong Institute of Education - local students: 17 (94.4%) - non-local students: 1 (5.6%)	Year 1: - local students: 5 (100%) - non-local students: 0 (0%) Year 2: - local students: 5 (100%) - non-local students: 0 (0%) Year 3: - local students: 1 (100%) - non-local students: 0 (0%) Year 4: - local students: 6 (85.7%) - non-local students: 1 (14.3%)	Faculty of Humanities - local students: 17 (94.4%) - non-local students: 1 (5.6%)
The Hong Kong Polytechnic University - local students: 1 (50%) - non-local students: 1 (50%)	Year 1: Nil Year 2: - local students: 1 (100%) - non-local students: 0 (0%) Year 3: - local students: 0 (0%) - non-local students: 1 (100%) Year 4: Nil	Department of English - local students: 1 (50%) - non-local students: 1 (50%)
The University of Hong Kong - local students: 50 (100%) - non-local students: 0 (0%)	Year 1: - local students: 19 (100%) - non-local students: 0 (0%) Year 2: - local students: 5 (100%) - non-local students: 0 (0%) Year 3: - local students: 18 (100%) - non-local students: 0 (0%) Year 4: - local students: 8 (100%) - non-local students: 0 (0%)	Faculty of Education and Faculty of Arts - local students: 40 (100%) - non-local students: 0 (0%)
		Faculty of Education - local students: 4 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 6 (100%) - non-local students: 0 (0%)

By Institution	By Year of Study	By Department / Faculty / Programme of Study
Hong Kong Shue Yan University - local students: 3 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%) Year 2: Nil Year 3: - local students: 1 (100%) - non-local students: 0 (0%) Year 4: Nil	Department of English Language and Literature - local students: 3 (100%) - non-local students: 0 (0%)
The Open University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: Nil Year 3: - local students: 1 (100%) - non-local students: 0 (0%) Year 4: Nil	School of Education and Languages - local students: 1 (100%) - non-local students: 0 (0%)

2015/16* School Year (Total: 172 Local + 2 Non-local Awardees)		
By Institution	By Year of Study	By Department / Faculty / Programme of Study
Hong Kong Baptist University - local students: 22 (100%) - non-local students: 0 (0%)	Year 1: - local students: 5 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students: 21 (100%) - non-local students: 0 (0%)
	Year 2: - local students: 5 (100%) - non-local students: 0 (0%)	
	Year 3: - local students: 4 (100%) - non-local students: 0 (0%)	Faculty of Social Sciences (Department of Education Studies) - local students: 1 (100%) - non-local students: 0 (0%)
	Year 4: - local students: 8 (100%) - non-local students: 0 (0%)	
Lingnan University - local students: 3 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English - local students: 3 (100%) - non-local students: 0 (0%)
	Year 2: Nil	
	Year 3: Nil	
	Year 4: - local students: 2 (100%) - non-local students: 0 (0%)	
The Chinese University of Hong Kong - local students: 77 (100%) - non-local students: 0 (0%)	Year 1: - local students: 20 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 60 (100%) - non-local students: 0 (0%)
	Year 2: - local students: 11 (100%) - non-local students: 0 (0%)	
	Year 3: - local students: 21 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English) - local students: 17 (100%) - non-local students: 0 (0%)
	Year 4: - local students: 25 (100%) - non-local students: 0 (0%)	

By Institution	By Year of Study	By Department / Faculty / Programme of Study
The Hong Kong Institute of Education - local students: 8 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: - local students: 3 (100%) - non-local students: 0 (0%) Year 3: - local students: 4 (100%) - non-local students: 0 (0%) Year 4: - local students: 1 (100%) - non-local students: 0 (0%)	Faculty of Humanities - local students: 8 (100%) - non-local students: 0 (0%)
The Hong Kong Polytechnic University - local students: 1 (50%) - non-local students: 1 (50%)	Year 1: Nil Year 2: Nil Year 3: - local students: 1 (100%) - non-local students: 0 (0%) Year 4: - local students: 0 (0%) - non-local students: 1 (100%)	Department of English - local students: 1 (50%) - non-local students: 1 (50%)
The University of Hong Kong - local students: 57 (98.3%) - non-local students: 1 (1.7%)	Year 1: - local students: 22 (95.7%) - non-local students: 1 (4.3%) Year 2: - local students: 14 (100%) - non-local students: 0 (0%) Year 3: - local students: 3 (100%) - non-local students: 0 (0%) Year 4: - local students: 18 (100%) - non-local students: 0 (0%)	Faculty of Arts and Faculty of Education - local students: 41 (97.6%) - non-local students: 1 (2.4%)
		Faculty of Education - local students: 9 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 7 (100%) - non-local students: 0 (0%)

By Institution	By Year of Study	By Department / Faculty / Programme of Study
Hong Kong Shue Yan University - local students: 3 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%) Year 2: - local students: 1 (100%) - non-local students: 0 (0%) Year 3: Nil Year 4: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English Language and Literature - local students: 3 (100%) - non-local students: 0 (0%)
The Open University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: Nil Year 3: Nil Year 4: - local students: 1 (100%) - non-local students: 0 (0%)	School of Education and Languages - local students: 1 (100%) - non-local students: 0 (0%)

* As at 31 January 2016

- End -

CONTROLLING OFFICER'S REPLY**EDB614****(Question Serial No. 4965)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistance
(700) General non-recurrent
Item 508 Continuing Education FundProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Esmond LEE)Director of Bureau: Secretary for EducationQuestion:

1. Please provide in the table below information on the following student financial assistance schemes in the past five years (2011/12 to 2015/16) –

	Number of applications	Number of beneficiaries	Average amount of assistance disbursed (\$)	Median amount of assistance disbursed (\$)	Total amount of assistance disbursed (\$ million)
Kindergarten and Child Care Centre Fee Remission Scheme					
Pre-primary Education Voucher Scheme					
Examination Fee Remission Scheme					
Subsidy Scheme for Internet Access Charges					
School Textbook Assistance Scheme					
Student Travel Subsidy Scheme					
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme					
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students					

Financial Assistance Scheme for Designated Evening Adult Education Courses					
Tuition fee reimbursement under the Diploma Yi Jin					
Student Travel Subsidy for Tertiary or Post-secondary Students					
Continuing Education Fund					

2. How will the Government enhance or improve its measures on financial assistance for the present and future? What is the amount involved?

Asked by: Hon IP Kin-yuen (Member Question No. 83)

Reply:

1. The requested information for the above student financial assistance schemes for the past five years (i.e. 2011/12 to 2015/16 school years) is set out in the Appendix.
2. The Government is committed to ensuring that no students will be denied access to education because of a lack of means, and that continuous learning should be supported. Premised on this, the Government reviews the student financial assistance schemes from time to time to assess their effectiveness, and to ascertain whether the schemes can achieve the objectives they are set up for. Where areas for improvement are identified, enhancement measures will be put in place promptly so that students in need will be provided with the necessary assistance. Specifically, the Government will launch the following improvement measures –
 - (a) to continue to lift the fee remission ceilings under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) to the 75th percentile of the school fees of kindergartens under the Pre-primary Education Voucher Scheme in the 2016/17 school year before the implementation of the new kindergarten education policy in the 2017/18 school year. This lifting of the fee remission ceilings under the KCFRS is estimated to incur an additional expenditure of around \$70 million in the 2016/17 school year; and
 - (b) to provide a grant for school-related expenses for kindergarten students from needy families to defray expenditure incurred from learning or education upon the implementation of the new kindergarten education policy in the 2017/18 school year. To provide timely support for needy families to meet school-related expenses incurred from their children's kindergarten education before the implementation of the new policy in the 2017/18 school year, a one-off grant funded by the Community Care Fund will be disbursed to eligible kindergarten students in the 2016/17 school year. This measure is estimated to incur an expenditure of around \$157 million.

Appendix

2011/12 school year	Number of applications	Number of beneficiaries	Average amount of assistance disbursed (\$)	Median amount of assistance disbursed (\$)	Total amount of assistance disbursed (\$ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	38 972	36 117	(i) CCC: 22,117 (ii) KG: 10,037	(i) CCC: 20,115 (ii) KG: 9,766	399.5
Pre-primary Education Voucher Scheme ⁺	50 398 ⁺	50 030 Certificates of Eligibility issued ^{&}			
Examination Fee Remission Scheme	39 124	38 798	1,936	2,160	75.1
Subsidy Scheme for Internet Access Charges (family-based application)	186 430	181 747	1,026	1,300	186.5
School Textbook Assistance Scheme	285 278	276 003	2,381	1,964	657.2
Student Travel Subsidy for Primary and Secondary Students	197 626	183 017	1,576	1,260	288.5
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme [*]	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students [#]					
Financial Assistance Scheme for Designated Evening Adult Education Courses	837	837	4,344	2,988	3.6
Tuition Fee Reimbursement under the Project Yi Jin	7 941	7 941	6,082	3,420	48.3
Student Travel Subsidy for Tertiary or Post-secondary Students	47 035	43 737	2,935	2,472	128.3
Continuing Education Fund [@]	34 850	33 606	7,212	7,888	247.4

⁺ Application is family-based.

[&] The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

^{*} This Community Care Fund Programme was implemented in the 2013/14 school year.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years.

[@] The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than school year. The Fund is under the purview of the Labour and Welfare Bureau.

2012/13 school year	Number of applications	Number of beneficiaries	Average amount of assistance disbursed (\$)	Median amount of assistance disbursed (\$)	Total amount of assistance disbursed (\$ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	42 211	38 735	(i) CCC: 23,465 (ii) KG: 10,638	(i) CCC: 22,368 (ii) KG: 10,284	448.2
Pre-primary Education Voucher Scheme ⁺	49 765 ⁺	49 314 Certificates of Eligibility issued ^{&}			
Examination Fee Remission Scheme	25 703	25 575	2,048	2,268	52.4
Subsidy Scheme for Internet Access Charges (family-based application)	175 194	169 856	1,034	1,300	175.6
School Textbook Assistance Scheme	261 861	252 216	2,566	3,274	647.2
Student Travel Subsidy for Primary and Secondary Students	183 646	168 157	1,702	1,332	286.3
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme*	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students [#]					
Financial Assistance Scheme for Designated Evening Adult Education Courses	757	757	4,333	2,988	3.3
Tuition Fee Reimbursement under the Yi Jin Diploma [^]	5 880	5 880	13,610	9,600	80.0
Student Travel Subsidy for Tertiary or Post-secondary Students	55 564	51 753	3,090	2,590	159.9
Continuing Education Fund [@]	29 283	28 440	7,352	8,640	218.0

⁺ Application is family-based.

[&] The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

^{*} This Community Care Fund Programme was implemented in the 2013/14 school year.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years.

[^] Yi Jin Diploma was introduced in the 2012/13 academic year upon the lapse of the former Project Yi Jin.

[@] The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than school year. The Fund is under the purview of the Labour and Welfare Bureau.

2013/14 school year	Number of applications	Number of beneficiaries	Average amount of assistance disbursed (\$)	Median amount of assistance disbursed (\$)	Total amount of assistance disbursed (\$ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	43 591	39 232	(i) CCC: 24,630 (ii) KG: 11,195	(i) CCC: 22,368 (ii) KG: 10,811	473.3
Pre-primary Education Voucher Scheme ⁺	49 668 ⁺	49 291 Certificates of Eligibility issued ^{&}			
Examination Fee Remission Scheme	23 329	23 253	2,021	2,268	47.0
Subsidy Scheme for Internet Access Charges (family-based application)	168 379	162 320	1,035	1,300	168.0
School Textbook Assistance Scheme	247 541	236 970	2,793	3,494	661.9
Student Travel Subsidy for Primary and Secondary Students	175 999	159 123	2,016	1,591	320.8
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme*	235 286	235 286	791	1,000	186.1
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students [#]	1 736	1 736	956	835	1.7
Financial Assistance Scheme for Designated Evening Adult Education Courses	808	808	4,399	2,940	3.6
Tuition Fee Reimbursement under the Yi Jin Diploma	7 029	7 029	11,599	9,420	81.5
Student Travel Subsidy for Tertiary or Post-secondary Students	52 676	48 826	3,406	2,953	166.3
Continuing Education Fund [@]	26 007	25 275	7,618	8,840	196.3

⁺ Application is family-based.

[&] The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

^{*} This Community Care Fund Programme was implemented in the 2013/14 school year.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years.

[@] The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than school year. The Fund is under the purview of the Labour and Welfare Bureau.

2014/15 school year	Number of applications	Number of beneficiaries	Average amount of assistance disbursed (\$)	Median amount of assistance disbursed (\$)	Total amount of assistance disbursed (\$ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	42 304	37 773	(i) CCC: 27,217 (ii) KG: 12,392	(i) CCC: 25,656 (ii) KG: 11,961	502.1
Pre-primary Education Voucher Scheme ⁺	52 374 ⁺	51 905 Certificates of Eligibility issued ^{&}			
Examination Fee Remission Scheme	20 977	20 857	2,015	2,268	42.0
Subsidy Scheme for Internet Access Charges (family-based application)	159 491	154 512	1,042	1,300	161.0
School Textbook Assistance Scheme	234 761	226 003	3,608	4,528	815.3
Student Travel Subsidy for Primary and Secondary Students	168 693	152 452	2,138	1,682	325.9
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme [*]	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students [#]	1 727	1 727	982	853	1.7
Financial Assistance Scheme for Designated Evening Adult Education Courses [^]	762	762	5,194	3,466	4.0
Tuition Fee Reimbursement under the Yi Jin Diploma [^]	7 401	7 401	11,957	9,760	88.5
Student Travel Subsidy for Tertiary or Post-secondary Students	46 647	42 830	3,511	3,034	150.4
Continuing Education Fund [@]	22 570	22 526	7,762	9,220	175.3

⁺ Application is family-based.

[&] The Agency is only responsible for assessing the eligibility of applicants under Pre-primary Education Voucher Scheme.

^{*} This Community Care Fund Programme was implemented in the 2013/14 school year.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years.

[^] Figures as at 31.1.2016. A small number of 2014/15 reimbursement applications are still under processing.

[@] The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than school year. The Fund is under the purview of the Labour and Welfare Bureau.

2015/16 school year (up to 31.1.2016)	Number of applications	Number of beneficiaries	Average amount of assistance disbursed (\$)	Median amount of assistance disbursed (\$)	Total amount of assistance disbursed (\$ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	47 109	38 360	(i) CCC: 16,357 (ii) KG: 6,852	(i) CCC: 15,834 (ii)KG: 6,463	280.3
Pre-primary Education Voucher Scheme ⁺	64 500 ⁺	61 896 Certificates of Eligibility issued ^{&}			
Examination Fee Remission Scheme [¥]	N.A				
Subsidy Scheme for Internet Access Charges (family-based application)	149 084	144 455	1,049	1,300	151.5
School Textbook Assistance Scheme	219 582	211 549	3,771	4,798	797.8
Student Travel Subsidy for Primary and Secondary Students	160 692	143 016	2,217	1,728	317.1
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme [*]	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students [#]					
Financial Assistance Scheme for Designated Evening Adult Education Courses [^]					
Tuition Fee Reimbursement under the Diploma Yi Jin ^{^%}					
Student Travel Subsidy for Tertiary or Post-secondary Students	38 052	33 696	2,080	1,544	70.1
Continuing Education Fund [@]	17 548	16 938	7,597	9,660	134.7

⁺ Application is family-based.

[&] The Agency is only responsible for assessing the eligibility of applicants under Pre-primary Education Voucher Scheme.

[¥] The first batch of disbursement for the Examination Fee Remission Scheme is normally made in March each year and hence as at 31.1.2016, relevant figures for the 2015/16 school year are not available.

^{*} This Community Care Fund Programme was implemented in the 2013/14 school year.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years.

[^] Reimbursement for 2015/16 applications will be processed in 2016-17 financial year.

[%] Yi Jin Diploma has been renamed as Diploma Yi Jin starting from 1.1.2016.

[@] The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than school year. The Fund is under the purview of the Labour and Welfare Bureau.

- End -

CONTROLLING OFFICER'S REPLY**EDB615****(Question Serial No. 3988)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

1. Under the Programme, it is stated that "Knowledge Transfer - The UGC recognises the importance of knowledge transfer in bringing about socio-economic benefits and impact to the community and businesses. Recurrent funding of \$62.5 million per year in the 2016/17 to 2018/19 triennium will be allocated to its funded institutions to further strengthen and broaden their endeavours, commensurate with their roles and missions", while Higher Aims Limited, a consultancy firm, states that "the funding for and reporting mechanisms of the 8 institutions concerning knowledge transfer activities should be based on the recommendations of the consultant during the 2012-15 triennium." Will the Government advise of the indicators for knowledge transfer as mentioned in the Programme?
2. Please list the number of graduates of undergraduate programmes offered by various engineering departments of the University of Hong Kong, the Hong Kong University of Science and Technology, the Hong Kong Polytechnic University, the Chinese University of Hong Kong and the City University of Hong Kong over the past 5 years and, among them, the number of those awarded First Class Honours.

Asked by: Hon Albert HO Chun-yan (Member Question No. 85)

Reply:

1. Knowledge transfer (KT) is a natural extension of higher education institutions' teaching and research activities and has become their third core function. The UGC recognises the importance of KT in bringing about socio-economic benefits and impact to the community and businesses. Recurrent funding of \$62.5 million per year will be allocated in the 2016/17 to 2018/19 triennium to UGC-funded institutions to further strengthen and broaden their endeavours, commensurate with their roles and missions. As a condition of the funding, institutions are required to submit annual reports on the use and outcomes of the funding to the UGC, which are uploaded to the UGC website. To show the outcomes and activities undertaken in the past year, institutions provide information under specified performance indicators such as number of patents filed and granted, number of economically active spin-off companies, number of consultancies and income thereby generated, number of collaborative researches and income generated, number of public lectures/symposiums/exhibitions and speeches to a community audience, etc. Institutions may also provide information under additional performance indicators appropriate for their particular KT activities.
2. The number of graduates of UGC-funded undergraduate programmes in engineering disciplines of The University of Hong Kong, The Hong Kong University of Science and Technology, The Hong Kong Polytechnic University, The Chinese University of Hong Kong and City University of Hong Kong for the 2010/11 to 2014/15 academic years and, among them, the number of those awarded First Class Honours are set out below.

(Headcount)					
Institution	Number of Graduates in Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15
City University of Hong Kong	498	465	482	452	459
Graduates with First Class Honours	77	79	58	62	52
The Chinese University of Hong Kong	352	294	371	382	418
Graduates with First Class Honours	35	28	39	49	47
The Hong Kong Polytechnic University	840	859	884	896	925
Graduates with First Class Honours	87	71	74	77	85
The Hong Kong University of Science and Technology	687	702	729	698	714
Graduates with First Class Honours	96	84	104	122	117
The University of Hong Kong	478	429	437	453	442
Graduates with First Class Honours	67	69	75	86	59
Total	2 854	2 749	2 903	2 881	2 958
Graduates with First Class Honours	361	331	350	396	359

Note:

Programmes in engineering disciplines refer to programmes in the Academic Programme Category of Engineering and Technology as reported by the UGC-funded institutions.

- End -

CONTROLLING OFFICER'S REPLY**EDB616****(Question Serial No. 4024)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the educational support for non-Chinese speaking students to be admitted in post-secondary programmes, please provide:

- a) the number of ethnic minority students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2015;
- b) the number of non-Chinese speaking students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2015;
- c) the respective number of ethnic minority students admitted to UGC-funded post-secondary programmes through JUPAS using each of the alternative Chinese qualifications, namely GCE (A-Level), GCE (AS Level), GCSE and IGCSE in 2014;
- d) the respective number of non-Chinese speaking students admitted to UGC-funded post-secondary programmes through JUPAS using each of the alternative Chinese qualifications, namely GCE (A-Level), GCE (AS Level), GCSE and IGCSE in 2014;

(For (a), (b), (c) and (d)) Highest Chinese qualification used for JUPAS	Number of NCS students in UGC-funded programmes in 2015	Number of ethnic minority students in UGC-funded programmes in 2015
HKDSE (Chinese)		
GCE (A-Level)		
GCE (AS Level)		

- e) If the data in (a) to (d) is not available, how the government monitors the effect of multiple exits in Chinese language qualification on ethnic minority students' post-secondary education opportunities;
- f) the total number of students admitted to UGC-funded post-secondary programmes through JUPAS in 2015;
- g) the total number of students admitted to full-time locally-accredited self-financing post-secondary programmes in 2015; and
- h) the number of ethnic minority students and non-Chinese speaking students, respectively, admitted to full-time locally-accredited self-financing post-secondary programmes in 2015.

Asked by: Hon James TO Kun-sun (Member Question No. 88)

Reply:

- (a) – (e) In the 2015/16 academic year, 115 local students whose ethnicity and / or spoken language at home is not Chinese (collectively referred to as non-Chinese speaking students) were admitted to University Grants Committee(UGC)-funded full-time post-secondary programmes under the Joint University Programmes Admissions System (JUPAS). Information on these students' Chinese Language qualifications is not available. NCS students meeting prescribed circumstances are allowed to submit alternative qualifications in Chinese language (i.e. Chinese Language in General Certificate of Education Examination, General Certificate of Secondary Education Examination (GCSE) or International GCSE) in lieu of general Chinese language requirement through JUPAS for the purpose of satisfying minimum entrance requirements for admission. It is noteworthy that student admission is a matter of institutional autonomy and the Government does not monitor institutions in terms of the qualifications of their intakes.
- (f) In the 2015/16 academic year, a total of 14 254 local students were admitted to UGC-funded full-time post-secondary programmes through JUPAS.
- (g) and (h) In the 2015/16 academic year, a total of 37 829 students (provisional figure as of October 2015), including 438 non-Chinese speaking students, were admitted to full-time locally accredited non-UGC-funded post-secondary programmes.

- End -

CONTROLLING OFFICER'S REPLY**EDB617****(Question Serial No. 4025)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the educational support for non-Chinese speaking students in receiving post-secondary education, please provide:

the number of students taking the DSE examinations in 2015, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer;

the number of ethnic minority students taking the DSE examinations in 2015, the number of them taking the DSE Chinese language examinations, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer; and

the number of non-Chinese speaking students taking the DSE examinations in 2015, the number of them taking the DSE Chinese language examinations, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer.

	Total S6 students in 2015	Ethnic minority S6 students in 2015	NCS S6 students in 2015
Taken DSE			
Taken DSE Chinese language exam			
Met general UGC entrance requirement			
Received JUPAS offer			

Asked by: Hon James TO Kun-sun (Member Question No. 89)

Reply:

In 2015, there were a total of 72 859 candidates sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Among them, 25 782 met the general entrance requirements of undergraduate programmes, and 22 232 received admission offers to post-secondary programmes through the Joint University Programmes Admissions System (JUPAS).

In 2015, out of 930 Secondary 6 non-Chinese speaking (NCS) students attending public sector and Direct Subsidy Scheme schools offering local curriculum, 830 took the HKDSE Examination. Among these 830 NCS students, 97 sat for HKDSE (Chinese Language) Examination. Out of the 830 NCS students taking HKDSE Examination, 220 met the general entrance requirements of undergraduate programmes. In the same year, 145 NCS students received admission offers to post-secondary programmes through JUPAS.

- End -

CONTROLLING OFFICER'S REPLY**EDB618****(Question Serial No. 4061)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The intake of senior year undergraduate places in University Grants Committee (UGC)-funded institutions will progressively increase by a total of 1000 places. In this connection, please advise the following information :

- (a) the spending for each school year between 2015/16 and 2018/19, with a breakdown of expenditure items;
- (b) the number of students studying in the first year of sub-degree programmes in last 3 years, with a breakdown of disciplines and institutions;
- (c) the number of students who were able to articulate to UGC-funded degree programmes in last 3 years, with a breakdown of disciplines and institutions;
- (d) whether all UGC-funded degree programmes provide senior year undergraduate places for sub-degree graduates to apply; if yes, of the details; if no, of that reasons?

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 77)Reply:

- (a) As funding for the senior year places is subsumed under the block grant to institutions, the UGC is unable to identify and attribute the actual expenditure on specific programmes. It is noteworthy that according to the institutions, the average student unit cost per annum of a UGC-funded undergraduate (including senior year) place for the 2014/15 academic year was \$222,000, the bulk of which was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year). Information for the academic years from 2015/16 onwards is not yet available.
- (b) The numbers of first year student intakes of UGC-funded sub-degree programmes for the 2013/14 to 2015/16 academic years by institution and broad academic programme category are at Annex A.
- (c) The numbers of senior year student intakes of UGC-funded undergraduate programmes for the 2013/14 to 2015/16 academic years by institution and broad academic programme category are at Annex B.
- (d) Institutions are entitled to exercise a considerable degree of latitude in planning their academic portfolios, including the allocation of senior year undergraduate places to different disciplines. Generally speaking, to ensure comparable articulation prospect for sub-degree graduates of different disciplines, institutions endeavour to allocate senior year places with reference to the distribution of

sub-degree graduates (in both publicly-funded and self-financing sectors) across various disciplines. Furthermore, it should be reckoned that for some programmes that would lead to professional qualifications, due to statutory and professional requirements, it is not possible to admit students at the senior year level.

**Number of First Year Student Intakes of UGC-funded Sub-degree Programmes
by Institution and Broad Academic Programme Category, 2013/14 to 2015/16 Academic Years**

(Headcount)

Institution	Programme	Academic Year		
		2013/14	2014/15	2015/16 [#]
CityU	Engineering and Technology	458	484	501
	Sub-total	458	484	501
HKIEd	Sciences	10	14	16
	Social Sciences	1	0	3
	Arts and Humanities	16	5	20
	Education	250	286	312
	Sub-total	277	306	352
PolyU	Sciences	184	166	184
	Engineering and Technology	834	770	740
	Business and Management	278	221	188
	Social Sciences	54	-	-
	Arts and Humanities	140	130	91
	Sub-total	1 489	1 288	1 203
Total		2 224	2 078	2 056

Notes:

1. # Provisional figures
2. “-” denotes “nil”.
3. The zero figure quoted in the table represents magnitude of less than 0.5.
4. Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
5. Abbreviations :

CityU	City University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University

**Number of Senior Year Student Intakes of UGC-funded Undergraduate Programmes
by Institution and Broad Academic Programme Category, 2013/14 to 2015/16 Academic Years**
(Headcount)

Institution	Programme	Academic Year		
		2013/14	2014/15	2015/16 [#]
CityU	Medicine, Dentistry and Health	1	0	24
	Sciences	62	94	97
	Engineering and Technology	98	202	185
	Business and Management	304	361	378
	Social Sciences	276	382	381
	Arts and Humanities	194	259	282
	Sub-total	934	1 298	1 347
HKBU	Sciences	41	58	85
	Business and Management	70	88	93
	Social Sciences	86	120	127
	Arts and Humanities	75	107	121
	Education	16	20	22
	Sub-total	288	393	448
LU	Business and Management	43	44	50
	Social Sciences	28	28	33
	Arts and Humanities	53	52	48
	Sub-total	124	124	131
CUHK	Medicine, Dentistry and Health	101	108	112
	Sciences	32	70	73
	Engineering and Technology	11	15	17
	Business and Management	24	21	20
	Social Sciences	60	65	83
	Arts and Humanities	67	88	80
	Education	16	18	18
	Sub-total	311	384	402
HKIEd	Sciences	3	6	7
	Business and Management	1	-	1
	Social Sciences	5	20	21
	Arts and Humanities	25	38	41
	Education	1	15	10
	Sub-total	36	80	80
PolyU	Medicine, Dentistry and Health	40	40	40
	Sciences	135	165	185
	Engineering and Technology	330	436	489
	Business and Management	280	463	460
	Social Sciences	51	75	79
	Arts and Humanities	193	269	270
	Sub-total	1 028	1 449	1 523
HKUST	Sciences	64	43	37
	Engineering and Technology	10	58	64
	Business and Management	2	-	18
	Social Sciences	2	-	4
	Arts and Humanities	22	-	-
	Sub-total	100	100	122

Institution	Programme	Academic Year		
		2013/14	2014/15	2015/16 [#]
HKU	Medicine, Dentistry and Health Sciences	25	25	25
		66	75	73
	Engineering and Technology	34	34	33
	Business and Management	-	10	4
	Social Sciences	40	51	50
	Arts and Humanities	47	48	53
	Education	40	41	50
	Sub-total	253	285	288
Total		3 074	4 113	4 341

Notes:

1. # Provisional figures
2. “-” denotes “nil”.
3. The zero figure quoted in the table represents magnitude of less than 0.5.
4. Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.

5. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY**EDB619****(Question Serial No. 4062)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The UGC is working with the Government and the institutions to have more hostel places as quickly as practicable. In this connection, please advise the following information:

- (a) the number of students who were on the waiting list for hostel places in last 3 years broken down by institutions;
- (b) the number of supply of hostel places in the last 3 years; the number of additional hostel places that will be created in coming 3 years, please provide details and expenditure involved.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 78)Reply:

Under the Government's prevailing hostel policy, subject to the availability of land and resources, the provision of publicly-funded student hostels in the University Grants Committee (UGC)-funded institutions is calculated in accordance with the following criteria¹: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places.

The actual allocation of student hostel places to individual students is a matter within institutional autonomy. The UGC-funded institutions allocate publicly-funded, privately-funded and temporary hostel places to their local and non-local students enrolled in the UGC-funded and non-UGC-funded programmes as well as exchange students according to their own sets of criteria and procedures. UGC does not collect information from the institutions regarding the number of students put on waiting lists, if any, for hostel places.

For indicative purpose, the supply of and additional requirements for publicly-funded hostel places, with breakdown by institution, in the last three academic years are given in the table below.

¹ The criteria are applicable to all UGC-funded institutions, except for Lingnan University (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspiration to develop itself into a relatively small, fully residential liberal arts institution) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

Institution	Supply (S) and additional requirement (AR) for publicly-funded hostel places					
	2013/14		2014/15		2015/16	
	S	AR	S	AR	S	AR
City University of Hong Kong	3 485	1 426	3 485	1 898	3 485	2 011
Hong Kong Baptist University	1 710	723	1 710	881	1 711	1 128
Lingnan University	1 300	-	1 300	-	1 300	-
The Chinese University of Hong Kong	6 182	1 111	6 182	1 271	6 182	1 304
The Hong Kong Institute of Education	2 003	-	2 003	-	2 003	-
The Hong Kong Polytechnic University	4 654	774	4 654	1 250	4 654	1 406
The Hong Kong University of Science and Technology ²	4 101	1 054	4 101	1 159	4 141	953
The University of Hong Kong	5 725	1 848	5 725	1 891	5 728	1 858
Total	29 160	6 936	29 160	8 350	29 204	8 660

Regarding the number of additional publicly-funded hostel places in the coming three years, one hostel project, namely 8055EF “Student hostels on northern campus” with an approved project estimate of \$465.5 million (excluding 25% contribution by institution) was approved by the Legislative Council in mid-2015. This project is currently under construction for completion in mid-2018. Upon its completion, it will provide 676 publicly-funded hostel places to The Chinese University of Hong Kong.

- End -

² Including 520 hostel places to be provided in mid-2016 under the project 8015EL “Tseung Kwan O Joint Student Hostel”. It was originally a joint project with a provisional split of 370 places for The Hong Kong University of Science and Technology and 150 places for Hong Kong Baptist University (HKBU). Subsequently, HKBU decided to transfer its 150 hostel places from the Tseung Kwan O Joint Student Hostel to a new hostel and academic building project at a new site at Renfrew Road, Kowloon Tong near its main campus. The proposed transfer was agreed by the two universities in April 2015 and as a result, the student hostel in Tseung Kwan O is now solely owned by HKUST.

CONTROLLING OFFICER'S REPLY**EDB620****(Question Serial No. 4063)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

The total number of students studying in full-time UGC-funded programmes will decrease from 95 538 to 83 897. In this connection, please advise the following information :

- (a) the details of having such decrease;
- (b) since the Administration reiterated that the number of secondary school leavers will decline to 45 000 in the 2021/22 academic year, whether it will drive the Administration to reduce the number of FYFD places; if yes, the reasons for that;
- (c) given that the number of students studying in full-time UGC-funded research postgraduate programmes will decrease by 24% in 2016-2017, whether it will affect the supply of talent in the research field; the number of local and non-local students studying in full-time UGC-funded research postgraduate programmes in last 3 years as well as the spending involved.

Asked by: Hon Abraham SHEK Lai-him (Member Question No. 79)

Reply:

- (a) The University Grants Committee (UGC)-funded institutions may over-enroll students to their UGC-funded programmes on the understanding that no extra resources are provided by the UGC. Generally speaking, over-enrollment across the whole institution not exceeding 4% for local students is permitted. As regards non-local students, in accordance with Government's policy, the UGC-funded institutions may enroll non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes up to 20% of the approved UGC-funded student number targets for these programmes. This 20% comprises up to 4% within the UGC funded number and up to 16% outside the UGC-funded number (the so called "4%-in-16%-out" policy). Over the years, institutions have been exercising this flexibility in over-enrollment in their UGC-funded sub-degree, undergraduate and taught postgraduate programmes.

Besides, it is noteworthy that, starting from the 2016/17 academic year, the "4%-in-16%-out" policy will be replaced by a "20%-out" policy, i.e. all new non-local students in sub-degree, undergraduate and taught postgraduate programmes will have to be admitted through over-enrollment outside the approved UGC-funded student number targets, capped at a level equivalent to 20% of the approved UGC-funded student number targets for these programmes, by study level.

For research postgraduate (RPg) programmes, institutions are allowed to enroll RPg students up to 40% over and above their respective approved student numbers, subject to conditions as stipulated in

the UGC Notes on Procedures. Over the years, institutions have been exercising this flexibility in over-enrolment in support of their research projects.

As a result of over-enrollment, the actual number of students enrolled in UGC-funded programmes in the 2015/16 academic year was 95 538, while the total approved student number for that year was 83 895. The total approved student number in the 2016/17 academic year is 83 897, about the same level as compared with the 2015/16 academic year. The actual number of students in the 2016/17 academic year is likely to continue to exceed the approved student number target.

- (b) In the 2012/13 to 2014/15 triennium, the Government has increased the number of UGC-funded first-year first-degree (FYFD) places from 14 620 to 15 000 per annum. Looking ahead, we expect a continuous drop in the population of the relevant age cohort proceeding to post-secondary education in the coming decade. The number of secondary school graduates will continue to drop from about 62 700 in 2015 to 43 400 in 2022. In his 2014 Policy Address, the CE has announced a series of measures to further increase subsidised higher education opportunities, in a bid to provide school leavers with broader and more diversified articulation pathways. On full implementation of these measures, and given the declining student population, we envisage that there will be sufficient publicly-funded and self-financing FYFD places for all secondary school leavers meeting minimum entrance requirements for university admission by the 2016/17 academic year, assuming the performance of secondary school graduates is maintained at comparable level. Against the above, the Government has decided to maintain the number of UGC-funded FYFD places at the same level (i.e. 15 000 per annum) for the 2016/17 to 2018/19 triennium.

Whilst maintaining the number of UGC-funded FYFD places, as announced in the 2014 Policy Address, the Government and UGC will increase the number of UGC-funded senior year intake places progressively by 1 000 places by the end of the 2016/17 to 2018/19 triennium. This will provide meritorious sub-degree graduates with more opportunities for articulation to the last two years of a publicly-funded undergraduate programme. This aims to foster a flexible, diversified and multiple-entry multiple-exit education framework with greater inter-flow between the self-financing and publicly-funded sectors, and between the sub-degree and degree sectors.

- (c) As mentioned in part (a), for RPg programmes, institutions are allowed to enroll RPg students up to 40% over and above their respective approved student numbers, subject to conditions as stipulated in the UGC Notes on Procedures. Over the years, institutions have been exercising this flexibility in over-enrolment in support of their research projects. As a result, the approved student number for the UGC-funded RPg programmes has been maintained at 5 595 per annum since the 2012/13 academic year, while the actual number of students admitted for 2014/15 and 2015/16 were 7 103 and 7 360 respectively. The actual number of students in RPg programmes in the 2016/17 academic year is likely to continue to exceed the approved student number target.

The number of local and non-local students studying in UGC-funded research postgraduate programmes from the 2013/14 to 2015/16 academic years is at [Annex](#).

**Number of Local and Non-local Students of UGC-funded
Research Postgraduate Programmes, 2013/14 to 2015/16**

Academic year	Full-time equivalent		
	Local	Non-Local	Total
2013/14	1 531	5 454	6 985
2014/15	1 427	5 676	7 103
2015/16#	1 434	5 926	7 360

Notes :

1. # Provisional figures
2. The number of RPg students are in decimal places which are all rounded to the nearest whole numbers in this table. This is because if the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Hence, figures may not add up to the corresponding totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB621

(Question Serial No. 3852)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

What is the number of students with disabilities enrolled in subvented sub-degree and undergraduate programmes in the past 6 years (i.e. 2010-11, 2011-12, 2012-13, 2013-14, 2014-15 and 2015-16), broken down by the type of disabilities (including intellectual disability, autism spectrum disorder, attention deficit/hyperactivity disorder, physical disability, visual impairment, hearing impairment, and speech and language impairment)?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 93)

Reply:

The number of students with special educational needs enrolled in full-time University Grants Committee (UGC)-funded sub-degree and undergraduate programmes by type of disability from the 2011/12 to 2015/16 academic years is set out at Annex.

Number of Students with Disabilities Enrolled in Full-time UGC-funded Sub-degree and Undergraduate Programmes, 2011/12 to 2015/16 Academic Years

headcount

Level of Study	Type of Disability	Academic Year				
		2011/12	2012/13 [^]	2013/14	2014/15	2015/16 (Provisional)
Sub-degree	Specific Learning Difficulties	1	1	-	-	-
	Autism Spectrum Disorders	2	2	1	-	-
	Attention Deficit / Hyperactivity Disorder	1	-	-	-	-
	Physical Disability	3	2	1	2	2
	Visual Impairment	1	1	1	-	-
	Hearing Impairment	1	1	1	1	1
	Speech and Language impairment	1	-	-	-	-
	Others ^(note 2)	3	5	7	7	6
	Sub-total	13	12	11	10	9
Undergraduate	Specific Learning Difficulties	8	13	18	23	26
	Autism Spectrum Disorders	6	9	9	8	16
	Attention Deficit / Hyperactivity Disorder	6	10	12	10	14
	Physical Disability	32	32	33	41	43
	Visual Impairment	35	42	31	36	38
	Hearing Impairment	38	55	62	82	85
	Speech and Language impairment	1	4	4	5	5
	Others ^(note 2)	55	79	80	99	127
	Sub-total	181	244	249	304	354
Total		194	256	260	314	363

Notes :

- Figures are compiled based on the data provided by the UGC-funded institutions based on information as reported by individual students via the Common Data Collection Format (CDCF). There is no separate category for "Intellectual Disabilities" under the data collection of the UGC.
- Including intellectual disabilities and multiple types of disabilities.
- [^] To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.
- '-' denotes nil.

- End -

CONTROLLING OFFICER'S REPLY**EDB622****(Question Serial No. 4375)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the average student unit cost, the number of places and the number of students enrolled with regard to full-time, part-time, funded and self-financing bachelor degree and associate degree programmes in nursing, physiotherapy and occupational therapy offered by tertiary institutions in the past academic year and in the coming academic year.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 309)

Reply:

The numbers of approved student places of the University Grants Committee (UGC)-funded full-time undergraduate programmes in nursing, physiotherapy and occupational therapy by institution for the 2015/16 and 2016/17 academic years and the respective student intakes for the 2015/16 academic year are at **Annex A**. There is no sub-degree programme and no part-time programme in nursing, physiotherapy and occupational therapy in the 2015/16 and 2016/17 academic years. As funding for publicly-funded undergraduate places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes. Based on the information as reported by the institutions, the average student unit cost per annum of a publicly-funded undergraduate place for the 2014/15 academic year was \$222,000, the bulk of which was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year for undergraduate programmes). Information for the academic years from 2015/16 onwards is not yet available.

For full-time locally-accredited non-UGC-funded sub-degree and undergraduate programmes relating to nursing, physiotherapy and occupational therapy, the number of estimated intakes from the 2014/15 to 2016/17 academic years, as well as the actual number of students enrolled (i.e. in all years of study) in the 2014/15 academic year by institution are set out at **Annex B**. We do not have information on the unit cost of each programme place.

Approved Student Places and Student Intakes of Full-time UGC-funded Undergraduate Programmes of Nurses, Physiotherapists and Occupational Therapists, 2015/16 to 2016/17

(Full-time equivalent)

Manpower Area	Academic Year	Institution	Approved Student Places	Student Intakes
Nurses	2015/16	The Chinese University of Hong Kong	257	263
		The Hong Kong Polytechnic University	283	274
		The University of Hong Kong	215	212
		Total	755	749
	2016/17	The Chinese University of Hong Kong	257	N.A.
		The Hong Kong Polytechnic University	283	N.A.
		The University of Hong Kong	215	N.A.
		Total	755	N.A.
Physiotherapists	2015/16	The Hong Kong Polytechnic University	110	109
	2016/17	The Hong Kong Polytechnic University	130	N.A.
Occupational Therapists	2015/16	The Hong Kong Polytechnic University	90	89
	2016/17	The Hong Kong Polytechnic University	100	N.A.

Notes:

1. There is no sub-degree programme in nurses, physiotherapists and occupational therapists in the above academic years.
2. There is no part-time programme in nurses, physiotherapists and occupational therapists in the above academic years.
3. 'N.A.' denotes not available.
4. Figures of student intakes for 2015/16 are provisional.

Number of Estimated Intake and Enrolment in Full-time Locally-accredited non-UGC-funded Programmes relating to Health Care, Nursing, Physiotherapy and Occupational Therapy, 2014/15 – 2016/17 Academic Years

Institution	Level	2014/15		2015/16	2016/17#
		Estimated intake	Enrolment	Estimated intake	Estimated intake
Caritas Institute of Community Education	Sub-degree	30	22	76	76
Caritas Institute of Higher Education	Undergraduate	120	125	120	120
HKU SPACE Po Leung Kuk Community College	Sub-degree	40	45	50	50
Lingnan University	Sub-degree	-	-	-	25
The Chinese University of Hong Kong	Sub-degree	-	-	54	80
The Open University of Hong Kong	Undergraduate	260	907	260	260
	Sub-degree	260	457	350	360
The University of Hong Kong	Sub-degree	85	151	85	125
Tung Wah College	Undergraduate	250	681	250	250
	Sub-degree	-	120*	-	-
	Top-up Degree	200	298	200	200
Vocational Training Council	Undergraduate	60	136	60	30
	Top-up Degree	30	0	30	15

Notes:

“#” denotes provisional figures.

“-” denotes no relevant programmes were/will be offered in the relevant academic year.

“*” denotes Tung Wah College did not admit new students to its sub-degree programme. The number of enrolments refers to students admitted in the previous academic year.

Enrolment figures for the 2015/16 and 2016/17 academic years are not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB623

(Question Serial No. 5587)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the local clinical psychology programmes, please advise this Committee of the number of places, intakes and graduates as well as the amount of subsidy for such programmes over the past 5 years, broken down by year and institution.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 324)

Reply:

The University Grants Committee (UGC)-funded full-time programmes in clinical psychology are offered at the taught postgraduate (TPg) level only. The approved intake places and student intakes of these programmes for the 2011/12 to 2015/16 academic years and the number of graduates for the 2011/12 to 2014/15 academic years by institution are at Annex. The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the said programmes is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes. The average student unit cost for a particular level is derived based on the actual cost incurred on UGC-funded expenditure items as reported by institutions. Based on the information as reported by the institutions, the average student unit cost per annum at TPg level for the 2011/12 to 2014/15 academic years was \$203,000, the bulk of which was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year). The average student unit cost for the 2015/16 academic year is not yet available.

Approved Intake Places, Student Intakes and Number of Graduates of UGC-funded Taught Postgraduate Programmes of Clinical Psychology, 2011/12 to 2015/16

(Headcount)

Academic Year	Institution	Approved Intake Places	Student Intakes	Number of Graduates
2011/12	The Chinese University of Hong Kong	12	11	10
	The University of Hong Kong	-	-	15
	Total	12	11	25
2012/13	The Chinese University of Hong Kong	19	19	11
	The University of Hong Kong	19	19	2
	Total	38	38	13
2013/14	The Chinese University of Hong Kong	19	18	18
	The University of Hong Kong	-	-	17
	Total	19	18	35
2014/15	The Chinese University of Hong Kong	19	18	16
	The University of Hong Kong	19	18	1
	Total	38	36	17
2015/16#	The Chinese University of Hong Kong	19	19	N.A.
	The University of Hong Kong	-	-	N.A.
	Total	19	19	N.A.

Notes:

1. 'N.A.' denotes not available.
2. '-' denotes nil.
3. # Provisional figures

- End -

CONTROLLING OFFICER'S REPLY**EDB624****(Question Serial No. 5588)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the local full-time educational psychology programmes, please advise this Committee of the number of training places, applications, intakes and graduates as well as the amount of subsidy for such programmes over the past 5 years, broken down by year and institution. Does the Government have any plans to further increase the number of places of such programmes?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 325)Reply:

The University Grants Committee (UGC)-funded full-time programmes in educational psychology are offered at the taught postgraduate (TPg) level. The approved intake places and student intakes of these programmes for the 2011/12 to 2015/16 academic years and the number of graduates for the 2011/12 to 2014/15 academic years by institution are at Annex. There is no information on the number of applicants for these programmes. The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the said programmes is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes. The average student unit cost for a particular level is derived based on the actual cost incurred on UGC-funded expenditure items as reported by institutions. Based on the information as reported by the institutions, the average student unit cost per annum at TPg level for the 2011/12 to 2014/15 academic years was \$203,000, the bulk of which was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year). The average student unit cost for the 2015/16 academic year is not yet available.

Approved Intake Places, Student Intakes and Number of Graduates of UGC-funded Taught Postgraduate Full-time Programmes in Educational Psychology, 2011/12 to 2015/16

(Headcount)

Academic Year	Institution	Approved Intake Places	Student Intakes	Number of Graduates
2011/12	The Hong Kong Polytechnic University	15	14	-
	The University of Hong Kong	-	-	16
	Total	15	14	16
2012/13	The Hong Kong Polytechnic University	-	-	10
	The University of Hong Kong	25	23	2
	Total	25	23	12
2013/14	The Hong Kong Polytechnic University	15	15	4
	The University of Hong Kong	-	-	22
	Total	15	15	26
2014/15	The Hong Kong Polytechnic University	-	-	13
	The University of Hong Kong	25	22	2
	Total	25	22	15
2015/16#	The Hong Kong Polytechnic University	15	13	N.A.
	The University of Hong Kong	-	-	N.A.
	Total	15	13	N.A.

Notes:

1. 'N.A.' denotes not available.
2. '-' denotes nil.
3. Provisional figures

- End -

CONTROLLING OFFICER'S REPLY**EDB625****(Question Serial No. 5589)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the UGC-funded programmes, please inform this Committee:

1. the approved student number targets and student enrolment of UGC-funded sub-degree programmes by institution and broad academic programme category from 2014/15 to 2015/16 academic years;
2. the average student unit costs for UGC-funded sub-degree programmes in the past 5 years;
3. the approved student number targets and student enrolment of the UGC-funded first-year-first-degree programmes by institution and broad academic programme category from 2014/15 to 2015/16 academic years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 326)Reply:

The approved student number targets and student enrolment of UGC-funded sub-degree programmes and first-year-first-degree (FYFD) programmes, with breakdowns by institution and broad academic programme category from the 2014/15 to 2015/16 academic years are at Annexes A and B respectively.

The average student unit costs of UGC-funded sub-degree programmes, which are derived based on the actual costs incurred on UGC-funded expenditure items and reported by institutions, for the 2010/11 to 2014/15 academic years are set out below:

2010/11	2011/12	2012/13	2013/14	2014/15 [#]
\$147,000	\$147,000	\$137,000	\$139,000	\$156,000

Notes:

1. The average student unit cost for the 2015/16 academic year and beyond is not yet available.
2. # Provisional figure.

**Approved Student Number Targets and Student Enrolment of UGC-funded
Sub-degree Programmes by Institution and Broad Academic Programme Category,
2014/15 to 2015/16 Academic Years**

(full-time equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2014/15	CityU	Engineering and Technology	841	903
		Sub-total	841	903
	HKIEd	Sciences	33	56
		Social Sciences	5	3
		Arts and Humanities	67	48
		Education	1 007	657
		Sub-total	1 113	763
	PolyU	Medicine, Dentistry and Health	160	153
		Sciences	255	288
		Engineering and Technology	1 349	1 425
		Business and Management	329	473
		Social Sciences	35	47
		Arts and Humanities	240	248
		Sub-total	2 367	2 634
	Total		4 321	4 300
2015/16#	CityU	Engineering and Technology	841	913
		Sub-total	841	913
	HKIEd	Sciences	30	73
		Social Sciences	3	13
		Arts and Humanities	58	93
		Education	1 022	851
		Sub-total	1 113	1 030
	PolyU	Medicine, Dentistry and Health	-	6
		Sciences	255	293
		Engineering and Technology	1 179	1 356
		Business and Management	284	374
		Social Sciences	-	1
		Arts and Humanities	197	202
		Sub-total	1 914	2 231
	Total		3 868	4 174

Notes:

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- ‘-’ denotes nil.
- # The student enrolment for the 2015/16 academic year are provisional figures.
- Abbreviations:
CityU City University of Hong Kong
HKIEd The Hong Kong Institute of Education
PolyU The Hong Kong Polytechnic University

Approved Student Number Targets and Student Enrolment of UGC-funded First-year-First-degree (FYFD) Programmes by Institution and Broad Academic Programme Category, 2014/15 to 2015/16 Academic Years

(in full-time-equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2014/15	CityU	Medicine, Dentistry and Health	5	6
		Sciences	355	464
		Engineering and Technology	526	548
		Business and Management	693	832
		Social Sciences	352	376
		Arts and Humanities	164	239
		Sub-total	2 095	2 466
	HKBU	Medicine, Dentistry and Health	45	45
		Sciences	214	239
		Business and Management	246	259
		Social Sciences	355	432
		Arts and Humanities	290	344
		Education	73	82
		Sub-total	1 223	1 402
	LU	Business and Management	177	190
		Social Sciences	128	134
		Arts and Humanities	248	261
		Sub-total	553	585
	CUHK	Medicine, Dentistry and Health	522	535
		Sciences	619	657
		Engineering and Technology	480	504
		Business and Management	589	706
		Social Sciences	540	602
		Arts and Humanities	430	457
		Education	68	64
		Sub-total	3 247	3 526
	HKIEd	Sciences	77	86
		Business and Management	3	-
		Social Sciences	34	86
		Arts and Humanities	244	316
		Education	263	264
		Sub-total	621	751
	PolyU	Medicine, Dentistry and Health	611	614
		Sciences	304	318
		Engineering and Technology	624	747
		Business and Management	533	773
		Social Sciences	65	77
		Arts and Humanities	199	234
		Sub-total	2 337	2 763
	HKUST	Sciences	554	633
		Engineering and Technology	579	667
		Business and Management	618	688
		Social Sciences	126	165

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Arts and Humanities	24	27
		Sub-total	1 901	2 179
	HKU	Medicine, Dentistry and Health	570	585
		Sciences	461	519
		Engineering and Technology	622	773
		Business and Management	272	419
		Social Sciences	623	822
		Arts and Humanities	403	442
		Education	71	77
		Sub-total	3 023	3 637
	Total		15 000	17 309
2015/16#	CityU	Medicine, Dentistry and Health	6	7
		Sciences	376	429
		Engineering and Technology	502	542
		Business and Management	696	833
		Social Sciences	315	378
		Arts and Humanities	200	241
		Sub-total	2 095	2 429
	HKBU	Medicine, Dentistry and Health	45	60
		Sciences	214	239
		Business and Management	251	261
		Social Sciences	344	440
		Arts and Humanities	295	346
		Education	73	86
		Sub-total	1 223	1 432
	LU	Business and Management	181	192
		Social Sciences	124	133
		Arts and Humanities	248	257
		Sub-total	553	582
	CUHK	Medicine, Dentistry and Health	535	542
		Sciences	606	676
		Engineering and Technology	480	504
		Business and Management	589	713
		Social Sciences	540	595
		Arts and Humanities	430	458
		Education	68	71
		Sub-total	3 247	3 559
	HKIED	Sciences	72	76
		Business and Management	8	13
		Social Sciences	86	71
		Arts and Humanities	286	323
		Education	170	227
		Sub-total	621	710
	PolyU	Medicine, Dentistry and Health	604	604
		Sciences	302	337
		Engineering and Technology	593	765
		Business and Management	556	763
		Social Sciences	83	72

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Arts and Humanities	199	237
		Sub-total	2 337	2 777
	HKUST	Sciences	737	684
		Engineering and Technology	202	724
		Business and Management	379	705
		Social Sciences	180	168
		Arts and Humanities	403	27
		Sub-total	1 901	2 307
	HKU	Medicine, Dentistry and Health	573	585
		Sciences	461	508
		Engineering and Technology	619	822
		Business and Management	272	407
		Social Sciences	623	786
		Arts and Humanities	403	430
		Education	71	76
		Sub-total	3 023	3 614
	Total		15 000	17 410

Notes:

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- '-' denotes nil.
- # The student intakes for the 2015/16 academic year are provisional figures.
- Abbreviations:
CityU City University of Hong Kong
HKBU Hong Kong Baptist University
LU Lingnan University
CUHK The Chinese University of Hong Kong
HKIEd The Hong Kong Institute of Education
PolyU The Hong Kong Polytechnic University
HKUST The Hong Kong University of Science and Technology
HKU The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

EDB626

(Question Serial No. 5590)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the local subsidised undergraduate programmes and sub-degree programmes, please inform this Committee:

the numbers of non-Chinese speaking students admitted through the Joint University Programmes Admissions System (JUPAS) and through the non-JUPAS route respectively in each of the previous 5 academic years.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 327)

Reply:

The number of non-Chinese speaking (NCS) students (i.e. local students whose ethnicity and/or spoken language at home are not Chinese) admitted to the University Grants Committee (UGC)-funded full-time sub-degree and undergraduate programmes, by admission route, for the 2011/12 to 2015/16 academic years is at the Annex.

Number of Non-Chinese Speaking Students Admitted to Full-time UGC-funded Sub-degree and Undergraduate Programmes via JUPAS and Non-JUPAS Routes, 2011/12 to 2015/16

(Headcount)

Academic Level	Academic Year / Admission Qualification															
	2011/12			2012/13*				2013/14			2014/15			2015/16 (provisional)		
	JUPAS	Non-JUPAS	Total	JUPAS		Non-JUPAS	Total	JUPAS	Non-JUPAS	Total	JUPAS	Non-JUPAS	Total	JUPAS	Non-JUPAS	Total
				HKAL	HKDSE											
Sub-degree	10	1	11	4	3	-	7	7	-	7	16	1	17	3	1	4
Undergraduate	60	85	145	46	74	129	249	113	114	227	104	122	226	112	137	249
Total	70	86	156	50	77	129	256	120	114	234	120	123	243	115	138	253

Notes:

1. Non-Chinese speaking students refer to local students whose ethnicity and/or spoken language at home are not Chinese. Hence, students of Chinese ethnicity who do not speak Chinese at home are included.
2. The information is provided by the students upon admission to the institutions. There are students who choose not to provide information on their ethnicity.
3. * To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
4. '-' denotes nil.

- End -

CONTROLLING OFFICER'S REPLY

EDB627

(Question Serial No. 5611)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the articulation opportunities to senior year places of undergraduate programmes offered by various funded institutions, will the University Grants Committee (UGC) please:

- (a) list the number of approved senior year student intakes of UGC-funded undergraduate programmes by institution and programme/discipline in 2015/16 and over the past 4 years; and
- (b) provide the number of graduates of the government-funded and self-financing sub-degree programmes over the past 4 years?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 784)

Reply:

- (a) The number of approved senior year undergraduate places of the University Grants Committee (UGC)-funded programmes for the 2011/12 to 2015/16 academic years is at **Annex A**.
- (b) The number of graduates of full-time UGC-funded sub-degree programmes for the 2011/12 to 2014/15 academic years are at **Annex B**. The number of graduates of self-financing sub-degree programmes offered by UGC-funded institutions for the 2010/11 to 2013/14 academic years are at **Annex C**. Information on graduates for 2015/16 is not yet available.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2011/12 to 2015/16 Academic Years**

Institution	Programme	Academic Years				
		2011/12	2012/13	2013/14	2014/15	2015/16
CityU	Bachelor of Arts	149	124	185	269	277
	Bachelor of Arts/Bachelor of Science	-	72	72	90	96
	Bachelor of Business Administration	286	286	286	347	367
	Bachelor of Engineering	31	51	64	167	151
	Bachelor of Science	62	78	87	115	171
	Bachelor of Social Sciences	156	184	233	321	333
	Sub-total	684	795	927	1 309	1 395
HKBU	Bachelor of Arts *	59	76	92	126	130
	Bachelor of Business Administration	42	58	74	106	114
	Bachelor of Science	31	38	45	59	68
	Bachelor of Social Sciences (including Bachelor of Social Work)	46	61	77	107	136
	Sub-total	178	233	288	398	448
LU	Bachelor of Arts	52	52	52	52	54
	Bachelor of Business Administration	44	44	44	44	46
	Bachelor of Social Sciences	28	28	28	28	30
	Sub-total	124	124	124	124	130
CUHK	Bachelor of Arts	34	34	65	73	77
	Bachelor of Business Administration	10	10	10	10	10
	Bachelor of Engineering	30	30	30	32	33
	Bachelor of Nursing	60	60	60	60	60
	Bachelor of Science (including Bachelor of Health Science)	15	65	105	151	161
	Bachelor of Social Sciences	6	36	45	59	63
	Sub-total	155	235	315	385	404
HKIEd	Bachelor of Arts	-	13	27	34	36
	Bachelor of Social Sciences	-	7	14	46	48
	Sub-total	-	20	41	80	84
PolyU	Bachelor of Arts	226	299	336	216	216
	Bachelor of Arts/Bachelor of Science	-	-	-	365	378
	Bachelor of Business Administration	48	54	62	-	-
	Bachelor of Business Administration/Bachelor of Science	85	93	103	241	209
	Bachelor of Engineering	93	100	151	40	40
	Bachelor of Engineering/Bachelor of Science	-	-	-	235	312
	Bachelor of Nursing	40	40	40	40	40
	Bachelor of Science	202	219	245	182	190
	Sub-total	694	805	937	1 319	1 385
HKUST	Bachelor of Business Administration	-	15	15	15	18
	Bachelor of Engineering	57	65	65	65	85
	Bachelor of Science	-	20	20	20	17
	Sub-total	57	100	100	100	120
HKU	Bachelor of Arts	27	35	50	50	54
	Bachelor of Business Administration	-	-	-	30	30
	Bachelor of Engineering	-	20	30	30	32
	Bachelor of Nursing	-	25	25	25	25
	Bachelor of Science	48	65	110	110	116
	Bachelor of Social Sciences	20	30	40	40	42
	Sub-total	95	175	255	285	299
Total		1 987	2 487	2 987	4 000	4 265

Notes:

1. * Including 7 places for Bachelor of Arts in Translation where the students undertook sandwich option during 2015/16 and are expected to complete their final year of study in 2016/17.
2. Abbreviations :

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

**Number of Graduates of UGC-funded Sub-degree Programmes by Institution,
2011/12 to 2014/15 Academic Years**

(Headcount)

Institution	Academic Year			
	2011/12	2012/13	2013/14	2014/15
City University of Hong Kong	401	475	402	357
The Hong Kong Institute of Education	1 360	1 261	1 370	1 439
The Hong Kong Polytechnic University	1 491	1 439	1 480	1 224
Total	3 252	3 175	3 252	3 020

**Number of Graduates of Full-time Locally-accredited Self-financing Sub-degree Programmes
Offered by UGC-funded Institutions and their Subsidiaries, by Institution, from 2011 to 2014**

Institution	Number of Graduates in			
	2011	2012	2013	2014
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	2 662	2 703	2 859	2 965
HKU SPACE Po Leung Kuk Stanley Ho Community College	580	753	1 309	2 370
Hong Kong Baptist University and its School of Continuing Education and College of International Education	743	1 136	1 509	2 427
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	327	553	895	2 867
The Chinese University of Hong Kong - School of Continuing and Professional Studies	789	919	1 484	1 597
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	241	344	-	-
The Hong Kong Institute of Education	113	180	185	264
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	2 499	3 260	3 550	3 669
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 195	1 978	2 562	3 976

Note: “-” denotes nil.

Number of graduates in 2015 is not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB628

(Question Serial No. 5612)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the sub-degree programmes offered by various funded institutions, will the University Grants Committee (UGC) please:

- (1) list the number of approved student intakes of UGC-funded sub-degree programmes by institution and programme/discipline in 2015/16 and over the past 4 years; and
- (2) advise whether such sub-degree programmes will be cancelled or converted to degree programmes? If yes, what are the reasons?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 785)

Reply:

- (1) The approved student number targets of UGC-funded sub-degree (SD) programmes by institution and broad academic programme category from the 2011/12 to 2015/16 academic years are at Annex.
- (2) As a matter of policy, SD programmes in the UGC-funded sector should generally be run on a self-financing basis. SD programmes will continue to be subsidised if (a) they require high start-up and maintenance costs or access to expensive laboratories or equipment; (b) they meet specific manpower needs; or (c) they are regarded as “endangered species”. SD programmes that do not meet the established retention criteria for public funding will continue to be phased out in accordance with the schedule that has been mutually agreed with the institutions. As regards SD programmes that do meet the retention criteria and would remain publicly-funded, the student number targets for these programmes will continue to be determined by the Government during each funding cycle. Once the student number targets are approved, institutions should not transfer numbers between levels of study without specific approval, as it may cause disruption to the overall policy and planning of the Government.

**Approved Student Number Targets of UGC-funded Sub-degree Programmes by Institution
and Broad Academic Programme Category, 2011/12 to 2015/16 Academic Years**

		(full-time equivalent)				
Institution	Broad Academic Programme Category	2011/12	2012/13	2013/14	2014/15	2015/16
CityU	Engineering and Technology	841	841	841	841	841
	Social Sciences	86	40	-	-	-
	Arts and Humanities	80	40	-	-	-
	Sub-total	1 007	921	841	841	841
HKIEd	Sciences	28	31	35	33	30
	Social Sciences	8	7	5	5	3
	Arts and Humanities	90	77	73	67	58
	Education	1 104 [^]	971	1 045	1 007	1 022
	Sub-total	1 230	1 086	1 158	1 113	1 113
PolyU	Medicine, Dentistry and Health	480	480	320	160	-
	Sciences	255	255	255	255	255
	Engineering and Technology	1 573	1 573	1 507	1 349	1 179
	Business and Management	633	639	584	329	284
	Social Sciences	98	80	75	35	-
	Arts and Humanities	316	311	279	240	197
	Sub-total	3 354	3 338	3 020	2 367	1 914
Total		5 591	5 345	5 019	4 321	3 868

Notes:

- Figures may not add up to the corresponding totals. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number.
- [^]Including 216 places allocated to HKIEd, some of which were approved for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
- '-' denotes nil.
- Abbreviations:
CityU City University of Hong Kong
HKIEd The Hong Kong Institute of Education
PolyU The Hong Kong Polytechnic University

- End -

CONTROLLING OFFICER'S REPLY**EDB629****(Question Serial No. 5613)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

With regard to the project of Tseung Kwan O Joint Student Hostel, will the University Grants Committee please advise us of its current progress? What are the reasons for the failure to complete the project on schedule?

Asked by: Hon CHEUNG Kwok-che (Member Question No. 786)

Reply:

The Tseung Kwan O Joint Student Hostel¹ was originally planned for completion in September 2014. According to the latest progress report from The Hong Kong University of Science and Technology (HKUST), the superstructure works has largely been completed and the institution is awaiting inspection and issue of occupation permit from relevant authorities. The project is expected to be completed in mid-2016. The delay in this project is mainly due to unexpected underground conditions that led to additional piling works before the commencement of superstructure works. HKUST has made every effort to make progress with a view to completing the project for occupation before the start of the new academic year in September 2016.

- End -

¹ The Tseung Kwan O Joint Student Hostel was originally a joint project providing a total of 520 hostel places, with a provisional split of 370 places for HKUST and 150 places for Hong Kong Baptist University (HKBU). Subsequently, HKBU decided to transfer its 150 hostel places from the Tseung Kwan O Joint Student Hostel to a new hostel and academic building project at a new site at Renfrew Road, Kowloon Tong near its main campus. The proposed transfer was agreed by the two universities in April 2015 and as a result, the student hostel in Tseung Kwan O is now solely owned by HKUST.

CONTROLLING OFFICER'S REPLY**EDB630****(Question Serial No. 6875)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please list the total provision of grants to University Grants Committee-funded institutions, the percentage share in the overall provision for education and the percentage share in our gross domestic product in the respective year from 2012-13 to 2015-16.

Asked by: Hon CHEUNG Kwok-che (Member Question No. 345)Reply:

The required information is tabulated below:

Financial year	Total grants ¹ to University Grants Committee (UGC)-funded institutions ² (\$million)	Total expenditure on education ² (\$million)	Total grants to UGC-funded institutions as a percentage of total expenditure on education	Gross Domestic Product (GDP) ³ (\$million)	Total grants to UGC-funded institutions as a percentage of GDP
	[a]	[b]	[a / b]	[c]	[a / c]
2012-13	14,759	76,600	19.3%	2,037,059	0.7%
2013-14	15,042	76,392	19.7%	2,138,010	0.7%
2014-15	15,743	73,724	21.4%	2,258,225	0.7%
2015-16	17,084	79,122	21.6%	2,402,506	0.7%

Notes:

1. Included recurrent grants and matching grants under the Sixth Matching Grant Scheme allocated to UGC-funded institutions.
2. The total grants to UGC-funded institutions and total expenditure on education for 2015-16 are revised estimate figures.
3. The figures are calendar-year-based at current market prices, and the GDP figures for 2014-15 and 2015-16 are subject to revision by the Census & Statistics Department.

- End -

CONTROLLING OFFICER'S REPLY**EDB631****(Question Serial No. 4757)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Would the Education Bureau/ University Grants Committee provide the following information for all years from 2011 to 2015:

- (a) the number, number of places, student intakes, number of graduates of various publicly-funded sub-degree programmes and the average amount of tuition fees paid by graduates upon completion of the programme and their average annual emolument in the academic year concerned (broken down by institution and discipline);
- (b) the number, number of places, student intakes, number of graduates of various publicly-funded higher diploma programmes and the average amount of tuition fees paid by graduates upon completion of the programme and their average annual emolument in the academic year concerned (broken down by institution and discipline);
- (c) the number, number of places, student intakes, number of graduates of various publicly-funded undergraduate programmes and the average amount of tuition fees paid by graduates upon completion of the programme and their average annual emolument in the academic year concerned (broken down by institution and discipline)?

Asked by: Hon MA Fung-kwok (Member Question No. 60)

Reply:

(a) & (b) The approved student number targets and student enrolment of the UGC-funded sub-degree (SD) programmes (which include associate degree (AD) and higher diploma (HD) programmes) by institution and broad academic programme category (APC) from the 2011/12 to 2015/16 academic years are set out at **Annex A**. The number of graduates of these programmes with the same breakdowns for the 2011/12 to 2014/15 academic years are set out at **Annex B**. The average annual salaries of graduates of the full-time SD programmes who were in full-time employment for the 2011/12 to 2013/14 academic years are set out at **Annex C**. The tuition fee for local students of the UGC-funded SD programmes offered by City University of Hong Kong and The Hong Kong Polytechnic University is set at \$31,575 per student per year, while that of The Hong Kong Institute of Education is \$15,040 per student per year. The UGC does not collect statistics on the number of SD programmes, nor does it collect breakdown information of SD programmes by exit qualification (AD/HD).

(c) The approved student number targets and student enrolment of the UGC-funded undergraduate (Ug) programmes by institution and broad academic programme category (APC) from the 2011/12 to 2015/16 academic years are set out at **Annex D**. The number of graduates of these programmes with the same breakdowns for the 2011/12 to 2014/15 academic years are set out at **Annex B**. The average annual salaries

of graduates of the full-time Ug programmes who were in full-time employment for the 2011/12 to 2013/14 academic years are set out at **Annex C**. The tuition fee for local students of the UGC-funded undergraduate programmes is \$42,100 per student per year. The UGC does not collect statistics on the number of Ug programmes.

**Approved Student Number Targets and Student Enrolment of
UGC-funded Sub-degree Programmes by Institution and Broad Academic Programme Category,
2011/12 to 2015/16 Academic Years**

(full-time equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2011/12	CityU	Engineering and Technology	841	922
		Social Sciences	86	96
		Arts and Humanities	80	84
		Sub-total	1 007	1 102
	HKIEd	Sciences	28	70
		Social Sciences	8	10
		Arts and Humanities	90	136
		Education	1 104^	760
		Sub-total	1 230	977
	PolyU	Medicine, Dentistry and Health	480	484
		Sciences	255	269
		Engineering and Technology	1 573	1 655
		Business and Management	633	690
		Social Sciences	98	116
		Arts and Humanities	316	314
		Sub-total	3 354	3 527
	Total		5 591	5 606
2012/13	CityU	Engineering and Technology	841	968
		Social Sciences	40	48
		Arts and Humanities	40	36
		Sub-total	921	1 052
	HKIEd	Sciences	31	60
		Social Sciences	7	6
		Arts and Humanities	77	111
		Education	971	747
		Sub-total	1 086	924
	PolyU	Medicine, Dentistry and Health	480	489
		Sciences	255	287
		Engineering and Technology	1 573	1 620
		Business and Management	639	671
		Social Sciences	80	100
		Arts and Humanities	311	313
		Sub-total	3 338	3 481
	Total		5 345	5 457
2013/14	CityU	Engineering and Technology	841	914
		Arts and Humanities	-	2
		Sub-total	841	916
	HKIEd	Sciences	35	56

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Social Sciences	5	5
		Arts and Humanities	73	76
		Education	1 045	704
		Sub-total	1 158	841
	PolyU	Medicine, Dentistry and Health	320	319
		Sciences	255	311
		Engineering and Technology	1 507	1 576
		Business and Management	584	610
		Social Sciences	75	106
		Arts and Humanities	279	290
		Sub-total	3 020	3 212
	Total		5 019	4 969
2014/15	CityU	Engineering and Technology	841	903
		Sub-total	841	903
	HKIEd	Sciences	33	56
		Social Sciences	5	3
		Arts and Humanities	67	48
		Education	1 007	657
		Sub-total	1 113	763
	PolyU	Medicine, Dentistry and Health	160	153
		Sciences	255	288
		Engineering and Technology	1 349	1 425
		Business and Management	329	473
		Social Sciences	35	47
		Arts and Humanities	240	248
		Sub-total	2 367	2 634
	Total		4 321	4 300
2015/16 (provisional)	CityU	Engineering and Technology	841	913
		Sub-total	841	913
	HKIEd	Sciences	30	73
		Social Sciences	3	13
		Arts and Humanities	58	93
		Education	1 022	851
		Sub-total	1 113	1 030
	PolyU	Medicine, Dentistry and Health	-	6
		Sciences	255	293
		Engineering and Technology	1 179	1 356
		Business and Management	284	374
		Social Sciences	-	1
		Arts and Humanities	197	202
		Sub-total	1 914	2 231
	Total		3 868	4 174

Notes:

1. Figures may not add up to the corresponding totals owing to rounding. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number..
2. ^ The numbers include places allocated to HKIEd which was approved to use some of the sub-degree places (i.e. 216 in 2011/12) for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
3. '-' denotes nil.
4. Abbreviations:
 - CityU City University of Hong Kong
 - HKIEd The Hong Kong Institute of Education
 - PolyU The Hong Kong Polytechnic University

**Number of Graduates of UGC-funded Sub-degree and Undergraduate Programmes by Institution
and Broad Academic Programme Category, 2011/12 to 2014/15 Academic Years**

(Headcount)

Institution	Broad Academic Programme Category	2011/12	2012/13	2013/14	2014/15 (provisional)
Sub-degree					
CityU	Engineering and Technology	329	394	402	357
	Social Sciences	31	48	-	-
	Arts and Humanities	41	33	-	-
	Sub-total	401	475	402	357
HKIEd	Sciences	210	191	200	183
	Social Sciences	29	10	11	13
	Arts and Humanities	306	210	180	247
	Education	815	850	979	996
	Sub-total	1 360	1 261	1 370	1 439
PolyU	Medicine, Dentistry and Health	148	154	163	146
	Sciences	86	95	102	99
	Engineering and Technology	691	675	694	580
	Business and Management	345	326	330	244
	Social Sciences	79	42	44	44
	Arts and Humanities	143	147	148	110
	Sub-total	1 491	1 439	1 480	1 224
Total		3 252	3 175	3 252	3 020
Undergraduate					
CityU	Medicine, Dentistry and Health	-	-	0	-
	Sciences	440	435	449	519
	Engineering and Technology	500	532	521	556
	Business and Management	1 042	1 072	1 083	1 087
	Social Sciences	580	562	545	581
	Arts and Humanities	301	316	361	409
	Sub-total	2 863	2 918	2 959	3 153
HKBU	Medicine, Dentistry and Health	42	44	35	48
	Sciences	276	283	277	275
	Business and Management	300	332	324	345
	Social Sciences	469	446	457	514
	Arts and Humanities	361	364	416	397
	Education	136	121	132	120
	Sub-total	1 584	1 590	1 641	1 699
LU	Business and Management	269	241	243	229
	Social Sciences	189	174	169	151
	Arts and Humanities	311	316	285	304
	Sub-total	769	731	697	684
CUHK	Medicine, Dentistry and Health	421	450	528	588
	Sciences	636	599	616	671

Institution	Broad Academic Programme Category	2011/12	2012/13	2013/14	2014/15 (provisional)
	Engineering and Technology	346	423	431	482
	Business and Management	664	626	638	682
	Social Sciences	606	568	580	641
	Arts and Humanities	481	455	463	503
	Education	57	52	59	80
	Sub-total	3 211	3 172	3 316	3 647
HKIEd	Sciences	103	146	126	77
	Business and Management	0	3	8	-
	Social Sciences	14	27	34	55
	Arts and Humanities	303	307	350	396
	Education	637	678	770	784
	Sub-total	1 057	1 161	1 289	1 311
PolyU	Medicine, Dentistry and Health	455	472	454	608
	Sciences	414	417	418	414
	Engineering and Technology	1 000	1 033	1 055	1 092
	Business and Management	917	898	926	988
	Social Sciences	116	122	113	113
	Arts and Humanities	355	358	408	445
	Sub-total	3 256	3 300	3 374	3 660
HKUST	Sciences	547	584	598	635
	Engineering and Technology	702	729	698	714
	Business and Management	641	643	672	701
	Social Sciences	82	85	113	112
	Arts and Humanities	-	-	16	21
	Education	5	3	4	4
	Sub-total	1 976	2 044	2 101	2 187
HKU	Medicine, Dentistry and Health	418	440	463	503
	Sciences	484	517	510	534
	Engineering and Technology	529	556	563	578
	Business and Management	315	326	361	366
	Social Sciences	653	650	687	716
	Arts and Humanities	407	384	369	418
	Education	107	119	130	145
	Sub-total	2 914	2 992	3 082	3 260
Total		17 630	17 908	18 459	19 601

Notes :

1. Figures may not add up to the corresponding totals owing to rounding. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number..
2. '-' denotes nil.
3. '0' denotes 'magnitude of less than 0.5'.
4. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education

PolyU The Hong Kong Polytechnic University
HKUST The Hong Kong University of Science and Technology
HKU The University of Hong Kong

Average Annual Salaries of Graduates of Full-time UGC-funded Sub-degree and Undergraduate Programmes who were in Full-time Employment by Institution, 2011/12 to 2013/14 Academic Years

HK\$'000

Academic Year	Institution								
	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Overall
Sub-degree									
2011/12	140	-	-	-	167	184	-	-	169
2012/13	154	-	-	-	176	198	-	-	180
2013/14	164	-	-	-	176	154	-	-	165
Undergraduate									
2011/12	148	154	143	227	234	185	186	236	190
2012/13	161	156	144	238	234	197	199	236	199
2013/14	170	165	155	248	246	207	212	256	210

Average Annual Salaries of Graduates of Full-time UGC-funded Sub-degree and Undergraduate Programmes who were in Full-time Employment by Broad Academic Programme Category, 2011/12 to 2013/14 Academic Years

HK\$'000

Broad Academic Programme Category	2011/12	2012/13	2013/14
Sub-degree			
Medicine, Dentistry and Health	312	325	-
Sciences	145	203	176
Engineering and Technology	141	157	160
Business and Management	137	143	144
Social Sciences	171	174	181
Arts and Humanities	124	118	131
Education	167	176	176
Overall	169	180	165
Undergraduate			
Medicine, Dentistry and Health	365	375	379
Sciences	162	172	184
Engineering and Technology	179	191	207
Business and Management	170	179	193
Social Sciences	167	173	181
Arts and Humanities	156	154	165
Education	233	238	253
Overall	190	199	210

Notes :

1. The employment information of graduates from full-time UGC-funded programmes in a given year is collected through the Graduate Employment Survey which is conducted annually by the UGC-funded institutions with a time frame up to December of the same year. The Survey on graduates in 2014/15 is in progress and therefore figures for the year are not available.
2. Graduates covered in the Graduate Employment Survey refer to the students graduated from the year in which the Survey was conducted. However, for first degree graduates of medical programmes, they refer to those students who graduated one year immediately before the survey year.
3. Annual salaries include commission and other cash allowances.
4. ‘-’ denotes nil.
5. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Approved Student Number Targets and Student Enrolment of UGC-funded Undergraduate Programmes by Institution and Broad Academic Programme Category, 2011/12 to 2015/16 Academic Years

(full-time equivalent)

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2011/12	CityU	Sciences	1 298	1 384
		Engineering and Technology	1 527	1 650
		Business and Management	2 832	3 036
		Social Sciences	1 460	1 581
		Arts and Humanities	814	846
		Sub-total	7 931	8 497
	HKBU	Medicine, Dentistry and Health	210	204
		Sciences	767	846
		Business and Management	799	871
		Social Sciences	1 245	1 334
		Arts and Humanities	978	1 075
		Education	287	325
		Sub-total	4 286	4 655
	LU	Business and Management	707	740
		Social Sciences	484	510
		Arts and Humanities	896	902
		Sub-total	2 087	2 152
	CUHK	Medicine, Dentistry and Health	1 843	1 969
		Sciences	1 933	2 137
		Engineering and Technology	1 315	1 325
		Business and Management	1 716	2 215
		Social Sciences	1 604	1 955
		Arts and Humanities	1 331	1 512
		Education	242	230
		Sub-total	9 984	11 343
	HKIEd	Sciences	308	442
		Business and Management	7	1
		Social Sciences	61	91
		Arts and Humanities	1 192	1 431
		Education	1 597	1 902^
		Sub-total	3 164	3 867
	PolyU	Medicine, Dentistry and Health	1 606	1 657
		Sciences	1 076	1 263
		Engineering and Technology	2 542	2 966
		Business and Management	2 161	2 671
		Social Sciences	245	298
		Arts and Humanities	922	972
		Sub-total	8 553	9 827

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
	HKUST	Sciences	1 534	1 785
		Engineering and Technology	1 884	2 206
		Business and Management	1 971	2 103
		Social Sciences	247	245
		Arts and Humanities	28	18
		Education	17	12
		Sub-total	5 680	6 368
	HKU	Medicine, Dentistry and Health	2 079	2 105
		Sciences	1 371	1 606
		Engineering and Technology	1 790	1 876
		Business and Management	750	1 110
		Social Sciences	1 820	2 222
		Arts and Humanities	1 195	1 241
		Education	430	443
		Sub-total	9 435	10 602
	Total		51 119	57 311
2012/13 ^{&}	CityU	Medicine, Dentistry and Health	6	7
		Sciences	1 687	1 813
		Engineering and Technology	2 061	2 219
		Business and Management	3 501	3 832
		Social Sciences	1 860	1 877
		Arts and Humanities	962	1 165
		Sub-total	10 078	10 912
	HKBU	Medicine, Dentistry and Health	255	259
		Sciences	988	1 080
		Business and Management	1 059	1 165
		Social Sciences	1 616	1 765
		Arts and Humanities	1 284	1 431
		Education	388	409
		Sub-total	5 590	6 109
	LU	Business and Management	836	880
		Social Sciences	583	611
		Arts and Humanities	1 115	1 131
		Sub-total	2 534	2 622
	CUHK	Medicine, Dentistry and Health	2 610	2 695
		Sciences	2 448	2 742
		Engineering and Technology	1 841	1 962
		Business and Management	2 336	2 886
		Social Sciences	2 181	2 553
		Arts and Humanities	1 755	1 972
		Education	348	329
		Sub-total	13 518	15 138

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
	HKIEd	Sciences	387	535
		Business and Management	5	16
		Social Sciences	111	118
		Arts and Humanities	1 497	1 699
		Education	2 149	2 385
		Sub-total	4 149	4 753
	PolyU	Medicine, Dentistry and Health	2 423	2 466
		Sciences	1 366	1 553
		Engineering and Technology	3 176	3 745
		Business and Management	2 726	3 425
		Social Sciences	314	369
		Arts and Humanities	1 171	1 275
		Sub-total	11 177	12 833
	HKUST	Sciences	2 128	2 803
		Engineering and Technology	2 461	2 349
		Business and Management	2 619	2 293
		Social Sciences	383	510
		Arts and Humanities	55	645
		Education	9	7
		Sub-total	7 655	8 608
	HKU	Medicine, Dentistry and Health	2 777	2 831
		Sciences	1 847	2 118
		Engineering and Technology	2 430	2 591
		Business and Management	1 044	1 557
		Social Sciences	2 507	3 000
		Arts and Humanities	1 588	1 658
		Education	538	535
		Sub-total	12 732	14 291
	Total		67 432	75 267
2013/14	CityU	Medicine, Dentistry and Health	12	12
		Sciences	1 671	1 929
		Engineering and Technology	2 167	2 309
		Business and Management	3 445	3 816
		Social Sciences	1 984	1 941
		Arts and Humanities	975	1 280
		Sub-total	10 254	11 288
	HKBU	Medicine, Dentistry and Health	255	263
		Sciences	981	1 038
		Business and Management	1 085	1 177
		Social Sciences	1 630	1 807
		Arts and Humanities	1 318	1 492
		Education	393	421

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Sub-total	5 662	6 198
	LU	Business and Management	813	856
		Social Sciences	568	591
		Arts and Humanities	1 106	1 123
		Sub-total	2 487	2 570
	CUHK	Medicine, Dentistry and Health	2 760	2 868
		Sciences	2 520	2 787
		Engineering and Technology	1 890	2 031
		Business and Management	2 361	2 985
		Social Sciences	2 251	2 642
		Arts and Humanities	1 802	2 063
		Education	373	352
		Sub-total	13 956	15 729
	HKIED	Sciences	408	482
		Business and Management	7	23
		Social Sciences	129	216
		Arts and Humanities	1 495	1 691
		Education	2 150	2 344
		Sub-total	4 188	4 756
	PolyU	Medicine, Dentistry and Health	2 604	2 622
		Sciences	1 409	1 570
		Engineering and Technology	3 171	3 764
		Business and Management	2 737	3 512
		Social Sciences	324	378
		Arts and Humanities	1 207	1 324
		Sub-total	11 453	13 171
	HKUST	Sciences	2 194	3 113
		Engineering and Technology	2 441	1 835
		Business and Management	2 559	2 013
		Social Sciences	470	701
		Arts and Humanities	79	1 111
		Education	5	4
		Sub-total	7 747	8 777
	HKU	Medicine, Dentistry and Health	2 923	2 971
		Sciences	1 906	2 222
		Engineering and Technology	2 493	2 592
		Business and Management	1 065	1 593
		Social Sciences	2 586	3 103
		Arts and Humanities	1 639	1 706
		Education	524	522
		Sub-total	13 137	14 710
	Total		68 883	77 199

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2014/15	CityU	Medicine, Dentistry and Health	18	18
		Sciences	1 669	2 012
		Engineering and Technology	2 347	2 474
		Business and Management	3 451	3 973
		Social Sciences	2 188	2 120
		Arts and Humanities	1 029	1 430
		Sub-total	10 702	12 028
	HKBU	Medicine, Dentistry and Health	255	270
		Sciences	981	1 054
		Business and Management	1 125	1 161
		Social Sciences	1 661	1 838
		Arts and Humanities	1 368	1 509
		Education	439	426
		Sub-total	5 829	6 259
	LU	Business and Management	798	835
		Social Sciences	564	572
		Arts and Humanities	1 098	1 125
		Sub-total	2 460	2 532
	CUHK	Medicine, Dentistry and Health	2 866	2 978
		Sciences	2 607	2 918
		Engineering and Technology	1 941	2 055
		Business and Management	2 387	3 051
		Social Sciences	2 304	2 725
		Arts and Humanities	1 856	2 150
		Education	377	364
		Sub-total	14 337	16 241
	HKIEd	Sciences	426	414
		Business and Management	9	-
		Social Sciences	156	360
		Arts and Humanities	1 445	1 648
		Education	2 143	2 324
		Sub-total	4 179	4 747
	PolyU	Medicine, Dentistry and Health	2 803	2 806
		Sciences	1 620	1 585
		Engineering and Technology	3 188	3 851
		Business and Management	2 851	3 791
		Social Sciences	322	419
		Arts and Humanities	1 213	1 409
		Sub-total	11 998	13 861
	HKUST	Sciences	2 252	2 542
		Engineering and Technology	2 436	2 886
		Business and Management	2 535	2 767

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Social Sciences	488	569
		Arts and Humanities	88	101
		Education	2	2
		Sub-total	7 801	8 867
	HKU	Medicine, Dentistry and Health	3 006	3 085
		Sciences	1 958	2 319
		Engineering and Technology	2 536	2 738
		Business and Management	1 102	1 652
		Social Sciences	2 659	3 257
		Arts and Humanities	1 690	1 822
		Education	499	508
		Sub-total	13 451	15 382
	Total		70 757	79 916
2015/16 (provisional)	CityU	Medicine, Dentistry and Health	48	47
		Sciences	1 753	1 943
		Engineering and Technology	2 392	2 591
		Business and Management	3 516	4 011
		Social Sciences	2 083	2 272
		Arts and Humanities	1 342	1 558
		Sub-total	11 134	12 423
	HKBU	Medicine, Dentistry and Health	255	278
		Sciences	983	1 067
		Business and Management	1 163	1 183
		Social Sciences	1 720	1 928
		Arts and Humanities	1 426	1 602
		Education	413	457
		Sub-total	5 960	6 515
	LU	Business and Management	814	841
		Social Sciences	554	577
		Arts and Humanities	1 098	1 114
		Sub-total	2 466	2 532
	CUHK	Medicine, Dentistry and Health	2 981	3 049
		Sciences	2 601	3 013
		Engineering and Technology	1 985	2 014
		Business and Management	2 389	3 057
		Social Sciences	2 345	2 738
		Arts and Humanities	1 887	2 166
		Education	382	370
		Sub-total	14 570	16 408
	HKIEd	Sciences	433	465
		Business and Management	23	29
		Social Sciences	429	380

Academic year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Arts and Humanities	1 538	1 727
		Education	1 727	2 044
		Sub-total	4 151	4 645
	PolyU	Medicine, Dentistry and Health	2 800	2 810
		Sciences	1 889	1 684
		Engineering and Technology	3 182	4 027
		Business and Management	2 982	3 967
		Social Sciences	424	448
		Arts and Humanities	1 217	1 451
		Sub-total	12 493	14 388
	HKUST	Sciences	2 764	2 549
		Engineering and Technology	1 241	2 965
		Business and Management	1 872	2 824
		Social Sciences	761	560
		Arts and Humanities	1 186	107
		Sub-total	7 824	9 005
	HKU	Medicine, Dentistry and Health	3 094	3 166
		Sciences	1 975	2 399
		Engineering and Technology	2 559	2 888
		Business and Management	1 120	1 671
		Social Sciences	2 704	3 336
		Arts and Humanities	1 721	1 869
		Education	467	488
		Sub-total	13 641	15 817
	Total		72 239	81 733

Notes:

- Figures may not add up to the corresponding totals owing to rounding. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures and rounded to the nearest whole number..
- & To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic years.
- ^ In 2011/12, HKIEd was approved to use some of the sub-degree places (i.e. 216) for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
- ‘-’ denotes nil.
- Abbreviations:

CityU City University of Hong Kong
 HKBU Hong Kong Baptist University
 LU Lingnan University
 CUHK The Chinese University of Hong Kong
 HKIEd The Hong Kong Institute of Education
 PolyU The Hong Kong Polytechnic University
 HKUST The Hong Kong University of Science and Technology
 HKU The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY**EDB632****(Question Serial No. 4771)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Will the Education Bureau (EDB)/University Grants Committee (UGC) inform this Committee of:

- (a) The breakdown of the respective numbers of publicly-funded, privately-funded and temporary hostel places provided by tertiary institutions in Hong Kong, and the ratios of allocation of such places between local and non-local students in the 2015/16 academic year by institution; and
- (b) According to Reply No. EDB 604 to the Examination of Estimates of Expenditure of last year, the UGC would support 10 hostel projects under planning by local tertiary institutions. Please set out the numbers of hostel places to be provided under these projects, the amount of funding support from the EDB and UGC, and timetables for completion of these projects by institution.

Asked by: Hon MA Fung-kwok (Member Question No. 74)Reply:

- (a) The number of hostel places available in the University Grants Committee (UGC)-funded institutions and the ratio of hostel places allocated to local and non-local students at the beginning of the 2015/16 academic year as advised by the UGC-funded institutions are at the Annex.
- (b) Regarding the ten hostel projects supported by the UGC, they are under different stages of development. Eight of the projects are either under the detailed design stage or will soon commence detailed design. The remaining two are under the planning stage. The number of hostel places each institution will deliver are shown below. The Education Bureau and the UGC will continue to work with the institutions involved to seek funding support under the established mechanism.

Institution	No. of hostel projects	No. of publicly-funded hostel places involved
City University of Hong Kong	1	2 168
Hong Kong Baptist University	1	1 625
The Chinese University of Hong Kong	3	1 226
The Hong Kong Polytechnic University	1	1 279
The Hong Kong University of Science and Technology	1	1 200
The University of Hong Kong	3	1 882
Total	10	9 380

(A) Hostel places available for allocation to students in UGC-funded institutions

Institution	2015/16 academic year			
	Publicly-funded	Privately-funded	Temporary	Total
City University of Hong Kong	3 440	208	0	3 648
Hong Kong Baptist University	1 629	242	216	2 087
Lingnan University	1 164	1 170	101	2 435
The Chinese University of Hong Kong	5 534	2 593	348	8 475
The Hong Kong Institute of Education	2 000	0	186	2 186
The Hong Kong Polytechnic University	4 654	0	251	4 905
The Hong Kong University of Science and Technology	3 308	1 172	672	5 152
The University of Hong Kong	5 573	613	169	6 355
Total	27 302	5 998	1 943	35 243

(B) Ratio of hostel places allocated to local and non-local students by UGC-funded institutions

Institution	Ratio of hostel places allocated in the 2015/16 academic year	
	Local students	Non-local students
City University of Hong Kong	44%	56%
Hong Kong Baptist University	61%	39%
Lingnan University	83%	17%
The Chinese University of Hong Kong	61%	39%
The Hong Kong Institute of Education	81%	19%
The Hong Kong Polytechnic University	48%	52%
The Hong Kong University of Science and Technology	46%	54%
The University of Hong Kong	50%	50%
Overall	56%	44%

- End -

CONTROLLING OFFICER'S REPLY**EDB633****(Question Serial No. 5335)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding Massive Open Online Courses (MOOCs), will the Government please inform this Committee whether there is any plan to assist tertiary institutions in promoting MOOCs. If yes, what are the related expenditure, projects, work targets and schedules? If no, what are the reasons?

Asked by: Hon Charles Peter MOK (Member Question No. 121)Reply:

The University Grants Committee (UGC) attaches great importance to teaching and learning in the UGC-funded institutions. To motivate and better enable institutions to accelerate the adoption of necessary pedagogical changes and innovations, a funding scheme was introduced in the 2012-15 triennium. The scheme provided one-off funding to support worthwhile initiatives, including e-learning initiatives such as development of Massive Open Online Courses (MOOCs), proposed by the UGC-funded institutions that would help meet the learning needs of the new generation of students of this information age and better prepare them to compete well in the globalised economy.

The funding scheme has received positive response from the institutions. Many of the proposals are collaborative in nature, which will be of great benefit to the development of teaching and learning of the sector as a whole. A total of 23 projects with a total project cost of \$123.7 million (funded jointly by the UGC, the Education Bureau (EDB) and UGC-funded institutions) have been approved under the funding scheme, of which \$86.6 million was contributed by the UGC and the EDB. Three of the projects funded are related to MOOCs at a total cost of \$29.67 million. They are –

1. *A Joint E-learning/MOOC platform for Hong Kong's Tertiary Education Sector* (involving six institutions) - This project aims to establish a joint e-learning/MOOC platform to facilitate collaboration in teaching and learning for Hong Kong's tertiary education sector and to adopt innovative pedagogies for enhancing the learning experience of students. The project is expected to be completed by April 2018;
2. *Knowledge and Education Exchange Platform (KEEP)* (involving seven institutions) - This project provides a centralised and one-stop KEEP education cloud to enable all the education resources, particularly those developed by local educators, to be easily showcased, shared, searched, and made accessible to target users through KEEP. One of its major components is to provide cutting-edge e-learning platforms for teachers and students to experiment blended-learning on advanced MOOC environments. The project is expected to be completed by September 2017; and
3. *Using Small Private Online Courses (SPOCs) as Vehicles to Address Fundamental Issues in the Effective Design, Organization, and Assessment of Learning Outcomes in Massive Open Online*

Courses (MOOCs) (involving three institutions) - This project involves a rethinking on how universities can best use online learning, whether it is in the form of the publicly available MOOCs, SPOCs, or blended online on-campus courses. The project is expected to be completed by March 2017.

In view of the overwhelming support from the institutions to the funding scheme in the 2012-15 triennium, another one-off funding scheme will be launched in the 2016-19 triennium to incentivise institutions in exploring and developing further in the sector-wide strategic areas including (a) innovation; (b) enhancement of student learning experience; (c) enhancement of internationalisation and engagement with Mainland China; and (d) language enhancement. A total \$140 million has been earmarked for the scheme. The scheme is scheduled to be rolled out in the second quarter of 2016.

- End -

CONTROLLING OFFICER'S REPLY**EDB634****(Question Serial No. 5464)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

The University Grants Committee (UGC) provides funding for about 15 000 first-year first-degree (FYFD) places of various tertiary institutions each year. In this connection, will the Government advise on the actual number of students pursuing UGC-funded FYFD programmes in various institutions in the past year (2015/2016 academic year), with a breakdown by local, Mainland and overseas student, and the amount of subsidies involved; as well as the actual number of students pursuing postgraduate programmes in various institutions in the past year (2015/2016 academic year), with a breakdown by local, Mainland and overseas student, and the amount of expenditure involved.

Asked by: Hon CHAN Chi-chuen (Member Question No. 223)

Reply:

The student enrolment of the University Grants Committee (UGC)-funded undergraduate (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes by institution, level of study and place of origin for the 2015/16 academic year is set out at Annex.

Subvention for the UGC-funded institutions is estimated at \$17.7 billion in the 2015/16 academic year. The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. Institutions enjoy autonomy in the allocation and deployment of the block grant at different study levels. According to the institutions, the average student unit costs per annum of a publicly-funded Ug, TPg and RPg place for the 2014/15 academic year were \$222,000, \$215,000 and \$511,000 respectively, the bulk of which was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year). Information for the 2015/16 academic year is not yet available. As regards non-local students in Ug and TPg programmes, they are primarily admitted through over-enrolment beyond approved student numbers and are required to pay tuition fee at a level that is at least sufficient to cover the direct additional cost.

**Student Enrolment of UGC-funded Undergraduate and Postgraduate Programmes by Institution,
Level of Study and Place of Origin, 2015/16 (Provisional)**

(Headcount)

Institution	Level of Study	Place of Origin			
		Local students	Students from the Mainland of China	Other non-local students	Total
City University of Hong Kong	Undergraduate	11 176	838	409	12 423
	Taught Postgraduate	46	-	7	53
	Research Postgraduate [^]	71	578	162	811
		11 293	1 416	578	13 287
Hong Kong Baptist University	Undergraduate	5 941	727	17	6 685
	Taught Postgraduate	439	1	-	440
	Research Postgraduate [^]	73	166	38	277
		6 453	894	55	7 402
Lingnan University	Undergraduate	2 361	155	16	2 532
	Research Postgraduate [^]	22	34	20	76
		2 383	189	36	2 608
The Chinese University of Hong Kong	Undergraduate	14 586	1 445	557	16 588
	Taught Postgraduate	1 033	4	-	1 037
	Research Postgraduate [^]	468	1 428	80	1 976
		16 087	2 877	637	19 601
The Hong Kong Institute of Education	Undergraduate	4 853	285	17	5 155
	Taught Postgraduate	887	6	1	894
	Research Postgraduate [^]	11	21	6	38
		5 751	312	24	6 087
The Hong Kong Polytechnic University	Undergraduate	12 895	1 167	369	14 431
	Taught Postgraduate	13	-	-	13
	Research Postgraduate	133	479	101	713
		13 041	1 646	470	15 157
The Hong Kong University of Science and Technology	Undergraduate	7 658	652	695	9 005
	Research Postgraduate [^]	171	1 038	178	1 386
		7 829	1 690	873	10 391
The University of Hong Kong	Undergraduate	13 465	1 457	917	15 839
	Taught Postgraduate	928	41	15	984
	Research Postgraduate [^]	493	1 372	231	2 096
		14 886	2 870	1 163	18 919
All institutions	Undergraduate	72 935	6 726	2 997	82 658
	Taught Postgraduate	3 346	52	23	3 421
	Research Postgraduate [^]	1 442	5 115	816	7 373
		77 723	11 893	3 836	93 452

Notes:

1. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
2. The place of origin of non-local students is determined having regard to their nationality.
3. [^] The student numbers are in decimal places which are all rounded to the nearest whole numbers. Figures may not add up to the corresponding totals due to rounding. This is because if the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis.
4. '-' denotes nil.

- End -

CONTROLLING OFFICER'S REPLY

EDB635

(Question Serial No. 3570)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

In 2016-17, how will the University Grants Committee follow up the results of the Research Assessment Exercise 2014? What is the estimated expenditure involved?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 312)

Reply:

To stay competitive in the globalised higher education sector, the University Grants Committee (UGC) continuously seeks to motivate and reward excellent research of the institutions. To this end, after consulting the sector, the UGC implemented the Research Assessment Exercise (RAE) 2014, which assessed the research quality of the UGC-funded institutions using international benchmarks and sharpened measures, in order to encourage world-class research and drive excellence. Results of the RAE 2014 provide guidance for the institutions' future developments in respect of pursuing research excellence and reveal the areas of strength in their research. Starting from the 2016/17 to 2018/19 triennium, the results of the exercise will form the basis for distribution of part of the Research Portion of the Block Grant. In 2016-17, the follow-up work on the RAE 2014 will be undertaken by the existing staff of the UGC Secretariat and the estimated expenditure is subsumed in the overall expenditure of the UGC.

- End -

CONTROLLING OFFICER'S REPLY

EDB636

(Question Serial No. 3571)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

It is learnt that the University Grants Committee (UGC) will initiate the academic development planning process for the 2016/17 to 2018/19 triennium. What are the work plan, manpower arrangement and annual estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 313)

Reply:

The University Grants Committee (UGC) conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure the precious publicly-funded student places are put to their best use for the benefit of the community, we need to have a mechanism to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole. To this end, the UGC has conducted and completed the academic development planning process for the 2016/17 to 2018/19 triennium with the broad parameters set by the Government.

The UGC evaluated the Academic Development Proposals (ADPs) submitted by institutions for the 2016/17 to 2018/19 triennium against four broad assessment criteria, namely "Strategy, Mission and Vision", "Teaching & Learning", "Academic Programme Design", and "Addressing the Needs of Society in General". The evaluation was carried out in a fair, interactive and transparent manner. The UGC submitted its funding recommendations at a total cost of \$53,557.1 million for the new triennium to the Government in September 2015 and the Chief Executive in Council approved the recommendations in January 2016. The Panel on Education of the Legislative Council was consulted on the funding recommendations in February 2016.

The work related to the academic development planning exercise for the 2016/17 to 2018/19 triennium was mainly undertaken by the existing staff of the UGC Secretariat and the expenditure is subsumed in the overall expenditure of the UGC. In addition, a consultant was engaged to assist in formulating the detailed procedure/parameters of the exercise and in the scrutiny of institutions' ADPs at an expenditure of \$419,294.

- End -

CONTROLLING OFFICER'S REPLY

EDB637

(Question Serial No. 3572)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- a) The New Academic Structure (NAS) was implemented in 2012 and the first cohort of students under the four-year undergraduate curriculum will graduate in 2016. Will the University Grants Committee (UGC) provide additional resources for conducting a tracking survey on that cohort of students on a sampling basis to facilitate analysis and improvement of NAS curriculum? If yes, what are the details, the timetable of the survey, manpower arrangements and estimated expenditure involved?
- b) Further to the question above, will additional resources be provided for conducting a survey on the employers of that cohort of graduates under NAS to assess the achievement of NAS and the impact on students? If yes, what are the details, manpower arrangements and estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 314)

Reply:

We understand that higher education institutions conduct graduate employment surveys on the employment situations of first-degree graduates on an annual basis. Besides, the Education Bureau (EDB) has been conducting surveys on opinions of employers on major aspects of performance of post-secondary programmes graduates from time to time with the aim of keeping track of employers' views on the quality of graduates over time. Institutions and EDB will continue to engage in these surveys in future, in order to keep track of the employment situations and employers' views on the performance of graduates both before and after the implementation of the New Academic Structure.

- End -

CONTROLLING OFFICER'S REPLY**EDB638****(Question Serial No. 3573)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- a) The University Grants Committee (UGC) submitted the report "Aspirations for the Higher Education System in Hong Kong" to the Government in 2010. What did UGC and the Education Bureau (EDB) do to implement the report's recommendations in 2015-16? What was the expenditure involved?
- b) Further to the above, what are UGC and EDB's work plans for implementing the report's recommendations in 2016-17? What is the estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 315)Reply:

The University Grants Committee (UGC) submitted the report "Aspirations for the Higher Education System in Hong Kong" report (the Report) to the Government in December 2010. Following the Government's announcement in November 2011 of its endorsement of the overall strategies and directions recommended in the report, the Government and the UGC have taken actions to follow up on the recommendations, including (i) measures to facilitate students' progression; (ii) deepening of internationalisation and engagement with Mainland China; (iii) enhancement of teaching and learning, and research; and (iv) establishment of oversight body and enhancement of quality assurance.

(a) Progression Pathways

The report recommended that pathways for student progression should be clear in order to facilitate students to make informed choices on their future. The Government agrees in principle that a vertical Credits Accumulation and Transfer System (CATS) should be developed for the whole post-secondary system. Regarding the development of CATS, the Education Bureau (EDB) has been working with stakeholders in pressing ahead this development in the context of the Qualifications Framework (QF). In 2012, EDB announced the implementation of QF credit. Since 2013, committees have been set up under the auspices of the Liaison Committee on Quality Assurance (comprising EDB, the Quality Assurance Council, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and the Joint Quality Review Committee) to develop the CATS and implement QF credits. A consultant was engaged to develop policy and principles of CATS under QF, which were promulgated in July 2014. Later in November 2014, a consultant has been engaged to develop a set of operational guidelines for CAT implementation. The development of the CAT operational guidelines was completed and the guidelines were promulgated in March 2016. Working in tandem, another committee is examining issues relating to the articulation between sub-degree programmes and degree programmes (including the senior year places or top-up programmes). The UGC will continue to participate in these efforts.

To enhance transparency of the institutions in admitting sub-degree students to senior year places, the UGC-funded institutions supported the UGC's suggestion of a centralised, user-friendly online portal for the disclosure of comprehensive and relevant information on senior year articulation opportunities. As proposed by the UGC-funded institutions, the EDB has enriched the website of its Information Portal for Accredited Post-secondary Programmes (iPASS) system to include the information on the senior year/top-up degree programmes. The relevant expenditure was borne by the EDB. To further enhance the articulation opportunities for meritorious sub-degree graduates, the number of UGC-funded senior year undergraduate intake places has been increasing progressively since the 2015/16 academic year, and will reach 5 000 per annum by the 2018/19 academic year. These additional places have been allocated by the UGC to the institutions having regard to, amongst others, their commitment to the development of CATS. The estimated additional annual expenditure upon full implementation of the proposal in 2019/20 is \$475 million.

(b) Internationalisation and Engagement with Mainland China

In order to motivate UGC-funded institutions to enhance their pursuit of internationalisation and engagement with Mainland China with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, following a strategic dialogue with institutions, the UGC rolled out a \$30 million funding scheme (with funds contributed by the UGC, the Education Bureau and institutions) to support initiatives in a number of areas concerning internationalisation and engagement with Mainland China in the 2013/14 and 2014/15 academic years. The four initiatives include (i) funding student-initiated projects or initiatives that encourage multi-cultural integration; (ii) setting up a Hong Kong Pavilion in international education conferences to promote Hong Kong's higher education sector as a united entity; (iii) establishing a sector-wide search engine to provide easier access to information of institutions and programmes they offer for prospective students; and (iv) subsidising financially-needy students to travel to places outside Hong Kong for exchange activities.

In 2015-16, with the good results achieved, institutions have continued to set up the Hong Kong Pavilion at international education conferences. Expenditures on this front are absorbed by institutions. Other promotional efforts such as the sector-wide search engine also continued. Related expenditure was covered in the \$30 million funding scheme.

In the 2016/17 to 2018/19 triennium, the UGC will continue efforts on this front. A one-off consolidated teaching and learning funding scheme will be launched to incentivise institutions in exploring and developing further in the sector-wide strategic areas including (a) innovation; (b) enhancement of student learning experience; (c) enhancement of internationalisation and engagement with the Mainland; and (d) language enhancement. A total of \$17.5 million (to be matched with funds from institutions) has been earmarked for the area of internationalisation and engagement with Mainland China. Emphasis will be put on development of and implementation of (i) strategies for the broader enhancement of internationalisation and engagement with Mainland China; (ii) holistic strategies/programmes to enhance student integration; and (iii) strategies/programmes to enrich the learning experience of commuting local students. In addition, a total of \$12 million has been earmarked for institutions for continuing to set up a Hong Kong Pavilion in international education conferences.

(c) Enhancement of Teaching and Learning

The UGC recognises the importance of teaching excellence in the UGC-funded institutions. At present, over 75 per cent of the Block Grant is purported for teaching. In particular, the grants that the UGC allocates for the specific purpose of enhancing the teaching and learning of the UGC-funded institutions in the 2015/16 academic year include (i) \$45.4 million as Teaching Development Grant to encourage institutions to adopt innovative approaches to teaching and enrich the learning environment; (ii) \$135.3 million as Language Enhancement Grant to support the institutions' provision of language enhancement activities; (iii) \$5 million to support professional development activities of all frontline teaching staff; (iv) up to \$1.5 million for the conduct of the annual UGC Teaching Award to honour those who excel in teaching in the UGC-funded sector; and (v) \$4 million to provide start-up funding to facilitate the establishment of teaching and learning 'Communities of Practice' by institutions.

In the 2016/17 academic year, the grants that the UGC will allocate for the specific purpose of enhancing the teaching and learning of the UGC-funded institutions include (i) \$170.9 million as Teaching Development and

Language Enhancement Grant (by merging the Teaching Development Grant and the Language Enhancement Grant) to encourage institutions to adopt innovative approaches to teaching and enrich the learning environment, as well as to promote their students' language proficiency in both English and Chinese (including Putonghua); and (ii) up to \$1.5 million for the conduct of the annual UGC Teaching Award to honour those who excel in teaching in the UGC-funded sector. For the 2016/17 to 2018/19 triennium, a one-off consolidated teaching and learning funding scheme will be launched to incentivise institutions in exploring and developing further in the sector-wide strategic areas including (a) innovation; (b) enhancement of student learning experience; (c) enhancement of internationalisation and engagement with the Mainland; and (d) language enhancement. A total of \$140 million (to be matched with funds from institutions) has been earmarked for the funding scheme.

(d) Research

On research, the report recommended that “research funding and resources should be allocated increasingly on a competitive basis” and a “thorough review of the practical effectiveness of the periodic Research Assessment Exercise should be undertaken before it is held again”. To implement the first recommendation, an increasing number of UGC-funded research postgraduate places, and an increasing proportion of the research portion of the Block Grant is being allocated on a competitive basis starting from the 2012/13 academic year. On the second recommendation, the review on the Research Assessment Exercise has been completed, and as agreed with the institutions, another exercise which adopted international benchmarks and sharpened measures was conducted in 2014. The Research Assessment Exercise 2014 was implemented in a fair, transparent and rigorous manner. The results were announced to the institutions and the public in January 2015. The expenditure for the exercise in the 2015-16 financial year is \$4.3 million and the estimated expenditure for following up the exercise in the 2016-17 financial year is subsumed in the overall expenditure of the UGC.

The report also recommended reviewing self-financing institutions' access to competitive research funding periodically. The Government made an injection into Research Endowment Fund (REF) in 2012, the investment income of \$3 billion provides competitive research funding for the local self-financing degree sector to enhance academic and research development. New funding schemes for the local self-financing degree sector were launched in December 2013. In the 2015/16 academic year, the amount of funding approved under the funding schemes was \$86.3 million. The actual expenditure in the 2016/17 academic year will depend on the quality of applications received in the year.

(e) Oversight Body and Quality Assurance

In order to oversee the strategic development of the self-financing post-secondary education sector and to advise the Government, the Committee on Self-financing Post-secondary Education (CSPE) was established on 1 April 2012 in response to the Report. CSPE serves as a useful platform for discussing macro and strategic issues of common interest to the self-financing post-secondary sector, as well as promoting quality and good practices.

As stated in its response to the UGC's Higher Education Review Report, the Government considers that periodic external audits and reviews should be conducted on both self-financing and publicly-funded sub-degree operations under the aegis of UGC-funded institutions so as to enhance quality assurance and ensure consistency and coherence in standards. To this end, a working group comprising representatives nominated by the UGC, the UGC-funded institutions and the HKCAAVQ was formed to plan for and oversee external quality audits on sub-degree operations of UGC-funded institutions.

The working group completed its deliberation and made its recommendations on the optimal approach for the external quality audits and the long-term mechanism for such audits to the Education Bureau in June 2015. The Government accepted the recommendation of the working group and invited the UGC to assume the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded institutions, with the involvement of the Quality Assurance Council (QAC) as the audit operator. With the agreement of the UGC and the QAC to take on the responsibility, preparation for the conduct of the external quality audits, including formulation of an audit manual, is underway, with a view to commencing the audit cycle in end 2016. In the 2016-17 financial year, around \$0.97 million has been reserved for preparing the audit manual.

- End -

CONTROLLING OFFICER'S REPLY

EDB639

(Question Serial No. 3574)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

a) In 2015-16, what was the Quality Assurance Council's (QAC) work in undertaking quality audits of the 8 UGC-funded institutions? What was the expenditure involved?

b) QAC's second audit cycle for the funded institutions will take place in 2015 and 2016. What are the work plans, manpower arrangements and estimated expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 316)

Reply:

The Quality Assurance Council (QAC), established under the aegis of the University Grants Committee (UGC), aims to assure that the quality of educational experience in all first degree level programmes and above, however funded, offered in the UGC-funded institutions is sustained and improved, and is at an internationally competitive level. Taking into account the experience of the first audit cycle completed in 2011 and in consultation with the institutions, the QAC has revised the audit framework. On the basis of the Audit Manual of the second audit cycle, the second round of audits commenced in 2015. Two institutions were audited in the 2014-15 financial year. By the end of the 2015-16 financial year, another four institutions would have been audited. Two institutions are scheduled to be audited in the 2016-17 financial year.

The QAC is supported by a secretariat with manpower provided from within the UGC Secretariat. The actual expenditure of audit activities in the 2014-15 financial year amounted to \$0.39 million. The revised estimated expenditures of audit activities in the 2015-16 financial year is around \$2.22 million and the estimated expenditure in the 2016-17 financial year is around \$2.70 million. The expenditures cover mainly (i) fee for consultancy services to assist in conducting the audits; (ii) expenses for the audit meetings; and (iii) honoraria for auditors.

- End -

CONTROLLING OFFICER'S REPLY**EDB640****(Question Serial No. 3575)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- a) What are the work and expenditure of the University Grants Committee (UGC) and Education Bureau in overseeing the sub-degree operations of UGC-funded institutions in 2015-16?
- b) What are the work plan and estimated expenditure in overseeing the sub-degree operations of UGC-funded institutions in 2016-17?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 317)Reply:

The Government attaches great importance to the quality assurance of sub-degree programmes offered by both University Grants Committee (UGC)-funded and self-financing institutions. To safeguard the quality of the sub-degree programmes, the Liaison Committee on Quality Assurance (LCQA), comprising representatives of the Education Bureau (EDB), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), the Quality Assurance Council and the Joint Quality Review Committee (established by the Heads of Universities Committees to provide peer review of the quality assurance processes of self-financing sub-degree programmes offered by the UGC-funded institutions themselves), has been formed to promote sharing of good practices among all the quality assurance bodies and foster consistency and transparency so as to enhance accountability. Manpower and administrative costs of the LCQA have been and will continue to be absorbed by the existing resources of EDB.

As stated in its response to the UGC's Higher Education Review Report, the Government considers that periodic external audits and reviews should be conducted on both self-financing and publicly-funded sub-degree operations under the aegis of UGC-funded institutions so as to enhance quality assurance and ensure consistency and coherence in standards. To this end, a working group comprising representatives nominated by the UGC, the UGC-funded institutions and the HKCAAVQ was formed to plan for and oversee external quality audits on sub-degree operations of UGC-funded institutions.

The working group completed its deliberation and made its recommendations on the optimal approach for the external quality audits and the long-term mechanism for such audits to the Education Bureau in June 2015. The Government accepted the recommendation of the working group and invited the UGC to assume the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded institutions, with the involvement of the Quality Assurance Council (QAC) as the audit operator. With the agreement of the UGC and the QAC to take on the responsibility, preparation for the conduct of the external quality audits, including formulation of an audit manual, is underway, with a view to commencing the audit cycle in end 2016. In the 2016-17 financial year, around \$0.97 million has been reserved for preparing the audit manual.

- End -

CONTROLLING OFFICER'S REPLY

EDB641

(Question Serial No. 3860)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- a) In 2015-16, did the Government conduct any review on the tuition fees charged by universities? If so, what were the details and results of the review? What was the expenditure involved?
- b) In 2016-17, will the Government conduct any review on the tuition fees charged by universities? If so, what are the specific plans, schedules and related expenditure?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 340)

Reply:

(a) and (b)

The recurrent grant to the University Grants Committee (UGC)-funded institutions is a deficiency subvention calculated by deducting an assumed income from tuition fees and other sources from the estimated gross funding requirement of the UGC-funded institutions. The assumed tuition fee income is based on the indicative tuition fee level determined by the Chief Executive in Council.

There is no plan to increase the indicative tuition fee level at present and we will maintain the indicative tuition fee at the current level during the 2016/17 to 2018/19 triennium, i.e. \$42,100 per student per year for UGC-funded programmes at degree level. This has formed the basis for calculating the recurrent grants for the UGC-funded institutions in the 2016/17 to 2018/19 triennium. Having said that, the tuition fee level has remained at the same level for nearly two decades. Hence, the Government has invited the University Grants Committee (UGC) to conduct a study on the practices in respect of tuition fee policy in other jurisdictions and propose options to the Government for consideration with due regard to the situation in Hong Kong. This is to enable the Government to lead an informed and rational discussion on the way forward.

The above-mentioned study commenced in February 2016. It is expected that the study will be completed in about 12 to 18 months.

The work related to the study on the tuition fee policy in other jurisdictions is mainly undertaken by the existing staff of the UGC Secretariat and the expenditure is subsumed in the overall expenditure of the UGC. In addition, a consultant is engaged to assist in the preparation of the consultancy report at an expenditure of USD39,620 (or HKD 0.3 million).

- End -

CONTROLLING OFFICER'S REPLY

EDB642

(Question Serial No. 3896)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

What are the respective numbers of recipients under the Hong Kong PhD Fellowship Scheme and the Areas of Excellence Scheme in 2015/16? What are the respective total amounts of scholarship awarded? What are the respective anticipated numbers of recipients under these two schemes in 2016/17?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 402)

Reply:

The Hong Kong PhD Fellowship Scheme (HKPFS) provides an annual stipend of HK\$240,000 and a conference and research-related travel allowance of HK\$10,000 per year up to three years for all awardees. For the 2015/16 academic year, there were 216 awardees under the HKPFS. For the 2016/17 academic year, 231 research postgraduate places are reserved for the HKPFS.

The Areas of Excellence (AoE) Scheme was launched in 1998 to build upon Hong Kong's existing research strengths and develop them into areas of excellence. Students are not eligible to apply for the AoE Scheme. Unlike other funding schemes administered by the Research Grants Council, applications under the AoE Scheme are not called for annually. So far, six rounds of exercises have been implemented and a total of 18 projects (including eight completed projects) have been funded. The call for the seventh round of the AoE Scheme was closed on 4 January 2016 and the funding results will be announced around December 2016.

- End -

CONTROLLING OFFICER'S REPLY**EDB643****(Question Serial No. 3921)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- a) In 2015-16, what measures did the University Grants Committee (UGC) take to encourage the UGC-funded institutions to strengthen their pursuits of the initiatives of internationalisation and engagement with the Mainland?
- b) What are the action plans and the estimated expenditure for the above areas of work in 2016-17?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 453)

Reply:

- a) In order to motivate UGC-funded institutions to enhance their pursuit of internationalisation and engagement with the Mainland, the UGC rolled out a \$30 million funding scheme (with funds contributed by the UGC, the Education Bureau and institutions) to support initiatives in a number of areas concerning internationalisation and engagement with the Mainland in the 2013/14 and 2014/15 academic years. The initiatives included (i) funding student-initiated projects or initiatives that encourage multi-cultural integration; (ii) setting up a Hong Kong Pavilion in international education conferences to promote Hong Kong's higher education sector as a united entity; (iii) establishing a sector-wide search engine to provide easier access to information of institutions and programmes they offer for prospective students; and (iv) subsidising financially-needy students to travel to places outside Hong Kong for exchange activities. Institutions responded positively to the scheme.

In 2015/16, with the good results achieved, the institutions have continued to set up the Hong Kong Pavilion at international education conferences. Other promotional efforts such as the sector-wide search engine also continued.

- b) In the 2016/17 to 2018/19 triennium, the UGC will continue efforts on this front. A one-off consolidated teaching and learning funding scheme will be launched to incentivise institutions' in exploring and developing further in the sector-wide strategic areas including (a) innovation; (b) enhancement of student learning experience; (c) enhancement of internationalisation and engagement with the Mainland; and (d) language enhancement. A total of \$17.5 million (to be matched with funds from institutions) has been earmarked for the area of internationalisation and engagement with the Mainland. Emphasis will be put on the development and implementation of (i) strategies for the broader enhancement of internationalisation and engagement with the Mainland; (ii) holistic strategies/programmes to enhance student integration; and (iii) strategies/programmes to enrich the learning experience of commuting local students. In addition, a total of \$12 million has been earmarked for institutions for continuing to set up a Hong Kong Pavilion in international education conferences in the triennium.

- End -

CONTROLLING OFFICER'S REPLY

EDB644

(Question Serial No. 3922)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

- (a) In 2015-16, what did the University Grants Committee (UGC) do to help ensure the continuing good financial governance and sound financial planning of the institutions?
- (b) In 2016-17, what are the action plan and the estimated expenditure in this regard?

Asked by: Dr Hon Kenneth CHAN Ka-lok (Member Question No. 454)

Reply:

- (a) Subsequent to the completion of the review of the financial affairs of the University Grants Committee (UGC)-funded institutions conducted by the Financial Affairs Working Group of the UGC in October 2013, with the assistance of an external consultant, the UGC has been working with the UGC-funded institutions on the implementation of the report's recommendations to improve the cost allocation practices and the level of financial transparency in institutions. In 2015-16, the UGC completed the formulation of a new set of cost allocation guidelines and updated the accounting and disclosure practices of the institutions with reference to the generally accepted accounting principles and overseas practices. As a result, an updated version of the Statement of Recommended Practice for UGC-funded Institutions (the SORP) and a new set of Cost Allocation Guidelines for the UGC-funded and the Non-UGC-funded Activities (the Guidelines) were promulgated to institutions for them to comply with in their financial statements for 2015/16 (except for segment reporting requirements which will be put into effect in the financial statements for 2016/17) and 2018/19 respectively. The two documents aim to improve the cost allocation practices and the level of financial transparency in institutions.
- (b) In 2016-17, with the assistance of the external consultant, the UGC will assist the institutions in implementation of the SORP and the Guidelines, such as in providing advice to institutions on whether their implementation plans are consistent with the overall goals of the SORP and the Guidelines, and in compliance with and implementable within the requirements of the SORP and the Guidelines. The related work will be absorbed by the existing staff of the UGC Secretariat. \$1.5 million has been earmarked as the expenditure for engaging the consultant to provide professional advice.

- End -

CONTROLLING OFFICER'S REPLY

EDB645

(Question Serial No. 5019)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide the following information on research projects funded by the University Grants Committee in 2013/14 to 2015/16 academic years:

- (1) titles;
- (2) amounts of funding for each research project;
- (3) titles of research projects in collaboration with Mainland post-secondary institutions;
- (4) number, titles and amount of funding of research projects with Hong Kong as the subject of research; and
- (5) whether there are concrete plans to promote and encourage more academic researches on local topics by scholars in universities of Hong Kong; If yes, what are the details and the funding for such plans? If not, what are the reasons?

Asked by: Dr Hon Helena WONG Pik-wan (Member Question No. 54)

Reply:

- (1) & (2) There were 1 170, 1 302 and 1 245* approved research projects under various funding schemes administered by the Research Grants Council (RGC) in the 2013/14, 2014/15 and 2015/16 academic years respectively. Details of these projects including the titles, participating institutions and amount awarded are searchable at the UGC's website (<http://www.ugc.edu.hk/eng/rgc/result/result.htm>). In view of the large number of projects involved, members are invited to visit the website for the details of the projects.

* Position up to 29 February 2016.

- (3) The RGC runs two Joint Research Schemes with the Mainland organisations, namely the National Natural Science Foundation of China and the Science and Technology Development Centre, Ministry of Education (the latter ceased in the 2014/15 academic year). These two schemes provide funding support for collaboration projects between local and Mainland academics. Projects funded in the 2013/14, 2014/15 and 2015/16 academic years under the two schemes are listed at **Annex A**.

Besides, it is also noteworthy that, except for the Joint Research Schemes collaborated with designated regions, all other funding schemes administered by the RGC do not impose restriction

on the place of origin of the Co-Investigators. Hence, there may be some projects with Co-Investigators from the Mainland in these other funding schemes.

- (4) The RGC gives equal support to different types of research. All applications for research funding are professionally assessed by the local and non-local experts of the RGC based on the academic quality of research proposals. Apart from the Theme-based Research Scheme (TRS), the RGC currently does not administer any other research funding schemes which require the applicants to focus their research on matters related to Hong Kong. Given the vast number of projects funded each year, the RGC does not maintain a comprehensive list of projects with Hong Kong as the subject of research.

As regards the TRS, it was established in 2010 and is supported by investment income from \$4 billion of the Research Endowment Fund to focus academic research efforts of the UGC-funded institutions on large-scale projects under themes of strategic importance to the long-term development of Hong Kong. The list of large-scale projects funded under the TRS from the 2013/14 to 2015/16 academic years is at **Annex B**.

- (5) Starting from the 2014/15 academic year, the RGC has allocated additional resources, on top of the project costs, under the General Research Fund and Early Career Scheme to support academic research with elements of public policy development in Hong Kong. In the 2015/16 academic year, an amount of \$20.3 million and \$3.3 million were approved under the General Research Fund and Early Career Scheme respectively for such purpose.

Under the TRS, after consultation with the stakeholders, the Government introduced a new theme "Advancing Emerging Research and Innovations Important to Hong Kong" starting from the 2016/17 exercise. The new theme encompasses a significant broad base of disciplines to cover emerging topics of importance to Hong Kong.

**Projects funded under the Joint Research Schemes with
the National Natural Science Foundation of China (NSFC) and
Science & Technology Development Centre (STDC) under the Ministry of Education
(2013/14 to 2015/16)**

2013/14

NSFC and RGC

1. Investigation of Antenna Design and Electromagnetic Compatibility in Radio-Frequency System-in-Package
2. Delay-Aware Radio Resource Management:- Theory and Algorithm Design for Cloud Radio Access Networks
3. Investigation of the bulk and interface traps in III-nitride semiconductor heterostructure power electronic devices
4. Effective Location-based Spatial Crowdsourcing
5. Key technology in time-reversal based optical scanning holography and its application on fluorescent biological specimens
6. Research problems on carving and tamper detection of fragmented multimedia evidence for forensic investigation
7. Structural Studies of Flagellar Motor Switch from *H. pylori*: A Combination of X-ray Crystallography and Cryo-electron Microscopy Approaches
8. Probing the dioxin-induced neuromuscular defects: A signaling mechanism leading to the alteration of acetylcholinesterase at the neuromuscular junctions
9. Identifying critical transitions and gene regulatory networks controlling phases of chondrocyte differentiation in the growth plate
10. Study Role of PCNA-binding protein TRAIP in Replicative Stress Responses and Tumor Suppression
11. Role of TRPC5 Channels in Multidrug Resistance in Adriamycin-resistant Breast Cancer Cells
12. Development of Triterpenoid Natural Product Derivatives as New Antiviral Drugs Directly Blocking the Receptor Binding Site of Influenza Virus
13. High-performance Sunlight-driven Water Purification Pilot Plant Based on Plasmonic Photocatalysis and Microfluidic Planar Reactors
14. Response of air-sea CO₂ fluxes in the northern South China Sea to the carbon and nutrient export associated with the Pearl River plume (PRP)
15. Three Dimensional Graphene/Metal Oxide (Sulfide) Composite Nanoarchitectures for Anode Applications in Li-ion Batteries
16. Design and Biological Response of Biodegradable Mg-Sr-Zn Alloy for Ligament/tendon-bone Reconstruction
17. Processing and Characterization of 3D Graphene Based Thermal Interface Materials

18. Palladium-catalyzed Asymmetric Allylic Alkylations and Its Application in Total Synthesis of Cryptotrine and Bolivianine
19. Novel One-dimensional Quantum States of Spin-orbit Coupled Ultra Cold Atoms beyond Standard Paradigms
20. The Application of Organic Electrochemical Transistors as a State-of-the-art Platform for Label-free, Ultrasensitive, High Throughput and Portable Nucleic Acid Detection
21. Development of polymer/polymer-blend-based bulk-heterojunction organic photovoltaics
22. Investigation of new multi-functional materials based on hierarchical porous mixed oxides and carbon aerogels for air purification and disinfection
23. Dynamic Regulation of the p53 Pathway and Its Control Over Cell Fate at the Single-cell Level

STDC and RGC

24. Inference of Large Epidemic-like Information Spreading: Theories and Network Forensics
25. Impact of Hypoxia-inducible Factor 1 Alpha on EpCAM+ Hepatic Cancer Stem Cells in Hepatocellular Carcinoma
26. Elucidating the Therapeutic Mechanisms of Deep Brain Stimulation in Parkinson's Disease by Selective in vivo Optogenetic Manipulation Strategy
27. Ethylene-induced Subcellular Re-distribution of EIN2 and Its Functional Implications
28. High Performance Aqueous Rechargeable Battery Based on Anodic Compound Electrodes
29. Theoretical Chemical Kinetics for Pyrolysis and Oxidation of Large Biodiesel Molecules
30. Elucidating molecular mechanisms of the Maltose transporter (MalFGK2) using Markov State Models
31. A Fundamental Investigation of PCC Energy Pile and Load Transfer Mechanism: Geotechnical Aspects
32. Quality control and mechanism study of Guizhi-Fuling-Capsule, An ancient herbal formulation for primary dysmenorrhea, by a systemic biology approach
33. Control of the fabrication process and properties of multifunctional magnetoelectric oxide films
34. Revenue Maximization for Wireless Operators in Hybrid Macrocell-Femtocell Networks
35. In search for critical Inflammatory modulator regulated by MT1-MMP
36. Magmatic conduit system of the Jinchuan Cu-Ni-(PGE) sulfide deposit (NW China) with implication for exploration

2014/15

NSFC and RGC

1. Key Functional Photonic Elements for On-chip Mode-multiplexed Optical Interconnects
2. Key technologies for the next-generation real-time high-resolution minimally-invasive implantable Electrocorticography (ECoG) system

3. III-V-on-Silicon Coupled-Resonator-Optical-Waveguide Lasers for Direct-Modulated Multi-Wavelength Emission and Active Mode-Locking
4. Understanding the evolution and interspecies transmission of betacoronaviruses by structural and biophysical approaches
5. Schizophrenia-related de novo and compound heterozygous mutations
6. Nur77: new insights in signaling and mechanism of activation of epithelial-mesenchymal transition and tumor metastasis
7. Fatty acid binding protein-4 as a mediator of autoimmune diabetes: from molecular mechanism to clinical significance
8. Orexin-induced modulation of activity-dependent synaptic plasticity is critical for the maturation of vestibular circuitry and functions
9. Design and Optimizing Laser-Based 3D Printing of Metallic Glass: A Systematic Study of the Joining and Crystallization Mechanisms of Amorphous Structures under Laser Irradiation
10. Metal/Oxide Nanostructures as Plasmonic Catalysts for the Synthesis of Organic Molecules
11. Photovoltaic, Spin Field Effect Transistor and Sensing Devices Based on Polar Oxide Heterostructural Two-dimensional Electron Gas
12. Development of Multifunctional Nanocomposite Particles for Imaging and Gene Therapy in Cancer Treatment
13. Development of Multi-modality AIE Nanoprobes for Targeted Detection of Drug Resistant Gene AXL in Lung Cancer and their Preclinical Application
14. Nanostructured n-type Photoanodes and p-type Photocathodes for High Performance Water Splitting Photoelectrochemical Whole Cells
15. Thermo-mechanical coupling and spatiotemporal effects in phase transitions of shape memory materials
16. Rationalizing scaffold design with optimal cell niche for mesenchymal stem cell (MSC)-based therapy in disc degeneration
17. Organic memory array fabricated under ambient air environment: from polycrystalline thin film to single crystal devices
18. Approximation Analysis of Information Theoretic Learning and Ranking Type Learning Problems
19. Programmable and Integrated Fabrication of Nano-material Devices by Optically - Induced Force Field
20. Synthesis and Enantioselective Transformation of Carborane-fused Cyclobutenes and Alkenylcarboranes
21. On Mathematical Theory of the Compressible Fluid-dynamical Equations
22. Sparse Optimization: Algorithms and Theories

NSFC and RGC

1. A Micro Array Chip based Single Cell Manipulation System for Characterization of Electrical Stimulation Induced Stem Cell Differentiation
2. Non-convex Optimization for Robust Sparse Recovery: Fast Algorithms and Theoretical Analysis
3. Interactive Attribute Mining and Animated Speech Synthesis for Web-based Spoken Dialog Interactions
4. Single-crystalline silicon cantilever-resonator gas sensor array fabricated using silicon-migration technology for air quality monitoring
5. Reversal of P-gp-mediated Paclitaxel Resistance: Identification of Modulator-binding Site on P-gp and Rational Design of Next Generation P-gp Modulators
6. Functional and in vivo study of the Neuroligin and Itch Interaction
7. Neurodevelopmental effect of gene-environment interaction among early-onset schizophrenia patients: a combined genetic and neuroimaging approach
8. Development of DNA-encoded DNA-glycan constructs as multivalent influenza hemagglutinin inhibitors
9. A comprehensive functional ultrasound imaging framework: the assessment of vascular mechanics for the diagnosis of cardiovascular diseases
10. Advancing Transportation Systems Analysis by Integrating Safety Evaluation
11. Investigation of characteristics and mechanism of earthquakes associated with the Hutubi gas reservoir
12. Stoichiometric dynamics of carbon and nitrogen in two major hypoxia zones of Chinese coastal water
13. Mechanistic study of the degradation of multiple indoor air pollutants through Vacuum UV photocatalysis
14. Fluorescent Organic Compound-Phosphorescent Inorganic Transition Metal Complex Conjugates as Bioprobes and Imaging Reagents
15. Synthesis and Optoelectronic Properties of the White Graphene
16. Visible-light optomechanical integrated circuits based on III-nitride semiconductors
17. Microengineering Organic Semiconductor Materials for Flexible OTFT Devices
18. Detect Electroluminescence of Single Conjugated Polymers
19. Photonic Integration in GaN Membranes on Silicon
20. Characterization and Control of a System with Multiple Offshore Power Inverters Connected in Parallel with Long Cables
21. Experimental Studies of Geometrical Properties, Vorticity Dynamics and Small-Scale Statistics of Vortex Structures in Rotating Thermal Convection
22. Design, synthesis and application of fused osmacycles/iridacycles containing main group heteroatoms

23. Highly parallel algorithms for fluid-structure interaction problems and applications

Projects funded under the Theme-based Research Scheme**2013/14 (Total number of projects: 3)**

<u>Title</u>	<u>Amount awarded</u> (\$million)
1. Systematic Development of Molecular Targets for Nasopharyngeal Carcinoma	\$55.6
2. An Integrated Trans-omics Approach to Diabetic Cardio-renal Complications: From Novel Discoveries to Personalized Medicine	\$60.3
3. Smart Solar Energy Harvesting, Storage, and Utilization	\$60.3

2014/15 (Total number of projects: 4)

<u>Title</u>	<u>Amount awarded</u> (\$million)
1. Viral, Host and Environmental Determinants of Influenza Virus Transmission and Pathogenesis	\$75.1
2. Genetics and Functional Genomics of Neural Crest Stem Cells and Associated Disease: Hirschsprung Disease	\$62.4
3. Sustainable Power Delivery Structures for High Renewables	\$47.1
4. Delivering 21st Century Healthcare in Hong Kong - Building a Quality-and-Efficiency Driven System	\$20.5

2015/16 (Total number of projects: 5)

<u>Title</u>	<u>Amount awarded</u> (\$million)
1. Molecular Basis for Interspecies Transmission and Pathogenesis of Middle East Respiratory Syndrome Coronavirus	\$46.7
2. Centre for Research into Circulating Fetal Nucleic Acids	\$48.8
3. Smart Urban Water Supply Systems (Smart UWSS)	\$33.2
4. Understanding Debris Flow Mechanisms and Mitigating Risks for a Sustainable Hong Kong	\$33.2
5. Safety, Reliability, and Disruption Management of High Speed Rail and Metro Systems	\$40.8

- End -

CONTROLLING OFFICER'S REPLY

EDB646

(Question Serial No. 4966)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

1. Please provide, by institution and programme, the following information for the past 5 years (2011/12 to 2015/16):
 - a. the number of places, student intake and tuition fees of the funded associate degree and higher diploma programmes offered by University Grants Committee (UGC)-funded institutions;
 - b. the number of places, student intake and tuition fees of the self-financing associate degree and higher diploma programmes offered by UGC-funded institutions;
 - c. the expenditure required for and revenue generated from the funded associate degree and higher diploma programmes offered by UGC-funded institutions;
 - d. the expenditure required for and revenue generated from the self-financing associate degree and higher diploma programmes offered by UGC-funded institutions.
2. Please list, by institution, the overall surplus, donations received, total amount of capital and liabilities of the UGC-funded institutions respectively for the past 5 years (2011/12 to 2015/16).
3. Please list, by institution, the overall surplus, donations received, total amount of capital and liabilities of the self-financing departments of UGC-funded institutions respectively for the past 5 years (2011/12 to 2015/16).

Asked by: Hon IP Kin-yuen (Member Question No. 84)

Reply:

- 1a. The approved intake places, approved student number targets and student enrolment of the University Grants Committee (UGC)-funded sub-degree programmes by institution and broad academic programme category from the 2011/12 to 2015/16 academic years are at Annex A. The tuition fees for the programmes are \$15,040 per student per annum for the Hong Kong Institute of Education and \$31,575 per student per annum for other UGC-funded institutions.
- b. According to the information provided by the institutions, the number of intake places, actual intakes and tuition fees of full-time locally-accredited self-financing sub-degree programmes provided by the UGC-funded institutions from the 2011/12 to 2015/16 academic years by institution and broad academic programme category are at Annex B.
- c. The bulk of recurrent grants to the institutions are in the form of a block grant based on the approved student numbers allocated to institutions. As funding for the sub-degree programmes is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes. It is noteworthy that based on the information as reported by the institutions, the average

student unit costs per annum of a UGC-funded sub-degree place for the 2011/12 to 2014/15 academic years was \$144,000, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$15,040 per student per annum for the Hong Kong Institute of Education and \$31,575 per student per annum for other UGC-funded institutions). The average student unit cost for the 2015/16 academic year and beyond is not yet available. We do not have information on income generated by the UGC-funded sub-degree programmes.

- d. We do not have information on the expenditure involved and income generated by the self-financing associate degree and higher diploma programmes by UGC-funded institutions.
2. Based on the annual financial reports of the eight UGC-funded institutions, the surpluses / deficits, donations received, total funds and liabilities of each institution for the 2011/12 to 2014/15 academic years are at Annex C. Information for the 2015/16 academic year is not available.
3. Based on the information provided by institutions, the surpluses / deficits of self-financed programmes for the 2011/12 to 2014/15 academic years are at Annex D. Information for the 2015/16 academic year is not available. We do not have the information on donations received, total funds and liabilities of the self-financing departments of UGC-funded institutions for the 2011/12 to 2015/16 academic years.

**Approved Intake Places, Approved Student Number Targets and Student Enrolment of UGC-funded
Sub-degree Programmes by Institution and Broad Academic Programme Category,
2011/12 to 2015/16**

(full-time equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Intake Places	Approved Student Number Targets	Student Enrolment
2011/12	CityU	Engineering and Technology	432	841	922
		Social Sciences	40	86	96
		Arts and Humanities	40	80	84
		Sub-total	512	1 007	1 102
	HKIEd	Sciences	13	28	70
		Social Sciences	4	8	10
		Arts and Humanities	42	90	136
		Education	673^	1 104^	760
		Sub-total	731	1 230	977
	PolyU	Medicine, Dentistry and Health	160	480	484
		Sciences	127	255	269
		Engineering and Technology	767	1 573	1 655
		Business and Management	285	633	690
		Social Sciences	40	98	116
		Arts and Humanities	158	316	314
		Sub-total	1 537	3 354	3 527
	Total		2 781	5 591	5 606
2012/13	CityU	Engineering and Technology	432	841	968
		Social Sciences	-	40	48
		Arts and Humanities	-	40	36
		Sub-total	432	921	1 052
	HKIEd	Sciences	16	31	60
		Social Sciences	3	7	6
		Arts and Humanities	34	77	111
		Education	329	971	747
		Sub-total	381	1 086	924
	PolyU	Medicine, Dentistry and Health	160	480	489
		Sciences	127	255	287
		Engineering and Technology	767	1 573	1 620
		Business and Management	280	639	671
		Social Sciences	40	80	100
		Arts and Humanities	153	311	313
		Sub-total	1 527	3 338	3 481
	Total		2 340	5 345	5 457
2013/14	CityU	Engineering and Technology	432	841	914
		Arts and Humanities	-	-	2
		Sub-total	432	841	916
	HKIEd	Sciences	16	35	56

Academic Year	Institution	Broad Academic Programme Category	Approved Intake Places	Approved Student Number Targets	Student Enrolment
		Social Sciences	3	5	5
		Arts and Humanities	34	73	76
		Education	329	1 045	704
		Sub-total	381	1 158	841
	PolyU	Medicine, Dentistry and Health	-	320	319
		Sciences	127	255	311
		Engineering and Technology	701	1 507	1 576
		Business and Management	201	584	610
		Social Sciences	35	75	106
		Arts and Humanities	126	279	290
		Sub-total	1 190	3 020	3 212
	Total		2 003	5 019	4 969
2014/15	CityU	Engineering and Technology	432	841	903
		Sub-total	432	841	903
	HKIEd	Sciences	16	33	56
		Social Sciences	3	5	3
		Arts and Humanities	34	67	48
		Education	329	1 007	657
		Sub-total	381	1 113	763
	PolyU	Medicine, Dentistry and Health	-	160	153
		Sciences	127	255	288
		Engineering and Technology	648	1 349	1 425
		Business and Management	128	329	473
		Social Sciences	-	35	47
		Arts and Humanities	114	240	248
		Sub-total	1 017	2 367	2 634
	Total		1 830	4 321	4 300
2015/16 (provisional)	CityU	Engineering and Technology	432	841	913
		Sub-total	432	841	913
	HKIEd	Sciences	14	30	73
		Social Sciences	2	3	13
		Arts and Humanities	23	58	93
		Education	343	1 022	851
		Sub-total	382	1 113	1 030
	PolyU	Medicine, Dentistry and Health	-	-	6
		Sciences	127	255	293
		Engineering and Technology	561	1 179	1 356
		Business and Management	129	284	374
		Social Sciences	-	-	1
		Arts and Humanities	80	197	202
		Sub-total	897	1 914	2 231
	Total		1 711	3 868	4 174

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. ^ The numbers include places allocated to HKIEd which was approved to use some of the sub-degree places (i.e. 216 in 2011/12) for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
3. '-' denotes nil.
4. Abbreviations:

CityU	City University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University

**Intake Places, Actual Intakes and Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree Programmes Offered by UGC-funded Institutions
by Institution and Broad Academic Programme Category, 2011/12 to 2015/16**

UGC-funded Institution	Broad Academic Programme Category	2011/12			2012/13			2013/14			2014/15			2015/16		
		Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]
City University of Hong Kong	Arts & Humanities	1 350	1 298	36,000 - 45,000	900	907	47,250	875	786	47,250	875	539	47,250	875	[2]	47,250
	Business & Management	1 130	1 122	45,000	1 125	1 179	47,250	1 175	1 128	47,250	1125	692	47,250	1000	[2]	47,250
	Engineering & Technology	190	239	45,000	250	219	47,250	175	221	47,250	175	274	47,250	175	[2]	47,250
	Sciences	390	352	45,000	375	405	47,250	400	363	47,250	400	290	47,250	400	[2]	47,250
	Social Sciences	770	787	45,000 - 53,100	875	901	47,250 - 56,250	875	872	47,250 - 56,250	850	662	47,250 - 56,250	850	[2]	47,250 - 56,250
Hong Kong Baptist University	Arts & Humanities	900	1 045	36,000 - 48,750	1 030	991	48,750	660	582	48,750	676	552	47,250 - 48,750	676	[2]	47,250 - 48,750
	Business & Management	370	477	48,750	780	609	48,750	430	373	48,750	502	481	47,250 - 48,750	477	[2]	47,250 - 48,750
	Education	30	70	45,780	120	151	58,720	130	121	66,978	-	-	-	-	-	-
	Sciences	140	188	48,750	310	347	48,750	310	213	48,750	285	236	48,750	285	[2]	48,750
	Social Sciences	545	510	48,750 - 50,000	850	755	48,750 - 50,000	525	454	48,750 - 50,000	610	592	48,750 - 55,000	590	[2]	48,750 - 55,000
Lingnan University	Arts & Humanities	562	589	35,000 - 50,000	829	960	43,800 - 50,000	415	316	43,800 - 50,000	425	155	43,800 - 50,000	185	[2]	48,000 - 52,500
	Business & Management	743	847	35,000 - 50,000	1 238	1 735	43,800 - 50,000	1 065	636	43,800 - 50,000	730	289	43,800 - 50,000	240	[2]	48,000 - 52,500
	Education	92	103	35,000 - 43,800	100	55	43,800	70	99	43,800	125	66	43,800	60	[2]	48,000
	Medicine, Dentistry & Health	10	0	35,000	-	-	-	-	-	-	-	-	-	-	-	-
	Sciences	84	78	35,000 - 43,800	121	59	43,800	75	27	43,800	-	-	-	-	-	-
	Social Sciences	309	381	35,000 - 50,000	592	705	43,800 - 50,000	375	255	43,800 - 50,000	385	91	43,800 - 50,000	120	[2]	48,000 - 52,500
The Chinese University of	Arts & Humanities	338	391	41,133 - 46,000	451	430	45,300 - 46,500	522	366	46,778 - 49,748	557	439	45,140 - 49,748	487	[2]	46,818 - 51,590

UGC-funded Institution	Broad Academic Programme Category	2011/12			2012/13			2013/14			2014/15			2015/16		
		Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]
Hong Kong	Business & Management	480	459	40,333 - 49,150	652	553	42,000 - 49,150	667	354	45,500 - 49,810	510	384	45,500 - 49,810	440	[2]	47,250 - 51,680
	Engineering & Technology	50	32	40,333 - 43,000	38	41	43,000	56	18	46,900	28	11	46,900	-	-	-
	Medicine, Dentistry & Health	-	-	-	-	-	-	115	74	47,613 - 49,078	116	107	48,425 - 49,915	169	[2]	49,878 - 69,700
	Sciences	140	122	40,333 - 46,250	169	259	42,000 - 49,000	124	50	45,225 - 47,685	84	65	45,225 - 47,685	84	[2]	46,575 - 49,500
	Social Sciences	85	97	40,667 - 45,300	110	127	45,000 - 46,500	166	117	47,250 - 49,130	206	165	48,510 - 57,375	190	[2]	50,160 - 59,500
The Hong Kong Institute of Education	Arts & Humanities	470	251	31,800 - 41,800	60	59	41,800	60	60	48,100	60	57	48,100	-	-	-
	Business & Management	80	42	41,800	-	-	-	-	-	-	-	-	-	-	-	-
	Education	230	177	41,800	180	227	41,800	190	121	48,100	126	86	48,100	136	[2]	48,100
	Sciences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Social Sciences	90	45	46,800	45	47	46,800	-	-	-	70	69	65,000	-	-	-
The Hong Kong Polytechnic University	Arts & Humanities	810	743	39,600 - 52,470	736	624	49,200 - 52,440	670	454	50,400 - 53,760	470	466	50,400 - 53,760	460	[2]	50,400 - 53,760
	Business & Management	1 442	1 848	47,400	1 901	1 991	49,200	1 645	1 601	50,400	1 660	1622	50,400	1580	[2]	50,400
	Engineering & Technology	250	377	47,400 - 52,140	326	393	49,200 - 54,120	270	312	50,400 - 55,440	330	313	50,400 - 55,440	370	[2]	50,400 - 55,440
	Medicine, Dentistry & Health	300	276	50,520	310	331	51,240	335	429	52,560	330	265	52,560	300	[2]	52,560
	Sciences	340	454	47,400	450	491	49,200	355	333	50,400	330	311	50,400	310	[2]	50,400
	Social Sciences	600	681	47,400	777	874	49,200	725	681	50,400	680	614	50,400	620	[2]	50,400

UGC-funded Institution	Broad Academic Programme Category	2011/12			2012/13			2013/14			2014/15			2015/16		
		Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]
The University of Hong Kong	Arts & Humanities	536	632	42,800 - 49,800	875	839	52,500	761	399	45,000 - 52,500	431	490	52,500	431	[2]	55,000
	Business & Management	629	577	49,800	1 219	1 879	52,500	1 439	794	52,500	1 319	690	52,500	1185	[2]	55,000
	Engineering & Technology	192	313	49,800 - 50,800	490	852	52,500 - 54,600	835	511	52,500 - 54,600	765	613	52,500 - 54,600	725	[2]	55,000 - 56,900
	Medicine, Dentistry & Health	63	77	49,800 - 59,000	224	225	52,500 - 62,000	272	169	52,500 - 72,000	284	336	52,500 - 72,000	284	[2]	55,000 - 75,500
	Sciences	430	499	49,800	670	863	52,500	475	362	52,500	490	478	52,500	445	[2]	55,000
	Social Sciences	218	235	49,800	423	523	52,500	438	297	52,500	388	304	52,500	388	[2]	55,000

Notes:

[1] Tuition fee information does not include the three-year sub-degree programmes provided under the old academic structure.

[2] Figures not yet available.

‘-’ Denotes no relevant programmes were offered.

Surplus / Deficit, donations received, total funds and liabilities of UGC-funded institutions ^{Note 1}
(2011/12 - 2014/15 academic years)

	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU
Surplus / (Deficit) for the year (\$ million)								
2011/12	(380)	(110)	(17)	186	7	154	(96)	(680)
2012/13	321	585	319	2,573	89	554	875	2,225
2013/14	422	503	58	1,448	132	831	590	2,461
2014/15	415	198	12	1,258	134	464	(11)	1,214
Donations received for the year (\$ million)								
2011/12	76	95	12	260	11	135	27	287
2012/13	131	208	58	1,156	17	220	344	1,112
2013/14	106	109	19	464	40	208	84	1,509
2014/15	166	107	26	480	27	267	86	680
Total funds ^{Note 2} (\$ million)								
2011/12	6,153	4,397	1,798	14,481	2,699	6,487	8,234	18,108
2012/13	6,596	4,964	2,131	17,299	2,735	7,494	9,372	20,669
2013/14	6,960	5,471	2,226	18,697	2,820	8,545	10,050	23,277
2014/15	7,309	5,673	2,240	19,901	2,907	8,995	10,094	24,568
Total liabilities ^{Note 3} (\$ million)								
2011/12	2,648	1,029	450	2,131	469	3,899	1,131	3,354
2012/13	2,715	1,265	367	2,302	427	4,212	1,072	3,211
2013/14	2,480	1,338	376	2,464	440	4,041	1,165	3,462
2014/15	2,622	1,407	372	2,740	498	4,135	1,371	3,635

Source: Financial Reports of UGC-funded institutions.

Abbreviations:

CityU	City University of Hong Kong	HKIEd	The Hong Kong Institute of Education
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science & Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

Notes:

Note 1: The financial information set out in this annex only covers those activities at institutional level (i.e. excluding subsidiaries).

Note 2: Include UGC-funded reserves and non-UGC-funded reserves (mainly self-financed reserves, donations and benefactions, etc.).

Note 3: Include accounts payable and accruals, loans and borrowings, deferred income, etc.

Surplus / Deficit from self-financing programmes offered by UGC-funded institutions^{Note}
(2011/12 - 2014/15 academic years)

Institutions	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU
Surplus / (Deficit) (\$ million)								
2011/12	151	(16)	22	117	13	240	63	200
2012/13	181	61	85	171	27	252	74	248
2013/14	185	40	3	194	44	266	65	233
2014/15	193	45	(34)	207	41	89	89	225

Source: Information provided by UGC-funded institutions.

Abbreviations:

CityU	City University of Hong Kong	HKIEd	The Hong Kong Institute of Education
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science & Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

Note:

The financial information set out in this annex covers both the self-financing programmes offered within the institutions proper and those provided by other self-financing operations.

- End -

CONTROLLING OFFICER'S REPLY**EDB647****(Question Serial No. 4967)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide the following information in respect of the First-Year-First-Degree programmes offered by various University Grants Committee (UGC)-funded institutions for the past 5 years (2011/12 to 2015/16 academic years):

- (a) the numbers of approved places and intakes;
- (b) a breakdown, by programme and by academic qualification of students not admitted through the Joint University Programmes Admissions System (JUPAS), of the numbers and percentages of JUPAS and non-JUPAS students among the total enrolment;
- (c) a breakdown, by programme, of the numbers and percentages of local students, Mainland students and other non-local students among the total enrolment;
- (d) a breakdown, by programme and by year, of the numbers of students taking undergraduate programmes and the numbers of students attending half-day and whole-day programmes; and
- (e) a breakdown, by programme, of the annual average unit costs of UGC-funded undergraduate programmes.

Asked by: Hon IP Kin-yuen (Member Question No. 85)

Reply:

- (a) to (c) The approved student number targets and the number of local and non-local students admitted to the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places by institution, broad academic programme category (APC) and place of origin, for the 2015/16 academic year are at Annex A. The number of local students admitted to the UGC-funded FYFD places by institution, broad APC and admission route for the 2015/16 academic year is at Annex B. Details covering the 2011/12 to 2014/15 academic years were set out in our reply (EDB589) to a question (Serial No. 4110) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2015-16 last year. Given the length of the reply, the details covering the 2011/12 to 2014/15 academic years are not repeated herein.
- (d) The student enrolment of the UGC-funded undergraduate programmes by institution, broad APC and mode of study for the 2015/16 academic year is at Annex C. Details covering the 2011/12 to 2014/15 academic years were set out in our reply (EDB589) to a question (Serial No. 4110) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2015-16 last year. Given the length of the reply, the details covering the 2011/12 to 2014/15 academic years are not

repeated herein.

- (e) As funding for publicly-funded undergraduate places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes. Based on the information as reported by the institutions, the average student unit costs per annum of a publicly-funded undergraduate place, by broad APC, for the 2011/12 to 2014/15 academic years are tabulated below, the bulk of which was subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100 per student per year). Information for the 2015/16 academic year is not yet available. As regards non-local students in the undergraduate programmes, who are primarily admitted through over-enrolment beyond approved student numbers, they are required to pay tuition fee at a level that is at least sufficient to cover the direct additional cost.

Broad APCs	Average Student Unit Cost (\$)			
	2011/12	2012/13	2013/14	2014/15 (Note 1)
A. Medicine & Dentistry	585,000	485,000	442,000	501,000
B. Engineering & Laboratory Based Studies	263,000	225,000	236,000	252,000
C. Others	199,000	175,000	182,000	190,000
Overall	233,000	203,000	209,000	222,000

Notes :

1. The average student unit costs for the 2014/15 academic year are provisional figures.
2. Student unit costs are affected by a variety of factors such as prevailing costs for different programmes and disciplines, student enrolment numbers, stages of development of individual institutions, etc.

Annex A

**Approved Student Number Targets and Number of Local and Non-local Students Admitted to UGC-funded First-Year First-Degree Places
by Institution, Broad Academic Programme Category and Place of Origin, 2015/16**

Institution	Broad Academic Programme Category	Approved student number targets	Local Students (Provisional)		Non-local Students (Provisional)						Total (Provisional)
					The Mainland of China		Other Non-local Students		Sub-total		
CityU	Medicine, Dentistry and Health	6	6	(101.3%)	@	(6.6%)	@	(4.1%)	1	(10.7%)	7
	Sciences	376	377	(100.2%)	41	(10.9%)	11	(3.0%)	52	(13.8%)	429
	Engineering and Technology	502	486	(96.9%)	46	(9.1%)	10	(2.1%)	56	(11.2%)	542
	Business and Management	696	716	(102.9%)	71	(10.2%)	45	(6.5%)	116	(16.7%)	833
	Social Sciences	315	333	(105.7%)	30	(9.6%)	14	(4.5%)	44	(14.1%)	378
	Arts and Humanities	200	213	(106.3%)	18	(8.9%)	11	(5.5%)	29	(14.4%)	241
Sub-total		2 095	2 131	(101.7%)	206	(9.8%)	92	(4.4%)	298	(14.2%)	2 429
HKBU	Medicine, Dentistry and Health	45	52	(115.6%)	8	(17.8%)	-	-	8	(17.8%)	60
	Sciences	214	185	(86.5%)	54	(25.3%)	-	-	54	(25.3%)	239
	Business and Management	251	210	(83.3%)	47	(18.8%)	4	(1.7%)	52	(20.5%)	261
	Social Sciences	344	383	(111.1%)	57	(16.6%)	1	(0.2%)	58	(16.8%)	440
	Arts and Humanities	295	321	(108.7%)	25	(8.4%)	-	-	25	(8.4%)	345
	Education	73	85	(116.4%)	1	(1.4%)	-	-	1	(1.4%)	86
Sub-total		1 223	1 235	(101.0%)	192	(15.7%)	5	(0.4%)	197	(16.1%)	1 432
LU	Business and Management	181	174	(96.1%)	16	(8.8%)	2	(1.1%)	18	(9.9%)	192
	Social Sciences	124	117	(94.3%)	11	(8.9%)	5	(4.0%)	16	(12.9%)	133
	Arts and Humanities	248	241	(97.2%)	16	(6.5%)	-	-	16	(6.5%)	257
Sub-total		553	532	(96.2%)	43	(7.8%)	7	(1.3%)	50	(9.0%)	582
CUHK	Medicine, Dentistry and Health	535	536	(100.2%)	5	(1.0%)	1	(0.2%)	6	(1.2%)	542
	Sciences	606	578	(95.3%)	66	(10.8%)	33	(5.4%)	98	(16.2%)	676
	Engineering and Technology	480	412	(85.9%)	54	(11.2%)	38	(8.0%)	92	(19.2%)	504
	Business and Management	589	519	(88.1%)	128	(21.7%)	67	(11.3%)	195	(33.0%)	713
	Social Sciences	540	505	(93.6%)	57	(10.6%)	32	(6.0%)	90	(16.7%)	595
	Arts and Humanities	430	428	(99.5%)	14	(3.3%)	16	(3.7%)	30	(7.0%)	458
	Education	68	71	(104.7%)	-	-	-	-	-	-	71
Sub-total		3 247	3 048	(93.9%)	324	(10.0%)	187	(5.8%)	511	(15.7%)	3 559

Institution	Broad Academic Programme Category	Approved student number targets	Local Students (Provisional)		Non-local Students (Provisional)						Total (Provisional)
					The Mainland of China		Other Non-local Students		Sub-total		
HKIEd	Sciences	72	70	(97.2%)	6	(9.0%)	@	(0.5%)	7	(9.5%)	76
	Business and Management	8	13	(152.3%)	1	(6.3%)	@	(0.4%)	1	(6.8%)	13
	Social Sciences	86	58	(67.8%)	12	(13.6%)	1	(1.4%)	13	(14.9%)	71
	Arts and Humanities	286	287	(100.5%)	34	(11.8%)	2	(0.8%)	36	(12.6%)	323
	Education	170	205	(120.6%)	21	(12.3%)	1	(0.7%)	22	(13.0%)	227
Sub-total		621	632	(101.8%)	73	(11.8%)	5	(0.8%)	78	(12.6%)	710
PolyU	Medicine, Dentistry and Health	604	601	(99.6%)	-	-	3	(0.5%)	3	(0.5%)	604
	Sciences	302	277	(91.9%)	44	(14.5%)	15	(5.1%)	59	(19.6%)	337
	Engineering and Technology	593	630	(106.2%)	86	(14.6%)	49	(8.2%)	135	(22.8%)	765
	Business and Management	556	546	(98.1%)	139	(25.0%)	78	(14.0%)	217	(39.0%)	763
	Social Sciences	83	70	(83.7%)	1	(1.4%)	1	(1.2%)	2	(2.5%)	72
	Arts and Humanities	199	217	(109.1%)	13	(6.8%)	6	(3.2%)	20	(10.0%)	237
Sub-total		2 337	2 341	(100.2%)	284	(12.2%)	152	(6.5%)	436	(18.7%)	2 777
HKUST	Sciences	737	567	(76.9%)	52	(7.0%)	65	(8.8%)	117	(15.8%)	684
	Engineering and Technology	202	595	(295.1%)	48	(24.0%)	80	(39.7%)	128	(63.7%)	724
	Business and Management	379	582	(153.6%)	48	(12.8%)	75	(19.8%)	123	(32.6%)	705
	Social Sciences	180	140	(77.9%)	12	(6.5%)	16	(8.9%)	28	(15.4%)	168
	Arts and Humanities	403	24	(6.0%)	2	(0.5%)	1	(0.2%)	3	(0.7%)	27
Sub-total		1 901	1 908	(100.4%)	162	(8.5%)	237	(12.5%)	399	(21.0%)	2 307
HKU	Medicine, Dentistry and Health	573	576	(100.6%)	2	(0.3%)	7	(1.2%)	9	(1.6%)	585
	Sciences	461	411	(89.1%)	67	(14.5%)	30	(6.4%)	97	(21.0%)	508
	Engineering and Technology	619	665	(107.4%)	79	(12.8%)	78	(12.5%)	157	(25.3%)	822
	Business and Management	272	283	(103.8%)	80	(29.2%)	45	(16.3%)	124	(45.6%)	407
	Social Sciences	623	607	(97.3%)	95	(15.3%)	84	(13.4%)	179	(28.7%)	786
	Arts and Humanities	403	404	(100.3%)	17	(4.2%)	9	(2.2%)	26	(6.5%)	430
	Education	71	75	(105.7%)	-	-	1	(1.8%)	1	(1.8%)	76
Sub-total		3 023	3 021	(99.9%)	340	(11.2%)	253	(8.4%)	593	(19.6%)	3 614
All Institutions		15 000	14 848	(99.0%)	1 624	(10.8%)	938	(6.3%)	2 562	(17.1%)	17 410

Notes:

1. The student numbers are decimal figures and rounded to the nearest whole number. Figures may not add up to the corresponding totals owing to rounding. This is because some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis.
2. Overall enrolment of non-local students at undergraduate level is subject to a maximum of 20% of the approved student number targets at the aggregate level. They are primarily admitted by over-enrolment outside the approved numbers.
3. Figures in brackets denote the ratio to approved student number targets. Percentages may not add up to the corresponding totals owing to rounding.

4. '-' denotes nil.
5. '@' denotes 'magnitude less than 0.5'.
6. '*' denotes 'less than 0.05%'.
7. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Annex B

Number of Local Students Admitted to UGC-funded First-year-First-degree Places by Institution, Broad Academic Programme Category and Admission Route, 2015/16 (Provisional)

Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
				Major Overseas Qualification ⁽³⁾		Sub-degree Qualification ⁽⁴⁾		Others ⁽⁵⁾			
CityU	Medicine, Dentistry and Health	5	(83.3%)	-	-	1	(15.9%)	@	(0.8%)	6	(100.0%)
	Sciences	310	(82.2%)	8	(2.0%)	58	(15.3%)	2	(0.5%)	377	(100.0%)
	Engineering and Technology	412	(84.8%)	4	(0.8%)	69	(14.2%)	1	(0.2%)	486	(100.0%)
	Business and Management	578	(80.7%)	5	(0.7%)	88	(12.3%)	45	(6.3%)	716	(100.0%)
	Social Sciences	247	(74.0%)	29	(8.7%)	53	(15.9%)	5	(1.4%)	333	(100.0%)
	Arts and Humanities	169	(79.3%)	8	(4.0%)	31	(14.7%)	4	(2.0%)	213	(100.0%)
Sub-total		1 720	(80.7%)	54	(2.5%)	300	(14.1%)	57	(2.7%)	2 131	(100.0%)
HKBU	Medicine, Dentistry and Health	48	(92.3%)	1	(1.9%)	1	(1.9%)	2	(3.8%)	52	(100.0%)
	Sciences	182	(98.4%)	2	(1.1%)	-	-	1	(0.5%)	185	(100.0%)
	Business and Management	171	(81.4%)	1	(0.4%)	6	(3.1%)	32	(15.1%)	210	(100.0%)
	Social Sciences	344	(90.0%)	3	(0.8%)	19	(4.9%)	17	(4.3%)	383	(100.0%)
	Arts and Humanities	270	(84.2%)	1	(0.3%)	21	(6.5%)	29	(9.0%)	321	(100.0%)
	Education	73	(85.9%)	1	(1.2%)	2	(2.4%)	9	(10.6%)	85	(100.0%)
Sub-total		1 088	(88.1%)	9	(0.7%)	49	(4.0%)	89	(7.2%)	1 235	(100.0%)
LU	Business and Management	167	(96.0%)	2	(1.1%)	3	(1.7%)	2	(1.1%)	174	(100.0%)
	Social Sciences	111	(94.9%)	1	(0.9%)	4	(3.4%)	1	(0.9%)	117	(100.0%)
	Arts and Humanities	238	(98.8%)	1	(0.4%)	2	(0.8%)	-	-	241	(100.0%)
Sub-total		516	(97.0%)	4	(0.8%)	9	(1.7%)	3	(0.6%)	532	(100.0%)
CUHK	Medicine, Dentistry and Health	395	(73.7%)	104	(19.3%)	24	(4.5%)	13	(2.5%)	536	(100.0%)
	Sciences	529	(91.5%)	36	(6.2%)	10	(1.8%)	3	(0.5%)	578	(100.0%)
	Engineering and Technology	331	(80.4%)	32	(7.8%)	34	(8.2%)	15	(3.6%)	412	(100.0%)
	Business and Management	453	(87.2%)	64	(12.4%)	1	(0.2%)	1	(0.2%)	519	(100.0%)
	Social Sciences	433	(85.7%)	62	(12.2%)	11	(2.1%)	-	-	505	(100.0%)
	Arts and Humanities	403	(94.2%)	17	(3.9%)	4	(0.8%)	5	(1.2%)	428	(100.0%)
	Education	69	(97.7%)	2	(2.3%)	-	-	-	-	71	(100.0%)
Sub-total		2 612	(85.7%)	316	(10.4%)	83	(2.7%)	37	(1.2%)	3 048	(100.0%)

Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
				Major Overseas Qualification ⁽³⁾		Sub-degree Qualification ⁽⁴⁾		Others ⁽⁵⁾			
HKIEd	Sciences	52	(74.6%)	1	(1.1%)	15	(22.0%)	2	(2.2%)	70	(100.0%)
	Business and Management	8	(62.3%)	@	(0.3%)	4	(33.3%)	1	(4.1%)	13	(100.0%)
	Social Sciences	43	(73.7%)	1	(1.1%)	14	(23.7%)	1	(1.4%)	58	(100.0%)
	Arts and Humanities	210	(73.1%)	3	(1.1%)	68	(23.7%)	6	(2.2%)	287	(100.0%)
	Education	153	(74.6%)	2	(0.7%)	46	(22.3%)	5	(2.4%)	205	(100.0%)
Sub-total		465	(73.6%)	6	(1.0%)	147	(23.3%)	14	(2.2%)	632	(100.0%)
PolyU	Medicine, Dentistry and Health	510	(84.9%)	32	(5.3%)	36	(6.0%)	23	(3.8%)	601	(100.0%)
	Sciences	231	(83.2%)	6	(2.2%)	39	(14.1%)	1	(0.5%)	277	(100.0%)
	Engineering and Technology	527	(83.7%)	19	(2.9%)	79	(12.5%)	5	(0.8%)	630	(100.0%)
	Business and Management	467	(85.6%)	23	(4.3%)	51	(9.3%)	4	(0.8%)	546	(100.0%)
	Social Sciences	56	(80.4%)	2	(3.4%)	11	(16.1%)	@	(0.1%)	70	(100.0%)
	Arts and Humanities	163	(75.2%)	15	(6.8%)	33	(15.1%)	6	(2.8%)	217	(100.0%)
Sub-total		1 955	(83.5%)	97	(4.1%)	249	(10.6%)	40	(1.7%)	2 341	(100.0%)
HKUST	Sciences	504	(88.9%)	35	(6.2%)	25	(4.4%)	3	(0.5%)	567	(100.0%)
	Engineering and Technology	438	(73.6%)	41	(6.9%)	116	(19.5%)	-	-	595	(100.0%)
	Business and Management	506	(87.0%)	72	(12.3%)	4	(0.7%)	-	-	582	(100.0%)
	Social Sciences	124	(88.1%)	16	(11.3%)	1	(0.6%)	-	-	140	(100.0%)
	Arts and Humanities	23	(93.8%)	2	(6.3%)	-	-	-	-	24	(100.0%)
Sub-total		1 594	(83.5%)	165	(8.6%)	146	(7.7%)	3	(0.2%)	1 908	(100.0%)
HKU	Medicine, Dentistry and Health	418	(72.6%)	79	(13.7%)	67	(11.6%)	12	(2.1%)	576	(100.0%)
	Sciences	341	(83.0%)	36	(8.7%)	33	(8.1%)	1	(0.1%)	411	(100.0%)
	Engineering and Technology	515	(77.4%)	61	(9.1%)	88	(13.2%)	2	(0.3%)	665	(100.0%)
	Business and Management	228	(80.5%)	47	(16.8%)	7	(2.4%)	1	(0.4%)	283	(100.0%)
	Social Sciences	482	(79.5%)	110	(18.2%)	13	(2.2%)	1	(0.2%)	607	(100.0%)
	Arts and Humanities	337	(83.4%)	33	(8.1%)	35	(8.5%)	-	-	404	(100.0%)
	Education	58	(76.8%)	7	(9.6%)	10	(12.9%)	1	(0.7%)	75	(100.0%)
Sub-total		2 379	(78.7%)	373	(12.3%)	252	(8.3%)	17	(0.6%)	3 021	(100.0%)
All Institutions		12 329	(83.0%)	1 024	(6.9%)	1 235	(8.3%)	260	(1.8%)	14 848	(100.0%)

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided, regardless of whether that qualification has been completed or not.
2. The student numbers are decimal figures and rounded to the nearest whole number. Figures may not add up to the corresponding totals owing to rounding. This is because some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis.

3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate Degree, Higher Diploma, etc.
5. “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor’s degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
6. ‘-’ denotes nil.
7. ‘@’ denotes ‘magnitude less than 0.5’.
8. ‘*’ denotes ‘less than 0.05%’.
9. Figures in brackets denote percentage share to respective totals. Percentages may not add up to the corresponding totals owing to rounding.
10. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

**Student Enrolment of UGC-funded Undergraduate Programmes by Institution,
Broad Academic Programme Category and Mode of Study, 2015/16 (Provisional)**

(headcount)

Institution	Mode of Study	Broad Academic Programme Category							
		Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and Management	Social Sciences	Arts and Humanities	Education	Total
CityU	FT	47	1 943	2 591	4 011	2 272	1 558	-	12 423
	Sub-total	47	1 943	2 591	4 011	2 272	1 558	-	12 423
HKBU	FT	278	1 077	-	1 187	1 936	1 648	559	6 685
	Sub-total	278	1 077	-	1 187	1 936	1 648	559	6 685
LU	FT	-	-	-	841	577	1 114	-	2 532
	Sub-total	-	-	-	841	577	1 114	-	2 532
CUHK	FT	3 050	3 046	2 071	3 144	2 742	2 166	370	16 588
	Sub-total	3 050	3 046	2 071	3 144	2 742	2 166	370	16 588
HKIED	FT	-	439	-	28	354	1 560	1 244	3 626
	PT	-	38	-	@	39	251	1 200	1 529
	Sub-total	-	477	-	29	393	1 811	2 445	5 155
PolyU	FT	-	2 550	2 965	2 824	560	107	@	9 005
	Sub-total	-	2 550	2 965	2 824	560	107	@	9 005
HKUST	FT	2 810	1 701	4 052	3 968	448	1 451	-	14 431
	Sub-total	2 810	1 701	4 052	3 968	448	1 451	-	14 431
HKU	FT	3 169	2 404	2 902	1 671	3 336	1 869	488	15 839
	Sub-total	3 169	2 404	2 902	1 671	3 336	1 869	488	15 839
Total	FT	9 354	13 160	14 581	17 675	12 226	11 472	2 662	81 129
	PT	-	38	-	@	39	251	1 200	1 529
	Total	9 354	13 198	14 581	17 675	12 265	11 723	3 862	82 658

Notes:

1. The student numbers are decimal figures and rounded to the nearest whole number. Figures may not add up to the corresponding totals owing to rounding. This is because some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis.
2. '@' denotes 'magnitude less than 0.5'.
3. '-' denotes nil.
4. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong
FT	Full-time
PT	Part-time

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CONTROLLING OFFICER'S REPLY**EDB648****(Question Serial No. 4968)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the provision and requirement of student hostel places in various institutions in the past 5 years (from the 2011/12 to 2015/16 academic years), please provide the following information:

- (a) the requirement, shortfall and unit cost of publicly-funded hostel places of each UGC-funded institution;
- (b) the criteria for working out the number of hostel places, including the length of accommodation offered for various categories of students according to their place of origin, level of study, and funding mode of programmes; and
- (c) the capital works projects of UGC-funded institutions involving student hostel places, the project amounts, completion dates and expected number of hostel places to be provided.

Asked by: Hon IP Kin-yuen (Member Question No. 86)Reply:

- (a) The requirements for publicly-funded hostel places and additional requirements for publicly-funded hostel places above the level of supply broken down by the University Grants Committee (UGC)-funded institutions for the five academic years (2011/12 to 2015/16) are tabulated at the Annex.

The unit cost of a student hostel place depends mainly on the prevailing construction cost in the market and the site conditions and varies from time to time. For indicative purpose, the estimated cost of a publicly-funded hostel project submitted to the Finance Committee of the Legislative Council in July 2015, taking into account all associated facilities, was about \$788,000 per hostel place in September 2014 prices (or about \$835,300 per hostel place in September 2015 prices). Under the prevailing hostel policy, the Government will fund up to 75% of the capital cost of the approved level of publicly-funded student hostel provision, with the remainder to be met by the respective institutions using their own sources of private funding.

- (b) Under the prevailing hostel policy, subject to the availability of land and resources, the UGC-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria¹:

¹ The criteria are applicable to all UGC-funded institutions, except for Lingnan University (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspiration to develop itself into a relatively small, fully residential liberal arts institution) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

- (i) all undergraduate students should be given the opportunity to stay in student hostels for at least one year of their courses;
- (ii) all research postgraduate students should be granted student hostel places;
- (iii) all non-local students should be granted student hostel places; and
- (iv) all undergraduate students whose daily travelling time exceed four hours should be provided with student hostel places throughout their courses.

The UGC-funded institutions allocate their publicly-funded and privately-funded hostel places to their students according to their own established criteria and procedures, taking into account, among other things, the actual number and individual merits of applications received.

- (c) Between September 2011 and March 2016, a total of six hostel projects providing some 6 650 hostel places have been completed. Details on these six completed hostel projects are listed below.

Project Code	Project Title (Institution)	No. of Hostel Places Provided	Approved Project Estimate² (\$ million)	Actual Completion Date
8023EJ	Student hostel, phase 4 (City University of Hong Kong)	700	182.0	Dec 2011
8005EU	New academic block and student hostel (Lingnan University)	300	88.1 ³	Feb 2012
8028EK	Student hostel, phase 3 (The Hong Kong Polytechnic University)	1 650	522.1	Jul 2012
8053EG	1 800-place student residences at Lung Wah Street, Kennedy Town (The University of Hong Kong)	1 800	643.6	Sep 2012
8013EL	701-place student residences (The Hong Kong University of Science and Technology)	701	201.3	Nov 2012
8053EF	1 500-place student hostel (The Chinese University of Hong Kong)	1 500	466.4	Feb 2013

Besides, one publicly-funded hostel project, namely 8015EL “Tseung Kwan O Joint Student Hostel” with an approved project estimate of \$198.3 million (excluding 25% contribution by institution) will be completed in mid-2016 providing 520 publicly-funded hostel places to The Hong Kong University of Science and Technology starting from 2016/17 academic year. Currently, another publicly-funded hostel project, namely 8055EF “Student hostels on northern campus” with an approved project estimate of \$465.5 million (excluding 25% contribution by institution) was approved by the Legislative Council in mid-2015. This project is currently under construction for completion in mid-2018. Upon its completion, it will provide 676 publicly-funded hostel places to The Chinese University of Hong Kong.

² Excluding 25% contribution by institution.

³ The approved project estimate of 8005EU of Lingnan University is \$216 million, including \$127.9 million for the academic block and \$88.1 million for the student hostel.

(A) **Requirements for publicly-funded hostel places by UGC-funded institutions under prevailing hostel policy**

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16
City University of Hong Kong	4 282	4 649	4 911	5 383	5 496
Hong Kong Baptist University	2 254	2 493	2 583	2 741	2 839
Lingnan University	1 070	1 300	1 300	1 300	1 300
The Chinese University of Hong Kong	6 289	7 139	7 293	7 453	7 486
The Hong Kong Institute of Education	2 000	2 000	2 000	2 000	2 000
The Hong Kong Polytechnic University	4 754	5 187	5 428	5 904	6 060
The Hong Kong University of Science and Technology	4 250	4 889	5 005	5 110	5 094
The University of Hong Kong	6 391	7 494	7 573	7 616	7 586
Total	31 290	35 151	36 093	37 507	37 861

(B) **Additional requirements for publicly-funded hostel places above the level of supply at the time**

Institution	Academic Year				
	2011/12	2012/13	2013/14	2014/15	2015/16
City University of Hong Kong	797	1 164	1 426	1 898	2 011
Hong Kong Baptist University	544	633	723	881	1 128
Lingnan University	-	-	-	-	-
The Chinese University of Hong Kong	107	957	1 111	1 271	1 304
The Hong Kong Institute of Education	-	-	-	-	-
The Hong Kong Polytechnic University	100	533	774	1 250	1 406
The Hong Kong University of Science and Technology	669	938	1 054	1 159	953
The University of Hong Kong	666	1 769	1 848	1 891	1 858
Total	2 883	5 994	6 936	8 350	8 660

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CONTROLLING OFFICER'S REPLY**EDB649****(Question Serial No. 4969)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

In respect of the senior year undergraduate programmes offered by the UGC-funded institutions, please provide the following information:

1. the number of publicly-funded senior year undergraduate places and their distribution by discipline; and the number of self-financing senior year undergraduate places, their distribution by discipline and the tuition fees in the past 5 years (2011/12 to 2015/16 academic years);
2. the number of publicly-funded senior year undergraduate places offered by each institution in the past 5 years; and for students admitted to top-up degree programmes, please list, by institution, the previous institutions from which these students completed their sub-degree programmes; and
3. given that the number of publicly-funded senior year undergraduate places will be gradually increased to 5 000 in the 2018/19 academic year, please list the number of places to be increased in each year and their distribution by discipline.

Asked by: Hon IP Kin-yuen (Member Question No. 87)Reply:

1. The approved number of senior year undergraduate intake places allocated to the University Grants Committee (UGC)-funded institutions by programme from the 2011/12 to 2015/16 academic years is at **Annex A**. The number of estimated intakes and the average annual tuition fees of full-time locally-accredited self-financing top-up degree programmes from the 2011/12 to 2015/16 academic years are at **Annex B**.
2. The number of UGC-funded senior year undergraduate intake places allocated to the UGC-funded institution from the 2011/12 to 2015/16 academic years is at **Annex A**. The actual intakes of the UGC-funded senior year undergraduate programmes by the types of institutions where the admitted students previously studied from which the highest qualification was achieved before entering the senior year programme from the 2011/12 to 2015/16 academic years are at **Annex C**.
3. The Government has announced that the number of UGC-funded senior year undergraduate intake places will be progressively increased by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning triennium that immediately follows. The approved number of senior year undergraduate intake places allocated to the UGC-funded institutions by programme for the 2015/16 to 2018/19 academic years is at **Annex D**.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2011/12 to 2015/16**

Institution	Programme	2011/12	2012/13	2013/14	2014/15	2015/16
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
CityU	Bachelor of Arts	149	124	185	269	277
	Bachelor of Arts/ Bachelor of Sciences	-	72	72	90	96
	Bachelor of Business Administration	286	286	286	347	367
	Bachelor of Engineering	31	51	64	167	151
	Bachelor of Sciences	62	78	87	115	171
	Bachelor of Social Sciences	156	184	233	321	333
	Sub-total	684	795	927	1 309	1 395
HKBU	Bachelor of Arts	59	76	92	126	130
	Bachelor of Business Administration	42	58	74	106	114
	Bachelor of Sciences	31	38	45	59	68
	Bachelor of Social Sciences	46	61	77	107	136
	Sub-total	178	233	288	398	448
LU	Bachelor of Arts	52	52	52	52	54
	Bachelor of Business Administration	44	44	44	44	46
	Bachelor of Social Sciences	28	28	28	28	30
	Sub-total	124	124	124	124	130
CUHK	Bachelor of Arts	34	34	65	73	77
	Bachelor of Business Administration	10	10	10	10	10
	Bachelor of Engineering	30	30	30	32	33
	Bachelor of Nursing	60	60	60	60	60
	Bachelor of Sciences	15	65	105	151	161
	Bachelor of Social Sciences	6	36	45	59	63
	Sub-total	155	235	315	385	404
HKIED	Bachelor of Arts	-	13	27	34	36
	Bachelor of Social Sciences	-	7	14	46	48
	Sub-total	-	20	41	80	84

Institution	Programme	2011/12	2012/13	2013/14	2014/15	2015/16
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
PolyU	Bachelor of Arts	226	299	336	216	216
	Bachelor of Arts/ Bachelor of Sciences	-	-	-	365	378
	Bachelor of Business Administration	48	54	62	-	-
	Bachelor of Business Administration/ Bachelor of Sciences	85	93	103	241	209
	Bachelor of Engineering	93	100	151	40	40
	Bachelor of Engineering/ Bachelor of Sciences	-	-	-	235	312
	Bachelor of Nursing	40	40	40	40	40
	Bachelor of Sciences	202	219	245	182	190
	Sub-total	694	805	937	1 319	1 385
HKUST	Bachelor of Business Administration	-	15	15	15	18
	Bachelor of Engineering	57	65	65	65	85
	Bachelor of Sciences	-	20	20	20	17
	Sub-total	57	100	100	100	120
HKU	Bachelor of Arts	27	35	50	50	54
	Bachelor of Business Administration	-	-	-	30	30
	Bachelor of Engineering	-	20	30	30	32
	Bachelor of Nursing	-	25	25	25	25
	Bachelor of Sciences	48	65	110	110	116
	Bachelor of Social Sciences	20	30	40	40	42
	Sub-total	95	175	255	285	299
Total		1 987	2 487	2 987	4 000	4 265

Notes:

1. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Sciences and Technology	HKU	The University of Hong Kong

2. HKIEd started to have senior year places as from 2012/13.

**Full-time Locally-accredited Self-financing Top-up Degree Programmes
Offered by UGC-funded Institutions
From the 2011/12 to 2015/16 Academic Years**

Academic Year	Institution	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
2011/12	CityU	Bachelor of Arts	134	75,000 – 80,100
		Bachelor of Design	120	72,000
		Bachelor of Science	140	75,000
		Bachelor of Social Sciences	80	85,200
	HKBU	Bachelor of Arts	110	63,000 – 67,200
		Bachelor of Commerce	200	63,000
		Bachelor of Social Sciences	230	63,000
	HKIEd	Bachelor of Health Education	50	63,000
	PolyU	Bachelor of Arts	960	60,000 – 63,000
		Bachelor of Business Administration	160	85,000
		Bachelor of Engineering	150	77,500 – 81,250
		Bachelor of Science	135	76,250 – 78,750
2012/13	CityU	Bachelor of Arts	564	75,000 – 90,300
		Bachelor of Business Administration	200	78,750
		Bachelor of Design	120	72,000
		Bachelor of Science	100	78,000
		Bachelor of Social Sciences	158	90,300
	HKBU	Bachelor of Arts	155	63,000 – 69,300
		Bachelor of Commerce	200	63,000
		Bachelor of Social Sciences	275	63,000 – 66,150
	CUHK	Bachelor of Business	185	117,600
	HKIEd	Bachelor of Arts	3	85,867
		Bachelor of Health Education	68	84,000
		Bachelor of Music	6	81,900
		Bachelor of Science Education	15	82,500 – 93,600
		Bachelor of Social Science Education	12	79,267
	PolyU	Bachelor of Arts	1 085	65,100 – 100,000
		Bachelor of Business Administration	160	85,000

Academic Year	Institution	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
		Bachelor of Engineering	150	77,500 – 85,000
		Bachelor of Science	330	73,750 – 100,000
	HKU	Bachelor of Commerce	40	72,000
2013/14	CityU	Bachelor of Arts	1 124	61,750 – 95,700
		Bachelor of Business Administration	200	78,750
		Bachelor of Science	152	82,000
		Bachelor of Social Sciences	158	90,300
	HKBU	Bachelor of Arts	175	75,000 – 82,500
		Bachelor of Commerce	280	63,000 – 75,000
		Bachelor of Social Sciences	275	75,000 – 78,750
	CUHK	Bachelor of Business	270	117,600
	HKIEd	Bachelor of Health Education	62	84,000
		Bachelor of Social Science Education	50	73,500
	PolyU	Bachelor of Arts	1 037	66,500 – 75,000
		Bachelor of Business Administration	160	85,000
		Bachelor of Engineering	180	77,500 – 85,000
		Bachelor of Science	340	73,750 – 110,000
		Bachelor of Social Sciences	160	66,650
	HKU	Bachelor of Arts	65	46,200
		Bachelor of Commerce	120	74,400 – 108,500
2014/15	CityU	Bachelor of Arts	500	93,600
		Bachelor of Business Administration	1 183	64,350 – 93,600
		Bachelor of Science	135	86,400
		Bachelor of Social Sciences	30	100,500
	HKBU	Bachelor of Arts	165	82,500
		Bachelor of Business	300	108,000
		Bachelor of Communication	300	108,000
		Bachelor of Commerce	360	82,500 – 108,000
		Bachelor of Education	134	50,463
		Bachelor of Social Sciences	455	82,500
	CUHK	Bachelor of Business	300	119,400

Academic Year	Institution	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
		Bachelor of Commerce	80	109,091
		Bachelor of Creative Arts	35	95,000
	HKIEd	Bachelor of Arts	15	78,000
		Bachelor of Health Education	62	84,000
		Bachelor of Music	5	72,000
		Bachelor of Science Education	17	72,000 – 75,000
		Bachelor of Social Science Education	40	73,500
	PolyU	Bachelor of Arts	1 235	64,500 – 75,000
		Bachelor of Business	160	80,625
		Bachelor of Engineering	190	80,000 – 120,000
		Bachelor of Sciences	460	64,500 – 120,000
		Bachelor of Social Sciences	185	64,500
	HKU	Bachelor of Arts	142	46,200 – 73,333
		Bachelor of Commerce	210	74,400 – 108,500
2015/16	CityU	Bachelor of Arts	1 770	66,950 – 97,380
		Bachelor of Science	160	90,000
	CUHK	Bachelor of Arts	75	95,000 – 119,400
		Bachelor of Business	300	119,400
		Bachelor of Commerce	80	109,091
	HKBU	Bachelor of Arts	165	82,500
		Bachelor of Business	180	108,000
		Bachelor of Commerce	330	82,500 – 85,000
		Bachelor of Communication	170	108,000
		Bachelor of Education	120	50,463
		Bachelor of Social Science	485	78,000 – 82,500
	HKIEd	Bachelor of Arts	15	78,000
		Bachelor of Education	67	72,000 – 84,000
		Bachelor of Science	17	72,000 – 75,000
		Bachelor of Social Science	40	73,500
	HKU	Bachelor of Arts	392	46,200 – 108,000
		Bachelor of Commerce	117	67,200 – 108,000

Academic Year	Institution	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
	PolyU	Bachelor of Science	222	60,000 – 108,000
		Bachelor of Arts	1 155	64,500 – 75,000
		Bachelor of Business	150	80,625
		Bachelor of Engineering	190	81,250 – 120,000
		Bachelor of Science	400	64,500 – 120,000
		Bachelor of Social Science	170	64,500

Notes:

Abbreviations:

- | | | | |
|-------|--------------------------------------|-------|--------------------------------------|
| CityU | City University of Hong Kong | HKBU | Hong Kong Baptist University |
| CUHK | The Chinese University of Hong Kong | HKIEd | The Hong Kong Institute of Education |
| PolyU | The Hong Kong Polytechnic University | HKU | The University of Hong Kong |
- The above table includes top-up degree programmes and senior-year places of degree programmes available for sub-degree graduates.

**Actual Intakes of UGC-funded Senior Year Undergraduate Programmes by Type of Institution
Previously Studied from which the Highest Qualification was Achieved before Entering the Senior
Year Programme, 2011/12 to 2015/16**

(headcount)

Institution	Academic Year	Own Institution and Respective Community College(s)	Other UGC-funded Institutions and Their Community Colleges	Other Local Institutions	Others (including Non-local Colleges / Universities / Institutions)	Total
CityU	2011/12	378 (56.7%)	238 (35.7%)	51 (7.6%)	-	667 (100.0%)
	2012/13	390 (52.1%)	318 (42.5%)	40 (5.3%)	1 (0.1%)	749 (100.0%)
	2013/14	452 (48.8%)	428 (46.2%)	46 (5.0%)	1 (0.1%)	927 (100.0%)
	2014/15	520 (40.7%)	660 (51.7%)	95 (7.4%)	2 (0.2%)	1 277 (100.0%)
	2015/16*	594 (46.3%)	552 (43.1%)	134 (10.5%)	2 (0.2%)	1 282 (100.0%)
HKBU	2011/12	50 (28.1%)	106 (59.6%)	22 (12.4%)	-	178 (100.0%)
	2012/13	94 (40.7%)	109 (47.2%)	25 (10.8%)	3 (1.3%)	231 (100.0%)
	2013/14	96 (33.3%)	171 (59.4%)	19 (6.6%)	2 (0.7%)	288 (100.0%)
	2014/15	130 (33.2%)	207 (52.9%)	53 (13.6%)	1 (0.3%)	391 (100.0%)
	2015/16*	114 (26.8%)	219 (51.5%)	92 (21.6%)	-	425 (100.0%)
LU	2011/12	65 (52.4%)	52 (41.9%)	4 (3.2%)	3 (2.4%)	124 (100.0%)
	2012/13	73 (59.3%)	46 (37.4%)	1 (0.8%)	3 (2.4%)	123 (100.0%)
	2013/14	84 (68.3%)	37 (30.1%)	1 (0.8%)	1 (0.8%)	123 (100.0%)
	2014/15	71 (57.7%)	39 (31.7%)	13 (10.6%)	-	123 (100.0%)
	2015/16*	64 (49.2%)	52 (40.0%)	14 (10.8%)	-	130 (100.0%)
CUHK	2011/12	32 (20.6%)	119 (76.8%)	4 (2.6%)	-	155 (100.0%)
	2012/13	49 (21.0%)	174 (74.7%)	10 (4.3%)	-	233 (100.0%)
	2013/14	59 (19.0%)	247 (79.4%)	5 (1.6%)	-	311 (100.0%)
	2014/15	15 (3.9%)	341 (88.8%)	28 (7.3%)	-	384 (100.0%)
	2015/16*	36 (9.0%)	329 (81.8%)	37 (9.2%)	-	402 (100.0%)
HKIEd	2012/13	2 (10.0%)	18 (90.0%)	-	-	20 (100.0%)
	2013/14	3 (8.3%)	33 (91.7%)	-	-	36 (100.0%)
	2014/15	7 (8.9%)	64 (81.0%)	8 (10.1%)	-	79 (100.0%)
	2015/16*	13 (16.9%)	60 (77.9%)	4 (5.2%)	-	77 (100.0%)
PolyU	2011/12	589 (77.8%)	96 (12.7%)	72 (9.5%)	-	757 (100.0%)
	2012/13	695 (79.7%)	87 (10.0%)	90 (10.3%)	-	872 (100.0%)
	2013/14	744 (73.1%)	175 (17.2%)	97 (9.5%)	2 (0.2%)	1 018 (100.0%)
	2014/15	926 (64.3%)	334 (23.2%)	178 (12.4%)	2 (0.1%)	1 440 (100.0%)
	2015/16*	958 (64.5%)	316 (21.3%)	211 (14.2%)	1 (0.1%)	1 486 (100.0%)
HKUST	2011/12	-	42 (73.7%)	15 (26.3%)	-	57 (100.0%)
	2012/13	-	91 (91.0%)	9 (9.0%)	-	100 (100.0%)
	2013/14	-	98 (98.0%)	2 (2.0%)	-	100 (100.0%)
	2014/15	-	95 (95.0%)	5 (5.0%)	-	100 (100.0%)
	2015/16*	-	116 (95.1%)	6 (4.9%)	-	122 (100.0%)
HKU	2011/12	66 (64.7%)	33 (32.4%)	1 (1.0%)	2 (2.0%)	102 (100.0%)
	2012/13	83 (47.2%)	92 (52.3%)	1 (0.6%)	-	176 (100.0%)
	2013/14	151 (59.7%)	101 (39.9%)	1 (0.4%)	-	253 (100.0%)
	2014/15	165 (57.9%)	113 (39.6%)	7 (2.5%)	-	285 (100.0%)
	2015/16*	170 (59.0%)	112 (38.9%)	6 (2.1%)	-	288 (100.0%)
All Institutions	2011/12	1 180 (57.8%)	686 (33.6%)	169 (8.3%)	5 (0.2%)	2 040 (100.0%)
	2012/13	1 386 (55.4%)	935 (37.3%)	176 (7.0%)	7 (0.3%)	2 504 (100.0%)
	2013/14	1 589 (52.0%)	1 290 (42.2%)	171 (5.6%)	6 (0.2%)	3 056 (100.0%)
	2014/15	1 834 (45.0%)	1 853 (45.4%)	387 (9.5%)	5 (0.1%)	4 079 (100.0%)
	2015/16*	1 949 (46.3%)	1 756 (41.7%)	504 (12.0%)	3 (0.1%)	4 212 (100.0%)

Notes:

1. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Sciences and Technology	HKU	The University of Hong Kong

2. The figures refer to students enrolled into the approved UGC-funded senior year intake places and having sub-degree qualification as their highest qualification achieved.
3. Figures in brackets denote percentage share to respective total number of intakes.
4. Figures may not add up to the corresponding totals owing to rounding.
5. '-' denotes nil.
6. '*' Provisional figures
7. HKIEd did not have approved senior year places before 2012/13.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2015/16 to 2018/19 Academic Years**

Institution	Programme	2015/16	2016/17	2017/18	2018/19
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
CityU	Bachelor of Arts	277	338	338	338
	Bachelor of Arts/Bachelor of Sciences	96	-	-	-
	Bachelor of Business Administration	367	367	367	367
	Bachelor of Engineering	151	147	147	147
	Bachelor of Science	171	205	205	205
	Bachelor of Social Sciences	333	338	338	338
	Sub-total	1 395	1 395	1 395	1 395
HKBU	Bachelor of Arts	130	152	170	189
	Bachelor of Business Administration	114	129	146	161
	Bachelor of Science	68	84	94	104
	Bachelor of Social Sciences	136	156	175	192
	Sub-total	448	521	585	646
LU	Bachelor of Arts	54	55	55	55
	Bachelor of Business Administration	46	46	46	46
	Bachelor of Social Sciences	30	29	29	29
	Sub-total	130	130	130	130
CUHK	Bachelor of Arts	77	88	84	87
	Bachelor of Business Administration	10	13	14	15
	Bachelor of Engineering	33	17	18	18
	Bachelor of Nursing	60	60	60	60
	Bachelor of Science	161	146	154	157
	Bachelor of Social Sciences	63	80	74	67
	Sub-total	404	404	404	404
HKIEd	Bachelor of Arts	36	84	92	96
	Bachelor of Social Sciences	48	64	72	88
	Sub-total	84	148	164	184
PolyU	Bachelor of Arts	216	531	551	577
	Bachelor of Arts/Bachelor of Sciences	378	-	-	-
	Bachelor of Business Administration	-	209	249	270
	Bachelor of Business Administration/ Bachelor of Sciences	209	-	-	-
	Bachelor of Engineering	40	276	296	297
	Bachelor of Engineering/Bachelor of Sciences	312	-	-	-
	Bachelor of Nursing	40	40	40	40
	Bachelor of Science	190	429	469	521
	Broad Discipline of Computing	-	29	29	45
	Sub-total	1 385	1 514	1 634	1 750

Institution	Programme	2015/16	2016/17	2017/18	2018/19
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
HKUST	Bachelor of Business Administration	18	30	30	30
	Bachelor of Engineering	85	85	85	86
	Bachelor of Science	17	35	35	35
	Sub-total	120	150	150	151
HKU	Bachelor of Arts	54	54	54	54
	Bachelor of Business Administration	30	20	20	20
	Bachelor of Engineering	32	32	32	34
	Bachelor of Nursing	25	25	25	25
	Bachelor of Science	116	165	165	165
	Bachelor of Social Sciences	42	42	42	42
	Sub-total	299	338	338	340
Total		4 265	4 600	4 800	5 000

Notes:

1. '-' denotes nil.

2. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Sciences and Technology	HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY**EDB650****(Question Serial No. 4970)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide information on the expenditure of the University Grants Committee on postgraduate programmes and postgraduate students for the past 5 years (from 2011-12 to 2015-16):

1. Please provide a breakdown, by institution and course, of the number of full-time and part-time places of taught postgraduate programmes offered by funded institutions; the places and intakes of funded courses; the intakes and tuition fees of self-financing courses; and the respective numbers and ratios of local, mainland and non-local students;
2. Please provide a breakdown, by institution and course, of the number of full-time and part-time places of research postgraduate programmes offered by funded institutions; the number of places and intakes in master's degree and doctorate programmes; the intakes and tuition fees of self-financing courses; and the respective numbers and ratios of local, mainland and other non-local students; and
3. The number of awardees of the Hong Kong PhD Fellowship Scheme, the nationalities of the awardees and the amount of award involved.

Asked by: Hon IP Kin-yuen (Member Question No. 88)

Reply:

1. The numbers of student intakes of the University Grants Committee (UGC)-funded taught postgraduate (TPg) programmes by institution, mode of study, broad Academic Programme Category (APC) and place of origin from the 2011/12 to 2015/16 academic years are at [Annex A](#).

Regarding the self-financing sector, according to the information provided by the institutions, the number of actual intakes and student enrolment (with breakdown by place of origin) of locally-accredited self-financing taught postgraduate programmes provided by the UGC-funded institutions for the 2011/12 to 2014/15 academic years is at [Annex B](#). Information on the total tuition fees for the 2011/12 to 2015/16 academic years is at [Annex C](#).

2. Admission to research postgraduate (RPg) programmes is conducted by institutions throughout the year. The student enrolment of the UGC-funded RPg programmes by institution, broad APC and place of origin from the 2011/12 to 2015/16 academic years is at [Annex D](#). Breakdown figures by level of award (PhD /MPhil degrees) are not available.

Regarding the self-financing sector, according to the information provided by the institutions, the student enrolment of locally-accredited self-financing research postgraduate programmes provided by UGC-funded institutions for the 2011/12 to 2014/15 academic years is at [Annex E](#). Information on the total tuition fees is at [Annex F](#). Breakdown figures by level of award and place of origin are not available.

3. The Hong Kong PhD Fellowship Scheme, established in 2009, is open to local as well as non-local students who wish to pursue their PhD programmes in the UGC-funded institutions. The Fellowship provides each awardee with a monthly stipend of HK\$20,000 and a conference and research-related travel allowance of HK\$10,000 per year for up to three years. The number of students awarded the Fellowship from the 2011/12 to 2015/16 academic years is tabulated below:

Academic Year	No. of Awardees
2011/12	116
2012/13	165
2013/14	185
2014/15	223
2015/16	216

The breakdown of the awardees by place of origin from the 2011/12 to 2015/16 academic years is tabulated at [Annex G](#).

First-year Student Intakes of UGC-funded Taught Postgraduate Programmes by Institution, Mode of Study, Broad Academic Programme Category and Place of Origin, 2011/12 to 2015/16

(headcount)

Academic Year	Institution	Mode of Study	Broad Academic Programme Category	Place of Origin						Total
				Local students		The Mainland of China		Other non-local students		
				No.	%	No.	%	No.	%	
2011/12	CityU	FT	Social Sciences	43	81.1%	6	11.3%	4	7.5%	53
	Sub-total			43	81.1%	6	11.3%	4	7.5%	53
	HKBU	FT	Education	24	100.0%	-	-	-	-	24
		PT	Education	269	99.3%	2	0.7%	-	-	271
	Sub-total			293	99.3%	2	0.7%	-	-	295
	CUHK	FT	Engineering and Technology	34	85.0%	3	7.5%	3	7.5%	40
			Social Sciences	46	97.9%	1	2.1%	-	-	47
			Education	179	100.0%	-	-	-	-	179
		PT	Education	531	100.0%	-	-	-	-	531
	Sub-total			790	99.1%	4	0.5%	3	0.4%	797
	HKIEd	FT	Sciences	21	91.8%	2	6.9%	@	1.4%	23
			Business and Management	2	93.8%	@	4.1%	@	2.1%	2
			Social Sciences	2	91.9%	@	6.6%	@	1.4%	3
			Arts and Humanities	45	91.7%	3	7.0%	1	1.3%	49
			Education	64	91.8%	5	6.8%	1	1.4%	70
		PT	Sciences	52	100.0%	-	-	-	-	52
			Business and Management	3	100.0%	-	-	-	-	3
			Social Sciences	7	100.0%	-	-	-	-	7
			Arts and Humanities	72	100.0%	-	-	-	-	72
			Education	224	100.0%	-	-	-	-	224
	Sub-total			493	97.6%	10	2.0%	2	0.4%	505
	PolyU	FT	Social Sciences	14	100.0%	-	-	-	-	14
	Sub-total			14	100.0%	-	-	-	-	14
	HKU	FT	Medicine, Dentistry and Health	1	100.0%	-	-	-	-	1
			Engineering and Technology	91	85.0%	13	12.1%	3	2.8%	107
			Social Sciences	117	90.7%	4	3.1%	8	6.2%	129
			Education	118	99.2%	-	-	1	0.8%	119
		PT	Social Sciences	14	100.0%	-	-	-	-	14
			Education	275	100.0%	-	-	-	-	275
	Sub-total			616	95.5%	17	2.6%	12	1.9%	645
All Institutions				2 249	97.4%	39	1.7%	21	0.9%	2 309
2012/13	CityU	FT	Social Sciences	45	84.9%	3	5.7%	5	9.4%	53
	Sub-total			45	84.9%	3	5.7%	5	9.4%	53
	HKBU	FT	Education	13	100.0%	-	-	-	-	13
		PT	Education	225	100.0%	-	-	-	-	225
	Sub-total			238	100.0%	-	-	-	-	238
	CUHK	FT	Engineering and Technology	36	90.0%	4	10.0%	-	-	40
			Social Sciences	51	92.7%	2	3.6%	2	3.6%	55
			Education	219	100.0%	-	-	-	-	219
		PT	Education	327	100.0%	-	-	-	-	327
	Sub-total			633	98.8%	6	0.9%	2	0.3%	641
	HKIEd	FT	Sciences	23	96.4%	1	2.8%	@	0.8%	24
			Social Sciences	2	95.1%	@	4.4%	@	0.5%	2
			Arts and Humanities	41	95.8%	2	3.5%	@	0.7%	43
			Education	74	95.8%	3	3.5%	1	0.7%	78
		PT	Sciences	44	100.0%	-	-	-	-	44

Academic Year	Institution	Mode of Study	Broad Academic Programme Category	Place of Origin							
				Local students		The Mainland of China		Other non-local students		Total	
				No.	%	No.	%	No.	%		
			Business and Management	3	100.0%	-	-	-	-	3	
			Social Sciences	5	100.0%	-	-	-	-	5	
			Arts and Humanities	50	100.0%	-	-	-	-	50	
			Education	251	100.0%	-	-	-	-	251	
	Sub-total			493	98.8%	5	1.0%	1	0.2%	499	
	HKU	FT	Medicine, Dentistry and Health	10	100.0%	-	-	-	-	10	
			Engineering and Technology	79	74.5%	22	20.8%	5	4.7%	106	
			Social Sciences	164	91.6%	5	2.8%	10	5.6%	179	
			Education	119	99.2%	-	-	1	0.8%	120	
		PT	Social Sciences	11	100.0%	-	-	-	-	11	
			Education	238	100.0%	-	-	-	-	238	
	Sub-total			621	93.5%	27	4.1%	16	2.4%	664	
	All Institutions				2 030	96.9%	41	2.0%	24	1.1%	2 095
	2013/14	CityU	FT	Social Sciences	48	90.6%	4	7.5%	1	1.9%	53
Sub-total			48	90.6%	4	7.5%	1	1.9%	53		
HKBU		FT	Education	13	100.0%	-	-	-	-	13	
		PT	Education	215	100.0%	-	-	-	-	215	
Sub-total			228	100.0%	-	-	-	-	228		
CUHK		FT	Engineering and Technology	34	85.0%	5	12.5%	1	2.5%	40	
			Social Sciences	51	96.2%	1	1.9%	1	1.9%	53	
			Education	196	100.0%	-	-	-	-	196	
		PT	Education	386	100.0%	-	-	-	-	386	
Sub-total			667	98.8%	6	0.9%	2	0.3%	675		
HKIEd		FT	Sciences	17	96.6%	@	2.6%	@	0.8%	17	
			Social Sciences	2	96.1%	@	3.5%	@	0.3%	2	
			Arts and Humanities	41	96.5%	1	2.8%	@	0.7%	42	
			Education	79	96.5%	2	2.8%	1	0.7%	82	
		PT	Sciences	42	100.0%	-	-	-	-	42	
			Business and Management	3	100.0%	-	-	-	-	3	
			Social Sciences	5	100.0%	-	-	-	-	5	
			Arts and Humanities	51	100.0%	-	-	-	-	51	
Sub-total			242	100.0%	-	-	-	-	242		
Sub-total			482	99.0%	4	0.8%	1	0.2%	487		
PolyU		FT	Social Sciences	15	100.0%	-	-	-	-	15	
Sub-total			15	100.0%	-	-	-	-	15		
HKU	FT	Medicine, Dentistry and Health	5	83.3%	1	16.7%	-	-	6		
		Engineering and Technology	66	63.5%	33	31.7%	5	4.8%	104		
		Social Sciences	125	89.3%	7	5.0%	8	5.7%	140		
		Education	109	97.3%	1	0.9%	2	1.8%	112		
	PT	Social Sciences	10	100.0%	-	-	-	-	10		
		Education	223	100.0%	-	-	-	-	223		
Sub-total			538	90.4%	42	7.1%	15	2.5%	595		
All Institutions				1 978	96.3%	56	2.7%	19	0.9%	2 053	
2014/15	CityU	FT	Social Sciences	45	84.9%	4	7.5%	4	7.5%	53	
	Sub-total			45	84.9%	4	7.5%	4	7.5%	53	
	HKBU	FT	Education	10	100.0%	-	-	-	-	10	
		PT	Education	233	100.0%	-	-	-	-	233	
	Sub-total			243	100.0%	-	-	-	-	243	
	CUHK	FT	Engineering and Technology	40	100.0%	-	-	-	-	40	
			Social Sciences	53	98.1%	1	1.9%	-	-	54	

Academic Year	Institution	Mode of Study	Broad Academic Programme Category	Place of Origin							
				Local students		The Mainland of China		Other non-local students		Total	
				No.	%	No.	%	No.	%		
			Education	206	100.0%	-	-	-	-	206	
		PT	Education	365	100.0%	-	-	-	-	365	
	Sub-total			664	99.8%	1	0.2%	-	-	665	
	HKIEd	FT	Sciences	18	98.4%	@	1.6%	-	-	18	
			Social Sciences	16	97.9%	@	2.1%	-	-	16	
			Arts and Humanities	44	98.1%	1	1.9%	-	-	45	
			Education	76	98.1%	1	1.9%	-	-	78	
		PT	Sciences	35	100.0%	-	-	-	-	35	
			Social Sciences	30	100.0%	-	-	-	-	30	
			Arts and Humanities	54	100.0%	-	-	-	-	54	
			Education	280	100.0%	-	-	-	-	280	
	Sub-total			553	99.5%	3	0.5%	-	-	556	
	HKU	FT	Medicine, Dentistry and Health	13	86.7%	1	6.7%	1	6.7%	15	
			Engineering and Technology	83	74.8%	20	18.0%	8	7.2%	111	
			Social Sciences	162	95.3%	2	1.2%	6	3.5%	170	
			Education	114	99.1%	-	-	1	0.9%	115	
		PT	Social Sciences	11	100.0%	-	-	-	-	11	
			Education	218	100.0%	-	-	-	-	218	
	Sub-total			601	93.9%	23	3.6%	16	2.5%	640	
	All Institutions				2 106	97.6%	31	1.4%	20	0.9%	2 157
	2015/16 [#]	CityU	FT	Social Sciences	46	86.8%	-	-	7	13.2%	53
		Sub-total			46	86.8%	-	-	7	13.2%	53
		HKBU	FT	Education	13	100.0%	-	-	-	-	13
PT			Education	214	99.5%	1	0.5%	-	-	215	
Sub-total			227	99.6%	1	0.4%	-	-	228		
CUHK		FT	Engineering and Technology	40	100.0%	-	-	-	-	40	
			Social Sciences	51	92.7%	4	7.3%	-	-	55	
			Education	205	100.0%	-	-	-	-	205	
		PT	Education	317	100.0%	-	-	-	-	317	
Sub-total			613	99.4%	4	0.6%	-	-	617		
HKIEd		FT	Sciences	21	96.4%	1	2.8%	@	0.8%	22	
			Social Sciences	14	94.9%	1	4.5%	@	0.6%	15	
			Arts and Humanities	39	95.2%	2	4.1%	@	0.6%	41	
			Education	70	95.3%	3	4.1%	@	0.6%	74	
		PT	Sciences	39	100.0%	-	-	-	-	39	
			Business and Management	2	100.0%	-	-	-	-	2	
			Social Sciences	25	100.0%	-	-	-	-	25	
			Arts and Humanities	44	100.0%	-	-	-	-	44	
Sub-total			496	98.6%	6	1.2%	1	0.2%	503		
PolyU		FT	Social Sciences	13	100.0%	-	-	-	-	13	
Sub-total			13	100.0%	-	-	-	-	13		
HKU		FT	Medicine, Dentistry and Health	3	100.0%	-	-	-	-	3	
			Engineering and Technology	87	83.7%	17	16.3%	-	-	104	
	Social Sciences		121	93.8%	2	1.6%	6	4.7%	129		
	Education		122	100.0%	-	-	-	-	122		
	PT	Social Sciences	14	100.0%	-	-	-	-	14		
		Education	220	100.0%	-	-	-	-	220		
Sub-total			567	95.8%	19	3.2%	6	1.0%	592		
All Institutions				1 962	97.8%	30	1.5%	14	0.7%	2 006	

Notes:

1. Figures may not add up to the corresponding totals owing to rounding. Since some UGC-funded programmes are mapped to more than one Academic Programme Category (APC), the student enrolment of these programmes is counted across the APCs concerned on a pro rata basis. Thus some student numbers are decimal figures and rounded to the nearest whole number.
2. The place of origin of non-local students is determined having regard to their nationality.
3. '@' denotes 'magnitude less than 0.5'.
4. '-' denotes nil.
5. # Provisional figures
6. Abbreviations :

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKU	The University of Hong Kong
FT	Full-time
PT	Part-time

**Locally-accredited Self-financing Taught Postgraduate Programmes
Offered by UGC-funded Institutions
from the 2011/12 to the 2014/15 Academic Years**

(a) Actual Student Intakes by Institution and Broad Academic Programme Category

Institution	Broad Academic Programme Category	2011/12	2012/13	2013/14	2014/15
CityU	Arts & Humanities	367	424	400	490
	Business & Management	885	967	986	1 186
	Engineering & Technology	193	297	419	406
	Sciences	246	251	328	266
	Social Sciences	1 030	1 110	1 107	1 118
	Total	2 721	3 049	3 240	3 466
HKBU	Arts & Humanities	292	336	436	368
	Business & Management	305	369	360	377
	Education	160	187	249	250
	Engineering & Technology	36	41	57	80
	Medicine, Dentistry & Health	98	99	120	112
	Sciences	326	381	421	472
	Social Sciences	513	587	689	733
	Sub-total	1 730	2 000	2 332	2 392
LU	Arts & Humanities	89	91	59	66
	Business & Management	221	246	173	252
	Total	310	337	232	318
CUHK	Arts & Humanities	1 078	1 199	1 159	1 139
	Business & Management	503	459	645	853
	Education	540	554	683	365
	Engineering & Technology	211	335	404	350
	Medicine, Dentistry & Health	863	887	896	825
	Sciences	351	463	620	567
	Social Sciences	1 562	1 514	1 663	1 587
	Total	5 108	5 411	6 070	5 686
HKIED	Education	542	526	745	685
	Social Sciences	-	-	-	40
	Sub-total	542	526	745	725
PolyU	Arts & Humanities	709	738	742	739
	Business & Management	1 299	1 296	1 405	1 364
	Engineering & Technology	523	427	561	611
	Medicine, Dentistry & Health	337	295	422	412
	Sciences	289	286	302	338
	Social Sciences	319	316	297	279
	Total	3 476	3 358	3 729	3 743
HKUST	Arts & Humanities	46	61	27	64
	Business & Management	695	658	734	852
	Engineering & Technology	338	329	451	479
	Sciences	179	223	219	221
	Social Sciences	130	154	144	147
	Total	1 388	1 425	1 575	1 763
HKU	Arts & Humanities	401	300	373	278
	Business & Management	650	636	605	577
	Education	403	344	439	524
	Engineering & Technology	735	908	908	896
	Medicine, Dentistry & Health	413	395	493	552
	Sciences	400	438	499	475
	Social Sciences	1 173	1 191	1 251	1 212
	Total	4 175	4 212	4 568	4 514

Notes: 1. “-” Indicates that no relevant programmes were offered by the institutions.

2. Information for the 2015/16 academic year is not yet available.

(b) Student Enrolment (Headcount) by Institution and Place of Origin

Academic Year	Place of Origin	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2011/12	Local students	3 721 (73.7%)	1 597 (63.1%)	313 (69.9%)	6 868 (78.0%)	859 (75.9%)	6 202 (79.7%)	1 068 (45.0%)	6 474 (83.9%)	27 102 (75.6%)
	The Mainland of China	1 248 (24.7%)	902 (35.6%)	132 (29.5%)	1 725 (19.6%)	264 (23.3%)	1 469 (18.9%)	840 (35.4%)	889 (11.5%)	7 469 (20.8%)
	Other non-local students	80 (1.6%)	33 (1.3%)	3 (0.7%)	213 (2.4%)	9 (0.8%)	109 (1.4%)	463 (19.5%)	349 (4.5%)	1 259 (3.5%)
	Total	5 049 (100.0%)	2 532 (100.0%)	448 (100.0%)	8 806 (100.0%)	1 132 (100.0%)	7 780 (100.0%)	2 371 (100.0%)	7 712 (100.0%)	35 830 (100.0%)
2012/13	Local students	3 250 (64.2%)	1 507 (52.9%)	303 (64.6%)	6 585 (72.5%)	800 (70.5%)	5 629 (75.0%)	989 (40.2%)	6 141 (79.1%)	25 204 (69.4%)
	The Mainland of China	1 720 (34.0%)	1 308 (45.9%)	161 (34.3%)	2 304 (25.4%)	329 (29.0%)	1 767 (23.5%)	1 022 (41.5%)	1 237 (15.9%)	9 848 (27.1%)
	Other non-local students	93 (1.8%)	34 (1.2%)	5 (1.1%)	191 (2.1%)	6 (0.5%)	114 (1.5%)	450 (18.3%)	384 (4.9%)	1 277 (3.5%)
	Total	5 063 (100.0%)	2 849 (100.0%)	469 (100.0%)	9 080 (100.0%)	1 135 (100.0%)	7 510 (100.0%)	2 461 (100.0%)	7 762 (100.0%)	36 329 (100.0%)
2013/14	Local students	2 960 (57.0%)	1 335 (42.8%)	242 (63.9%)	6 494 (65.0%)	776 (61.3%)	5 379 (71.5%)	1 207 (46.7%)	6 268 (77.9%)	24 661 (64.7%)
	The Mainland of China	2 114 (40.7%)	1 756 (56.3%)	131 (34.6%)	3 304 (33.1%)	485 (38.3%)	2 022 (26.9%)	1 070 (41.4%)	1 435 (17.8%)	12 317 (32.3%)
	Other non-local students	120 (2.3%)	27 (0.9%)	6 (1.6%)	186 (1.9%)	4 (0.3%)	121 (1.6%)	308 (11.9%)	344 (4.3%)	1 116 (2.9%)
	Total	5 194 (100.0%)	3 118 (100.0%)	379 (100.0%)	9 984 (100.0%)	1 265 (100.0%)	7 522 (100.0%)	2 585 (100.0%)	8 047 (100.0%)	38 094 (100.0%)
2014/15	Local students	2 828 (53.7%)	1 169 (37.7%)	173 (41.7%)	6 206 (66.0%)	756 (60.7%)	5 508 (71.5%)	1 076 (40.7%)	6 373 (78.4%)	24 089 (63.5%)
	The Mainland of China	2 329 (44.2%)	1 879 (60.6%)	229 (55.2%)	3 029 (32.2%)	483 (38.8%)	2 080 (27.0%)	1 248 (47.2%)	1 441 (17.7%)	12 718 (33.5%)
	Other non-local students	112 (2.1%)	55 (1.8%)	13 (3.1%)	170 (1.8%)	7 (0.6%)	116 (1.5%)	319 (12.1%)	319 (3.9%)	1 111 (2.9%)
	Total	5 269 (100.0%)	3 103 (100.0%)	415 (100.0%)	9 405 (100.0%)	1 246 (100.0%)	7 704 (100.0%)	2 643 (100.0%)	8 133 (100.0%)	37 918 (100.0%)

Note: Information for the 2015/16 academic year is not yet available.

**Total Tuition Fees of Locally-accredited Self-financing Taught Postgraduate Programmes Offered by
UGC-funded Institutions by Institution and Broad Academic Programme Category
from the 2011/12 to the 2015/16 Academic Years**

Institution	Broad Academic Programme Category	Total Tuition Fee (\$)				
		2011/12	2012/13	2013/14	2014/15	2015/16
CityU	Arts & Humanities	80,100 - 171,720	80,100 - 180,900	85,200 - 199,260	85,200 - 208,440	85,200 - 226,800
	Business & Management	57,240 - 516,860	85,200 - 567,760	115,800 - 634,000	115,800 - 677,300	115,800 - 696,690
	Engineering & Technology	32,040 - 400,320	34,080 - 403,830	34,080 - 404,460	34,080 - 394,440	48,360 - 404,130
	Sciences	32,040 - 100,500	34,080 - 105,600	36,120 - 110,700	36,120 - 120,900	36,120 - 141,300
	Social Sciences	75,000 - 298,200	75,000 - 298,200	75,000 - 343,400	75,000 - 343,400	80,100 - 359,040
HKBU	Arts & Humanities	14,000 - 225,000	14,000 - 225,000	14,000 - 225,000	80,000 - 270,000	92,000 - 270,000
	Business & Management	49,500 - 388,000	57,600 - 428,000	66,000 - 428,000	66,000 - 428,000	73,260 - 495,000
	Education	63,000 - 85,000	65,000 - 85,000	65,000 - 85,000	65,000 - 85,000	65,000 - 89,100
	Engineering & Technology	90,000	95,000	100,000	100,000	110,000
	Medicine, Dentistry & Health	100,000 - 104,000	100,000 - 104,000	100,000 - 104,000	110,000 - 114,000	110,000 - 114,000
	Sciences	84,000 - 214,500	89,000 - 130,000	89,000 - 210,000	98,500 - 210,000	105,000 - 210,000
	Social Sciences	84,000 - 98,000	84,000 - 110,000	84,000 - 110,000	84,000 - 130,000	84,200 - 144,000
LU	Arts & Humanities	58,000 - 72,000	64,000 - 72,000	64,000 - 72,000	68,000 - 72,000	68,000 - 73,000
	Business & Management	49,000 - 105,000	55,000 - 120,000	55,000 - 120,000	65,000 - 126,000	52,000 - 152,000
CUHK	Arts & Humanities	68,000 - 126,300	72,000 - 126,300	68,000 - 126,300	72,000 - 126,300	84,000 - 126,300
	Business & Management	55,000 - 550,800	63,000 - 597,000	63,000 - 550,800	70,800 - 550,800	70,800 - 645,540
	Education	43,000 - 244,000	45,000 - 252,000	45,000 - 252,000	50,000 - 270,000	60,000 - 270,000
	Engineering & Technology	82,000 - 90,000	90,000 - 120,000	85,000 - 120,000	100,000 - 240,000	120,000 - 260,000
	Medicine, Dentistry & Health	42,500 - 354,256	45,000 - 442,000	45,000 - 459,000	50,000 - 430,088	52,000 - 474,080
	Sciences	68,000 - 136,800	72,000 - 144,000	72,000 - 144,000	80,000 - 160,000	84,000 - 160,000
	Social Sciences	72,000 - 288,000	75,000 - 288,000	65,000 - 288,000	84,200 - 302,400	84,200 - 333,360
HKIEd	Education	48,000 - 252,000	48,000 - 252,000	78,000 - 252,000	78,000 - 273,600	83,000 - 286,560
	Social Sciences	-	-	-	85,200	92,000
PolyU	Arts & Humanities	81,000 - 126,000	81,000 - 288,000	81,000 - 288,000	81,000 - 288,000	81,000 - 288,000
	Business & Management	76,000 - 556,000	81,000 - 556,000	81,000 - 634,000	81,000 - 690,000	81,000 - 690,000
	Engineering & Technology	67,800 - 336,000	81,000 - 336,000	81,000 - 336,000	81,000 - 336,000	81,000 - 336,000
	Medicine, Dentistry & Health	81,000 - 246,000	87,000 - 300,000	84,000 - 360,000	87,000 - 360,000	87,000 - 360,000
	Sciences	81,000 - 111,600	81,000 - 111,600	81,000 - 111,600	90,000 - 111,600	90,000 - 111,600
	Social Sciences	81,000 - 118,800	81,000 - 240,000	93,000 - 240,000	93,000 - 240,000	93,000 - 240,000
HKUST	Arts & Humanities	64,800 - 74,400	75,000 - 80,000	85,000 - 86,000	90,000 - 90,000	90,000 - 90,000

Institution	Broad Academic Programme Category	Total Tuition Fee (\$)				
		2011/12	2012/13	2013/14	2014/15	2015/16
	Business & Management^	91,000 - 638,000	98,000 - 688,000	100,000 - 738,000	110,000 – 838,000	110,000 - 898,000
	Engineering & Technology	43,260 - 86,520	46,500 - 93,000	50,000 - 100,000	55,000 – 110,000	60,000 - 120,000
	Sciences	45,000 - 100,000	45,000 - 120,000	45,000 - 140,000	50,000 – 140,000	50,000 - 180,000
	Social Sciences	74,400 - 116,000	86,000 - 128,000	95,000 - 147,000	95,000 – 160,000	100,000 - 160,000
HKU	Arts & Humanities	30,000 - 139,020	30,000 - 139,020	30,000 - 139,000	30,000 – 147,300	25,500 - 147,300
	Business & Management	24,300 - 1,038,024	24,030 - 1,095,120	24,300 - 975,312	31,930 – 1,095,120	22,000 –1,095,120
	Education	39,900 - 342,000	39,900 - 360,000	39,900 - 342,000	39,900 - 342,000	39,900 - 96,000
	Engineering & Technology	65,800 - 237,600	38,000 - 256,600	38,000 - 193,400	41,600 – 288,000	41,600 - 243,760
	Medicine, Dentistry & Health	23,000 - 952,800	19,820 - 1,051,200	12,400 - 907,500	13,400 – 1,051,200	14,800 –1,051,200
	Sciences	28,800 - 129,600	28,800 - 129,600	28,800 - 129,600	28,800 – 129,600	28,800 - 129,600
	Social Sciences	24,000 - 252,000	31,800 - 273,600	24,030 - 252,000	28,000 – 273,600	34,800 - 273,600

Notes:

1. Taught postgraduate programmes include postgraduate certificate, postgraduate diploma, master's degree and doctorate programmes.
2. "^" The Executive Master of Business Administration programme jointly awarded by Kellogg School of Management, Northwestern University and the Hong Kong University of Science and Technology is excluded. The total tuition fees of this programme were \$1,115,000, \$1,165,000, \$1,190,000, \$1,205,000 and \$1,250,000 in the 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16 academic years respectively.

**Student Enrolment of UGC-funded Research Postgraduate Programmes by Institution,
Broad Academic Programme Category and Place of Origin, 2011/12 to 2015/16**

(headcount)

Academic Year	Institution	Broad Academic Programme Category	Place of Origin					
			Local students		The Mainland of China		Other non-local students	
			No.	%	No.	%	No.	%
2011/12	CityU	Sciences	56	25.2%	151	68.3%	14	6.4%
		Engineering and Technology	29	11.9%	204	83.8%	11	4.3%
		Business and Management	7	7.8%	78	87.7%	4	4.5%
		Social Sciences	13	16.3%	52	68.3%	12	15.3%
		Arts and Humanities	6	12.1%	38	80.5%	4	7.4%
	Sub-total		110	16.2%	524	77.3%	44	6.5%
	HKBU	Medicine, Dentistry and Health	1	10.0%	6	80.0%	1	10.0%
		Sciences	24	21.0%	87	75.9%	4	3.1%
		Engineering and Technology	@	33.3%	1	55.6%	@	11.1%
		Business and Management	4	22.2%	13	72.2%	1	5.6%
		Social Sciences	11	33.9%	19	57.3%	3	8.8%
		Arts and Humanities	14	35.8%	16	40.3%	10	23.9%
		Education	1	15.4%	6	84.6%	-	-
	Sub-total		56	25.2%	148	66.7%	18	8.1%
	LU	Business and Management	3	15.8%	15	78.9%	1	5.3%
		Social Sciences	7	50.0%	5	35.7%	2	14.3%
		Arts and Humanities	16	55.2%	6	20.7%	7	24.1%
	Sub-total		26	41.9%	26	41.9%	10	16.1%
	CUHK	Medicine, Dentistry and Health	99	29.3%	232	68.9%	6	1.8%
		Sciences	192	37.3%	315	61.2%	8	1.6%
		Engineering and Technology	53	20.0%	205	77.4%	7	2.6%
		Business and Management	7	16.3%	36	83.7%	-	-
		Social Sciences	93	33.3%	171	61.3%	15	5.4%
		Arts and Humanities	119	48.2%	108	43.7%	20	8.1%
		Education	5	10.4%	42	87.5%	1	2.1%
	Sub-total		568	32.8%	1 109	64.0%	57	3.3%
	HKIEd	Education	8	27.6%	18	62.1%	3	10.3%
	Sub-total		8	27.6%	18	62.1%	3	10.3%
	PolyU	Medicine, Dentistry and Health	27	47.9%	24	41.9%	6	10.2%
		Sciences	42	31.6%	84	63.9%	6	4.5%
		Engineering and Technology	68	23.0%	207	70.0%	21	7.0%
		Business and Management	15	21.6%	43	60.4%	13	18.0%
		Social Sciences	5	21.2%	13	59.9%	4	18.9%
		Arts and Humanities	9	27.9%	18	58.0%	4	14.1%
	Sub-total		166	27.2%	390	63.9%	54	8.9%
	HKUST	Sciences	77	18.9%	314	76.8%	18	4.3%
		Engineering and Technology	67	10.9%	477	78.1%	67	11.0%
		Business and Management	6	10.5%	44	77.2%	7	12.3%
		Social Sciences	3	6.0%	46	92.0%	1	2.0%
		Arts and Humanities	14	35.9%	21	53.8%	4	10.3%
	Sub-total		167	14.3%	902	77.4%	97	8.3%
	HKU	Medicine, Dentistry and Health	220	40.1%	286	52.1%	43	7.8%
		Sciences	176	33.6%	313	59.9%	34	6.4%
		Engineering and Technology	70	17.3%	316	77.8%	20	4.9%
		Business and Management	4	14.8%	17	63.0%	6	22.2%

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	89	36.2%	124	50.6%	33	13.3%	245
		Arts and Humanities	81	51.2%	49	31.1%	28	17.7%	158
		Education	65	39.7%	77	46.7%	22	13.6%	164
	Sub-total		704	34.0%	1 181	57.1%	185	8.9%	2 071
All Institutions			1 805	27.5%	4 298	65.4%	468	7.1%	6 572
2012/13	CityU	Medicine, Dentistry and Health	1	25.0%	3	70.0%	@	5.0%	4
		Sciences	40	19.5%	148	72.5%	16	7.9%	204
		Engineering and Technology	32	13.2%	196	81.2%	14	5.6%	241
		Business and Management	7	7.6%	81	82.4%	10	10.0%	98
		Social Sciences	12	14.0%	54	63.9%	19	22.1%	85
		Arts and Humanities	5	9.8%	40	77.6%	7	12.7%	51
	Sub-total		97	14.2%	521	76.3%	65	9.5%	683
	HKBU	Medicine, Dentistry and Health	3	25.0%	9	68.8%	1	6.3%	13
		Sciences	24	20.0%	89	73.7%	8	6.3%	121
		Engineering and Technology	@	14.3%	1	71.4%	@	14.3%	1
		Business and Management	2	11.1%	14	77.8%	2	11.1%	18
		Social Sciences	10	30.8%	16	51.0%	6	18.3%	31
		Arts and Humanities	17	37.7%	15	33.9%	13	28.4%	45
		Education	1	10.9%	6	77.0%	1	12.1%	8
	Sub-total		57	24.1%	150	63.3%	30	12.7%	237
	LU	Business and Management	-	-	17	94.4%	1	5.6%	18
		Social Sciences	7	50.0%	5	35.7%	2	14.3%	14
		Arts and Humanities	14	42.4%	7	21.2%	12	36.4%	33
	Sub-total		21	32.3%	29	44.6%	15	23.1%	65
	CUHK	Medicine, Dentistry and Health	87	26.4%	235	71.5%	7	2.1%	329
		Sciences	187	35.1%	340	63.6%	7	1.3%	534
		Engineering and Technology	40	14.1%	233	83.0%	8	2.8%	281
		Business and Management	7	14.3%	42	85.7%	-	-	49
		Social Sciences	83	27.9%	193	64.8%	22	7.4%	298
		Arts and Humanities	103	41.7%	120	48.6%	24	9.7%	248
		Education	6	11.5%	45	86.5%	1	1.9%	52
	Sub-total		513	28.7%	1 208	67.5%	69	3.9%	1 790
	HKIEd	Education	9	25.0%	22	61.1%	5	13.9%	36
	Sub-total		9	25.0%	22	61.1%	5	13.9%	36
	PolyU	Medicine, Dentistry and Health	23	43.1%	25	46.1%	6	10.7%	54
		Sciences	45	32.0%	88	63.5%	6	4.4%	139
		Engineering and Technology	67	21.5%	214	68.8%	30	9.7%	311
		Business and Management	10	15.2%	38	59.2%	17	25.6%	65
		Social Sciences	3	11.6%	18	71.1%	4	17.3%	25
		Arts and Humanities	7	18.7%	24	66.8%	5	14.5%	36
	Sub-total		154	24.5%	407	64.7%	68	10.8%	629
	HKUST	Sciences	81	18.3%	344	77.2%	20	4.5%	445
		Engineering and Technology	54	8.4%	502	78.6%	83	13.0%	638
		Business and Management	7	10.6%	51	77.3%	8	12.1%	66
		Social Sciences	5	9.7%	45	89.9%	@	0.4%	50
		Arts and Humanities	4	15.4%	19	73.1%	3	11.5%	26
	Sub-total		151	12.3%	960	78.4%	114	9.3%	1 225
	HKU	Medicine, Dentistry and Health	200	34.5%	329	56.8%	50	8.7%	580
		Sciences	178	32.8%	325	59.7%	41	7.5%	544
		Engineering and Technology	69	15.3%	355	78.7%	27	6.0%	451
		Business and Management	4	13.3%	20	66.7%	6	20.0%	30

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	89	35.1%	129	51.1%	35	13.8%	253
		Arts and Humanities	59	39.3%	57	37.8%	34	22.9%	150
		Education	51	35.0%	74	50.7%	21	14.3%	146
	Sub-total	650	30.2%	1 289	59.9%	214	9.9%	2 154	
All Institutions			1 652	24.2%	4 586	67.3%	580	8.5%	6 819
2013/14	CityU	Medicine, Dentistry and Health	2	20.4%	7	68.5%	1	11.1%	11
		Sciences	35	15.5%	160	70.1%	33	14.4%	228
		Engineering and Technology	24	11.0%	168	78.5%	23	10.5%	214
		Business and Management	5	6.1%	69	80.6%	11	13.3%	86
		Social Sciences	8	10.5%	41	52.8%	28	36.7%	77
		Arts and Humanities	5	9.3%	35	69.1%	11	21.6%	51
	Sub-total		79	11.9%	480	72.1%	107	16.1%	666
	HKBU	Medicine, Dentistry and Health	4	25.0%	11	70.0%	1	5.0%	16
		Sciences	24	19.2%	96	75.6%	7	5.2%	127
		Engineering and Technology	@	12.5%	1	75.0%	@	12.5%	1
		Business and Management	3	18.8%	11	68.8%	2	12.5%	16
		Social Sciences	8	23.7%	19	55.0%	7	21.3%	34
		Arts and Humanities	17	38.0%	16	35.4%	12	26.6%	46
		Education	3	27.3%	6	54.5%	2	18.2%	11
	Sub-total		60	23.9%	160	63.7%	31	12.4%	251
	LU	Business and Management	2	9.1%	20	90.9%	-	-	22
		Social Sciences	5	31.3%	6	37.5%	5	31.3%	16
		Arts and Humanities	18	48.6%	7	18.9%	12	32.4%	37
	Sub-total		25	33.3%	33	44.0%	17	22.7%	75
	CUHK	Medicine, Dentistry and Health	80	23.9%	243	73.1%	10	3.0%	333
		Sciences	172	32.8%	347	66.2%	5	1.0%	524
		Engineering and Technology	28	9.5%	259	87.2%	10	3.4%	298
		Business and Management	5	9.4%	48	90.6%	-	-	53
		Social Sciences	81	27.7%	186	63.7%	25	8.6%	292
		Arts and Humanities	96	39.7%	124	51.3%	22	9.1%	242
		Education	6	12.2%	41	83.7%	2	4.1%	49
	Sub-total		468	26.1%	1 249	69.7%	74	4.1%	1 791
	HKIEd	Education	11	30.6%	20	55.6%	5	13.9%	36
	Sub-total		11	30.6%	20	55.6%	5	13.9%	36
	PolyU	Medicine, Dentistry and Health	20	38.2%	29	53.6%	4	8.2%	53
		Sciences	47	31.7%	97	65.4%	4	2.9%	149
		Engineering and Technology	58	17.2%	243	72.4%	35	10.4%	336
		Business and Management	13	19.4%	40	59.0%	15	21.6%	68
		Social Sciences	4	19.5%	10	45.1%	8	35.4%	22
		Arts and Humanities	9	18.7%	29	57.6%	12	23.8%	51
	Sub-total		152	22.4%	448	66.1%	78	11.5%	678
	HKUST	Sciences	80	16.4%	384	78.4%	25	5.2%	490
		Engineering and Technology	64	8.7%	550	75.5%	115	15.8%	729
		Business and Management	9	14.5%	45	72.6%	8	12.9%	62
		Social Sciences	4	7.5%	48	92.0%	@	0.6%	52
		Arts and Humanities	2	10.5%	17	89.5%	-	-	19
	Sub-total		159	11.8%	1 044	77.2%	149	11.0%	1 352
	HKU	Medicine, Dentistry and Health	192	32.2%	355	59.5%	49	8.3%	596
		Sciences	167	30.9%	333	61.7%	40	7.5%	540
		Engineering and Technology	59	13.3%	353	79.7%	31	7.0%	443
		Business and Management	3	10.3%	23	79.3%	3	10.3%	29

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	82	32.7%	131	52.1%	38	15.2%	252
		Arts and Humanities	57	35.2%	65	40.2%	40	24.6%	161
		Education	43	29.9%	73	50.9%	28	19.2%	144
	Sub-total	603	27.8%	1 333	61.6%	229	10.6%	2 165	
All Institutions			1 557	22.2%	4 767	68.0%	690	9.8%	7 014
2014/15	CityU	Medicine, Dentistry and Health	2	13.0%	7	60.9%	3	26.1%	12
		Sciences	28	13.8%	155	75.6%	22	10.7%	205
		Engineering and Technology	21	7.0%	243	79.3%	42	13.8%	306
		Business and Management	6	7.4%	61	75.3%	14	17.3%	81
		Social Sciences	6	6.4%	53	56.4%	35	37.3%	94
		Arts and Humanities	7	16.4%	18	41.8%	18	41.8%	43
	Sub-total		70	9.5%	537	72.5%	134	18.1%	741
	HKBU	Medicine, Dentistry and Health	4	17.2%	18	75.9%	2	6.9%	23
		Sciences	24	19.7%	93	75.7%	6	4.6%	123
		Engineering and Technology	@	11.1%	1	77.8%	@	11.1%	1
		Business and Management	4	26.7%	8	53.3%	3	20.0%	15
		Social Sciences	13	28.6%	24	53.5%	8	17.8%	45
		Arts and Humanities	24	45.3%	15	29.3%	13	25.4%	52
		Education	4	49.2%	3	34.4%	1	16.4%	9
	Sub-total		73	27.2%	162	60.4%	33	12.3%	268
	LU	Business and Management	5	25.0%	15	75.0%	-	-	20
		Social Sciences	6	30.0%	7	35.0%	7	35.0%	20
		Arts and Humanities	16	38.1%	13	31.0%	13	31.0%	42
	Sub-total		27	32.9%	35	42.7%	20	24.4%	82
	CUHK	Medicine, Dentistry and Health	68	19.5%	273	77.9%	9	2.6%	350
		Sciences	162	29.3%	385	69.6%	6	1.1%	552
		Engineering and Technology	28	8.9%	276	88.3%	9	2.9%	313
		Business and Management	2	3.6%	54	96.4%	-	-	56
		Social Sciences	73	26.3%	182	65.5%	23	8.3%	278
		Arts and Humanities	95	41.6%	113	49.6%	20	8.8%	229
		Education	7	14.9%	40	85.1%	-	-	47
	Sub-total		435	23.8%	1 323	72.5%	67	3.7%	1 825
	HKIEd	Education	10	34.5%	13	44.8%	6	20.7%	29
	Sub-total		10	34.5%	13	44.8%	6	20.7%	29
	PolyU	Medicine, Dentistry and Health	18	32.7%	27	48.4%	11	18.9%	56
		Sciences	50	29.6%	113	67.5%	5	2.9%	168
		Engineering and Technology	49	14.8%	237	72.0%	43	13.1%	329
		Business and Management	9	12.6%	42	59.8%	19	27.6%	70
		Social Sciences	5	20.0%	9	37.6%	10	42.4%	25
		Arts and Humanities	4	9.6%	28	59.2%	15	31.3%	47
	Sub-total		135	19.5%	456	65.7%	103	14.8%	694
	HKUST	Sciences	79	15.4%	403	78.7%	31	6.0%	513
		Engineering and Technology	66	9.3%	515	73.3%	122	17.4%	703
		Business and Management	9	12.8%	44	66.6%	14	20.6%	67
		Social Sciences	1	2.4%	52	97.2%	@	0.4%	54
		Arts and Humanities	5	27.8%	13	72.2%	-	-	18
	Sub-total		159	11.7%	1 028	75.9%	167	12.3%	1 354
	HKU	Medicine, Dentistry and Health	169	29.0%	360	61.9%	53	9.0%	582
		Sciences	149	28.9%	329	64.1%	36	7.0%	514
		Engineering and Technology	52	11.6%	369	81.9%	29	6.5%	450
		Business and Management	3	10.0%	24	80.0%	3	10.0%	30

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	73	29.1%	137	55.2%	39	15.7%	249
		Arts and Humanities	58	34.5%	64	37.6%	47	27.9%	169
		Education	25	19.0%	72	54.4%	35	26.6%	132
	Sub-total	528	24.9%	1 355	63.8%	242	11.4%	2 125	
All Institutions			1 437	20.2%	4 909	69.0%	772	10.8%	7 118
2015/16 [#]	CityU	Medicine, Dentistry and Health	1	5.3%	12	60.5%	7	34.2%	19
		Sciences	25	11.5%	162	73.9%	32	14.6%	220
		Engineering and Technology	21	6.0%	273	78.8%	52	15.1%	346
		Business and Management	6	6.8%	68	77.3%	14	15.9%	88
		Social Sciences	7	7.9%	46	52.3%	35	39.8%	88
		Arts and Humanities	11	22.1%	17	33.8%	22	44.1%	50
	Sub-total		71	8.8%	578	71.3%	162	20.0%	811
	HKBU	Medicine, Dentistry and Health	2	8.0%	15	76.0%	3	16.0%	20
		Sciences	22	17.1%	100	78.5%	6	4.4%	127
		Engineering and Technology	@	9.1%	1	63.6%	@	27.3%	2
		Business and Management	7	36.8%	9	47.4%	3	15.8%	19
		Social Sciences	16	34.3%	23	48.2%	8	17.5%	48
		Arts and Humanities	23	40.9%	17	30.6%	16	28.5%	56
		Education	3	57.5%	1	17.5%	1	25.0%	6
	Sub-total		73	26.4%	166	59.9%	38	13.7%	277
	LU	Business and Management	5	25.0%	14	70.0%	1	5.0%	20
		Social Sciences	5	27.8%	6	33.3%	7	38.9%	18
		Arts and Humanities	12	31.6%	14	36.8%	12	31.6%	38
	Sub-total		22	28.9%	34	44.7%	20	26.3%	76
	CUHK	Medicine, Dentistry and Health	75	19.5%	301	78.1%	9	2.3%	386
		Sciences	161	27.9%	401	69.6%	14	2.5%	577
		Engineering and Technology	30	8.4%	319	88.7%	11	2.9%	360
		Business and Management	7	13.2%	46	86.8%	-	-	53
		Social Sciences	79	25.7%	206	67.1%	22	7.2%	307
		Arts and Humanities	107	43.1%	117	47.2%	24	9.7%	249
		Education	8	18.0%	37	82.0%	-	-	45
	Sub-total		468	23.7%	1 428	72.3%	80	4.0%	1 976
	HKIEd	Education	11	28.9%	21	55.3%	6	15.8%	38
	Sub-total		11	28.9%	21	55.3%	6	15.8%	38
	PolyU	Medicine, Dentistry and Health	19	35.4%	25	45.0%	11	19.7%	55
		Sciences	49	28.3%	121	69.4%	4	2.3%	174
		Engineering and Technology	42	12.4%	252	73.6%	48	14.0%	342
		Business and Management	10	13.6%	48	65.7%	15	20.6%	74
		Social Sciences	5	18.8%	10	42.5%	9	38.7%	24
		Arts and Humanities	7	16.7%	23	52.2%	14	31.1%	44
	Sub-total		133	18.7%	479	67.2%	101	14.2%	713
	HKUST	Sciences	74	14.5%	399	78.1%	38	7.4%	511
		Engineering and Technology	73	10.0%	532	72.4%	129	17.5%	735
		Business and Management	10	15.8%	42	68.9%	9	15.2%	61
		Social Sciences	4	6.2%	52	91.5%	1	2.2%	57
		Arts and Humanities	10	45.5%	12	54.5%	-	-	22
	Sub-total		171	12.3%	1 038	74.9%	178	12.8%	1 386
	HKU	Medicine, Dentistry and Health	158	29.4%	336	62.4%	44	8.2%	539
		Sciences	143	27.0%	347	65.5%	40	7.5%	530
		Engineering and Technology	47	10.4%	381	84.1%	25	5.4%	453
		Business and Management	2	7.7%	23	88.5%	1	3.8%	26

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	61	25.9%	135	56.9%	41	17.3%	238
		Arts and Humanities	54	34.9%	58	37.4%	43	27.7%	156
		Education	27	17.2%	91	58.4%	38	24.4%	156
	Sub-total	493	23.5%	1 372	65.4%	231	11.0%	2 096	
All Institutions			1 442	19.6%	5 115	69.4%	816	11.1%	7 373

Notes:

- Figures may not add up to the corresponding totals due to rounding. Since some UGC-funded programmes are mapped to more than one Academic Programme Category (APC), the student enrolment of these programmes is counted across the APCs concerned on a pro rata basis. In addition, if the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Thus some student numbers are decimal figures and rounded to the nearest whole number.
- The place of origin of non-local students is determined having regard to their nationality.
- RPg figures include only students funded by UGC within normal study periods.
- '@' denotes 'magnitude less than 0.5.
- '-' denotes nil.
- # Provisional figures
- Abbreviations :

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Student Enrolment (Headcount) of Locally-accredited Self-financing Research Postgraduate Programmes Offered by UGC-funded Institutions from the 2011/12 to the 2014/15 Academic Years

Institution	2011/12	2012/13	2013/14	2014/15
HKBU	14	16	28	35
CUHK	7	4	4	4
HKIEd	-	4	4	4
HKUST	16	57	79	52
HKU	390	388	407	419
All institutions	427	469	522	514

Notes:

1. ‘-’ denotes no relevant programmes were offered.
2. Information for the 2015/16 academic year is not yet available.

**Total Tuition Fees of Self-financing Research Postgraduate Programmes Offered by
UGC-funded Institutions by Institution and Broad Academic Programme Category
from the 2011/12 to the 2015/16 Academic Years**

Institution	Broad Academic Programme Category	Total Tuition Fee (\$)				
		2011/12	2012/13	2013/14	2014/15	2015/16
HKBU	Arts & Humanities	144,000 - 252,600	144,000 - 252,600	144,000 - 252,600	144,000 - 252,600	144,000 - 252,600
	Business & Management					
	Sciences					
	Social Sciences					
HKUST	Engineering & Technology	84,000	160,000	160,000	160,000	-
	Sciences		-	-	-	-
HKU	Arts & Humanities	151,500 - 227,250	151,500 - 227,250	151,500 - 227,250	151,500 - 227,250	151,500 - 227,250
	Business & Management					
	Education					
	Engineering & Technology					
	Medicine, Dentistry & Health					
	Sciences					
	Social Sciences					

Notes:

1. Research postgraduate programmes include Mphil and PhD programmes. The tuition fees above are based on normal programme duration.
2. ‘-’ denotes no relevant programmes were offered.

**Place of Origin of Awardees of the Hong Kong PhD Fellowship Scheme
from 2011/12 to 2015/16 Academic Years**

Country / Region	No. of Awardees 2011/12	No. of Awardees 2012/13	No. of Awardees 2013/14	No. of Awardees 2014/15	No. of Awardees 2015/16
Albania	-	-	-	2	-
Argentina	-	-	1	-	-
Australia	-	-	-	-	3
Austria	-	-	-	2	-
Azerbaijan	-	-	-	1	-
Bangladesh	-	2	3	3	2
Belgium	-	-	-	-	1
Brazil	-	-	-	-	1
Bulgaria	-	-	-	1	-
Canada	-	-	2	1	-
Chile	-	-	1	-	1
Colombia	-	-	1	-	-
Croatia	-	2	-	-	-
Czech Republic	-	-	2	2	-
Denmark	-	1	1	1	-
Egypt	-	-	2	2	1
Ethiopia	-	-	1	-	2
France	-	1	2	2	1
Georgia	1	-	-	-	-
Germany	-	3	6	4	1
Ghana	-	1	1	4	4
Greece	-	1	-	-	-
Hong Kong	10	16	14	13	14
Hungary	-	3	-	1	-
India	2	3	-	3	5
Indonesia	-	1	-	-	-
Iran	1	1	3	-	-
Italy	3	3	6	4	2
Japan	2	-	-	-	-
Kenya	-	-	-	1	1
Latvia	-	-	1	-	-
Macedonia	1	-	-	-	-
Mainland China	78	92	103	131	133
Malaysia	2	2	3	4	2
Mexico	2	1	1	-	-
Myanmar	-	-	-	1	-
Netherlands	-	3	1	1	-
New Zealand	-	2	-	-	-
Nigeria	-	3	1	4	2
Pakistan	-	1	4	4	8

Country / Region	No. of Awardees 2011/12	No. of Awardees 2012/13	No. of Awardees 2013/14	No. of Awardees 2014/15	No. of Awardees 2015/16
Palestine	-	-	1	-	-
Philippines	-	-	2	3	3
Poland	-	1	1	1	2
Republic of Serbia	-	-	-	-	1
Romania	-	-	2	1	-
Russia	2	2	-	2	1
Saudi Arabia	-	1	-	-	-
Singapore	-	-	-	1	1
Slovakia	-	-	-	1	-
South Africa	-	-	-	1	1
South Korea	2	4	1	2	3
Spain	-	1	1	-	1
Sri Lanka	-	4	1	1	2
Sweden	-	1	-	-	2
Switzerland	-	-	-	2	1
Taiwan	3	1	-	3	1
Thailand	-	-	-	2	1
Turkey	1	-	1	-	2
Ukraine	-	1	-	-	-
United Kingdom	2	2	6	6	3
United States of America	4	4	8	4	6
Vietnam	-	1	-	1	1
Zimbabwe	-	-	1	-	-
Total	116	165	185	223	216

- End -

CONTROLLING OFFICER'S REPLY**EDB651****(Question Serial No. 4971)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

The University Grants Committee (UGC) usually conducts academic planning with its funded institutions on a triennial basis.

1. Please provide details of the outcomes of the competitive allocation mechanism in previous 3 exercises, including:
 - (a) the number of approved places in each UGC-funded institutions;
 - (b) the number of places reserved by each institutions for reallocation, a list of courses which originally offered these places, and the percentage of that number in the total number of places offered by the institution;
 - (c) the resulting number of places after reallocation, and a list of courses cancelled and created;
 - (d) the gains/losses in funding as a result of reallocation.
2. Will the UGC continue to implement the competitive allocation mechanism in the next triennium? If yes, please list:
 - (a) the number of places to be set aside by each institution and the percentage it accounts for;
 - (b) the procedures and timetable for implementation;
 - (c) other details.

Asked by: Hon IP Kin-yuen (Member Question No. 89)Reply:

The University Grants Committee (UGC) usually conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure that precious publicly funded student places are put to their best use for the benefit of the community, we need to establish a mechanism for re-distribution of places from time to time in order to encourage institutions to review periodically their institutional strategies and academic priorities and advance institutions' international competitiveness in accordance with the roles of individual institutions and the higher education sector as a whole. To this end, we have adopted the Competitive Allocation Mechanism (CAM) since the 2009/10 to 2011/12 triennium to distribute a small number of first-year first-degree (FYFD) places with due regard to institutions' performance. During the process, FYFD places in disciplines under manpower planning (such as medicine, health sciences and education) are not included in the mechanism. Under the CAM, the UGC conducts the assessment according to agreed criteria, and centrally processes and re-distributes the places among institutions to reflect their comparative merits. For the 2016/17 to 2018/19 triennium, a total of 730 FYFD places (representing 4.9% of the total 15 000 FYFD places) are distributed under the CAM, while the remaining bulk (representing 95.1% of all FYFD places) are unaffected.

The UGC evaluated the Academic Development Proposals (ADPs) submitted by institutions for the 2016/17 to 2018/19 triennium against four broad assessment criteria, namely “Strategy, Mission and Vision”, “Teaching & Learning”, “Academic Programme Design”, and “Addressing the Needs of Society in General”. The evaluation was carried out in a fair, interactive and transparent manner.

Details on the competitive allocation for the 2016/17 to 2018/19 triennium are set out at Annex. However, a breakdown by programme is not available. The institutions take into account the overall student number targets as allocated by the UGC (including those FYFD places for distribution under the CAM and the remaining places), their respective strategic objectives, as well as the needs of society when designing their academic portfolio. Therefore, we are unable to differentiate the number of FYFD intake places allocated under the CAM to individual programmes by the institutions from the overall student number target. Details on the competitive allocation for the 2012/13 to 2014/15 triennium were set out in our reply (EDB275) to a question (Serial No. 3012) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2014-15.

The CAM involved setting aside a small number of FYFD places to a central pool, which would eventually be re-distributed to the eight UGC-funded institutions based on assessment of the ADPs against the agreed criteria. As such, there would not be any impact on the total amount of funding to the UGC-funded sector after the redistribution of FYFD places.

As regards the academic development planning beyond the 2016/17 to 2018/19 triennium, the UGC will work out the details in consultation with the institutions.

Approved FYFDs allocated to the eight UGC-funded institutions, for each year in the 2016/17 to 2018/19 triennium

	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
(a) Overall distribution of FYFD places for 2015/16	2 095	1 223	553	3 247	621	2 337	1 901	3 023	15 000
(b) Non-manpower-planned places for 2015/16	2 035	1 103	553	2 656	120	1 713	1 901	2 395	12 476
(c) Number of places set aside under the CAM [i.e. 6% of (b)] ^{Note 1}	122	66	22 (4%)	159	0	103	114	144	730
(d) Number of places earned back as a result of distribution under the CAM ^{Note 2}	122	14	0	209	-39 ^{Note 3}	108	164	152	730
(e) Overall distribution of FYFD places (for each year in the 2016–19 triennium) (including both non-manpower and manpower places) (% change between 2015/16 and 2016/17 [i.e. $\frac{(e) - (a)}{(a)} \times 100\%$])	2 095 (0%)	1 171 (-4.3%)	531 (-4.0%)	3 297 (+1.5%)	582 (-6.3%)	2 342 (+0.2%)	1 951 (+2.6%)	3 031 (+0.3%)	15 000 (0%)

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

^{Note 1} Each institution was required to set aside 6% of their non-manpower-planned places for competitive allocation, except for LU and HKIEd. LU was required to set aside 4% of its FYFD places because of its “small size”. HKIEd did not need to set aside any places for competitive allocation, since most of its programmes were either subject to the Administration’s manpower planning requirement or “protected” areas – in June 2009, the Executive Council approved the provision of 120 additional FYFD places to HKIEd to provide non-teacher-education programmes starting from 2010/11 onwards to pave way for its development into a multi-disciplinary institution.

^{Note 2} Including 85 places allocated to meet additional manpower requirements and other changes in manpower-planned places.

^{Note 3} The 39 places reduced are the result of the decrease in requirement for teacher education places at primary level as per Government’s advice. These places were redistributed to meet the requirements of other manpower-planned disciplines.

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CONTROLLING OFFICER'S REPLY

EDB652

(Question Serial No. 4972)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the funding expenditure of the University Grants Committee (UGC) on research, please provide the following for the past 5 years (2011/12 to 2015/16):

1. the amount of Government provisions for various funded institutions to carry out researches with breakdown by institution and department; and the amount of research funding secured by various institutions through the competitive allocation mechanism implemented by UGC/ Research Grants Council;
2. the number of research projects terminated prematurely, the funds involved and the reasons;
3. the staff establishment, minimum salary point, mode of employment and wastage of research assistants and senior research assistants of various funded institutions;
4. the annual investment income, financial expenditure, administrative expenses and balance of the Research Endowment Fund; and
5. the amount of research grants open to self-financing institutions for competition with breakdown by institution and department; and the amount received by each institution.

Asked by: Hon IP Kin-yuen (Member Question No. 90)

Reply:

1. According to information provided by the UGC-funded institutions, the amount of funding received from the Government which was utilized for research purposes in the past four academic years (2011/12 to 2014/15) is listed at Annex A. Information in respect of the 2015/16 academic year is not yet available as such information will only be reported by institutions after the completion of the 2015/16 academic year. We do not have ready information from the institutions on the number of projects funded from various Government sources and the breakdown of provisions by academic department of institution.

The amount of funding secured through UGC/RGC competitive research funding schemes in the past five academic years (2011/12 to 2015/16), with breakdown by institution, is listed below. It is noteworthy that competitive research funding secured in an academic year does not need to be fully spent within the same academic year.

Institution	2011/12 (\$ million)	2012/13 (\$ million)	2013/14 (\$ million)	2014/15 (\$ million)	2015/16 (\$ million) (Note 1)
City University of Hong Kong	78.7	83.6	100.7	121.1	172.2
Hong Kong Baptist University	29.9	47.0	42.9	49.3	49.5
Lingnan University	4.0	5.9	8.7	3.5	7.6
The Chinese University of Hong Kong	246.0	190.1	380.5	217.3	212.5
Hong Kong Institute of Education	13.7	14.3	19.7	19.2	27.3
The Hong Kong Polytechnic University	90.4	90.5	121.2	123.6	117.7
The Hong Kong University of Science and Technology	161.3	204.3	237.9	154.8	196.7
The University of Hong Kong	357.3	318.8	206.8	414.2	254.9
Total (Note 2)	981.1	954.5	1,118.4	1,103.0	1,038.4

The amount of funding secured through UGC/RGC competitive research funding schemes in the past five academic years (2011/12 to 2015/16), with breakdown by broad subject category, is listed below.

Broad Subject Category	2011/12 (\$ million)	2012/13 (\$ million)	2013/14 (\$ million)	2014/15 (\$ million)	2015/16 (\$ million) (Note 1)
Biology and Medicine	415.1	364.7	441.3	408.2	327.0
Business	63.3	62.1	53.7	76.8	93.2
Engineering	204.1	266.2	286.7	299.9	313.1
Humanities and Social Sciences	99.5	110.2	126.1	134.4	144.5
Physical Sciences	199.2	151.4	210.6	183.7	160.5
Total (Note 2)	981.1	954.5	1,118.4	1,103.0	1,038.4

Note 1 Position up to 29 February 2016.

Note 2 Figures may not add up due to rounding.

- The total number of research projects monitored by the UGC and RGC, as well as the number of research projects terminated in the past five academic years (2011/12 to 2015/16) are as follows:

Academic Year	No. of projects monitored by UGC/ RGC	No. of terminated projects (% total)	Funds involved (\$ million)	Funds returned to UGC/ RGC (\$ million)
2011/12	4 751	13 (0.27%)	9.2	1.3
2012/13	5 145	15 (0.29%)	9.6	3.6
2013/14	5 513	12 (0.22%)	6.4	1.0
2014/15	6 074	19 (0.31%)	9.3	0.7
2015/16 (Note 3)	6 321	25 (0.40%)	14.6	3.4

Note 3 Position up to 29 February 2016.

The reasons for terminating the 84 projects in the past five academic years (2011/12 to 2015/16) are as follows:

Reason	Number
Departure of the Principal Investigators from UGC-funded institutions	64
Progress reports overdue	8
Principal Investigators retired	5
Principal Investigators passed away	4
Change of eligibility status of Principal Investigators	3

- The staff establishment, minimum salary point, mode of employment and turnover rate of research assistants and senior research assistants of UGC-funded institutions, broken down by institution in the past five academic years (2011/12 to 2015/16) are set out at Annex B.
- The annual investment income, expenditure and balance of the Research Endowment Fund (REF) for 2011/12 to 2014/15 (Note 4) are tabulated below. Information for 2015/16 is not yet available.

	For the year ended			
	31 August 2012 (\$ million)	31 August 2013 (\$ million)	31 August 2014 (\$ million)	31 August 2015 (\$ million)
Investment income	1,190	1,304	1,036	1,248
Research grants	787	662	864	1,018
Administrative expenses	2	1	0	0
Fund balance	25,318	25,959	26,131	26,360

Note 4 The accounting period for REF runs from 1 September to 31 August of the following year.

Note 5 Figures may not add up due to rounding.

- The competitive research funding schemes for the local self-financing degree sector were launched in December 2013. The amount of funding secured through the competitive research funding schemes for the local self-financing degree sector in the 2014/15 and 2015/16 academic years, with breakdown by local self-financing degree-awarding institution, is listed below.

Institution	2014/15 (\$ million) (Note 6)	2015/16 (\$ million) (Note 6)
Caritas Institute of Higher Education	11.1	13.7
Centennial College	15.8	6.8
Chu Hai College of Higher Education	18.6	0.5
Hang Seng Management College	12.3	20.0
Hong Kong Shue Yan University	16.9	2.8
The Open University of Hong Kong	12.9	17.1
Tung Wah College	15.4	2.0
HKCT Institute of Higher Education (Note 7)	-	2.5
Hong Kong Nang Yan College of Higher Education (Note 7)	-	-
School of Continuing Education, Hong Kong Baptist University (Note 7)	-	6.8
School of Professional Education and Executive Development, The Hong Kong Polytechnic University (Note 7)	-	1.2
Technological and Higher Education Institute (THEi) of Hong Kong (Note 7)	-	12.9
Total (Note 8)	103.0	86.3

Note 6 Position up to 29 February 2016.

Note 7 Institutions were eligible for the funding schemes starting from the 2015/16 academic year.

Note 8 Figures may not add up due to rounding.

The amount of funding secured through the competitive research funding schemes for the local self-financing degree sector in the 2014/15 and 2015/16 academic years, with breakdown by broad subject category, is listed below.

Broad Subject Category	2014/15 (\$ million) (Note 9)	2015/16 (\$ million) (Note 9)
Biology and Medicine	2.2	7.0
Business	6.5	5.6
Engineering	9.3	7.4
Humanities and Social Sciences	14.7	11.3
Physical Sciences	2.4	2.3
Institutional Development Scheme (IDS) (Note 10)	68.0	52.8
Total (Note 11)	103.0	86.3

Note 9 Position up to 29 February 2016.

Note 10 In view of the nature of the IDS projects, the projects cannot be categorized by broad subjects.

Note 11 Figures may not add up due to rounding.

Funding Received by UGC-funded Institutions from the Government
Utilized for Research Purposes
(2011/12 to 2014/15)

2011/12

Institution	From UGC / RGC (\$ million)	From Other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	637.8	29.8	667.7
Hong Kong Baptist University	300.5	16.1	316.7
Lingnan University	95.5	2.1	97.6
The Chinese University of Hong Kong	1,246.1	170.0	1,416.1
Hong Kong Institute of Education	162.3	4.2	166.6
The Hong Kong Polytechnic University	632.2	74.0	706.1
The Hong Kong University of Science and Technology	693.2	51.4	744.6
The University of Hong Kong	1,646.7	154.1	1,800.8
Total	5,414.4	501.8	5,916.2

2012/13

Institution	From UGC / RGC (\$ million)	From Other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	730.1	42.6	772.7
Hong Kong Baptist University	335.6	16.5	352.1
Lingnan University	105.1	4.4	109.5
The Chinese University of Hong Kong	1,096.1	167.9	1,264.0
Hong Kong Institute of Education	177.2	5.3	182.5
The Hong Kong Polytechnic University	649.9	70.5	720.4
The Hong Kong University of Science and Technology	782.5	44.5	827.0
The University of Hong Kong	1,787.5	176.4	1,964.0
Total	5,664.1	528.0	6,192.1

2013/14

Institution	From UGC / RGC (\$ million)	From Other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	760.0	60.2	820.2
Hong Kong Baptist University	364.5	17.8	382.3
Lingnan University	108.9	3.9	112.8
The Chinese University of Hong Kong	1,134.8	198.9	1,333.7
Hong Kong Institute of Education	180.5	5.0	185.4
The Hong Kong Polytechnic University	671.9	98.3	770.2
The Hong Kong University of Science and Technology	847.9	60.9	908.8
The University of Hong Kong	1,862.8	182.7	2,045.6
Total	5,931.2	627.7	6,558.9

2014/15

Institution	From UGC / RGC (\$ million)	From Other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	807.5	54.4	861.9
Hong Kong Baptist University	403.1	19.6	422.7
Lingnan University	118.0	5.1	123.1
The Chinese University of Hong Kong	1,313.3	234.4	1,547.7
Hong Kong Institute of Education	202.3	7.6	209.9
The Hong Kong Polytechnic University	787.5	129.0	916.6
The Hong Kong University of Science and Technology	872.1	68.5	940.6
The University of Hong Kong	1,957.7	205.8	2,163.6
Total	6,461.6	724.5	7,186.2

Note:

1. Figures are based on information provided by UGC-funded institutions.
2. Figures may not add up to total due to rounding.

**Staff establishment, Minimum Salary Point, Mode of Employment and Turnover Rate
of Research Assistants and Senior Research Assistants in UGC-funded Institutions,
2011/12 to 2015/16 Academic Years**

2011/12

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	14.6%	9,350	231	17	293	16.9%	17,050	92	7	102
HKBU	12.9%	8,700	57	2	304	8.1%	21,400	40	2	118
LU	0%	21,175	1	0	0	20%	22,520	6	0	0
CUHK	9.5%	14,420	193	18	71	N/A	N/A	0	0	0
HKIEd	14.6%	13,200	70	20	136	6.8%	15,825	22	8	44
PolyU	19.3%	10,000	30	8	247	15.4%	14,000	21	8	140
HKUST	15.8%	9,285	21	2	212	N/A	N/A	0	0	0
HKU	7.8%	12,760	77	0	723	3.2%	25,060	28	1	95

2012/13

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	16.4%	10,030	249	20	330	13.1%	18,290	79	11	101
HKBU	12.2%	8,700	34	3	226	9.8%	21,400	21	0	81
LU	0%	12,365	2	0	1	50%	25,655	6	0	0
CUHK	9%	15,310	177	20	103	N/A	N/A	0	0	0
HKIEd	13.8%	14,000	60	9	148	15.8%	19,100	12	3	42
PolyU	14.9%	10,000	32	9	287	15.9%	14,000	7	12	119
HKUST	11.8%	9,900	18	1	193	N/A	N/A	0	0	0
HKU	8.8%	13,500	105	1	692	6.1%	26,515	31	2	82

2013/14

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	19.8%	10,030	226	15	335	16.1%	18,290	85	17	109
HKBU	10.6%	8,700	38	8	228	8.7%	21,400	23	0	104
LU	33%	13,550	2	0	1	18%	26,985	5	0	0
CUHK	8.5%	16,200	157	21	110	N/A	N/A	0	0	0
HKIEd	13.9%	14,600	41	10	200	14.8%	19,900	15	0	39
PolyU	18.3%	10,000	21	18	322	8.7%	14,000	11	7	154
HKUST	11.6%	10,000	14	0	238	N/A	N/A	0	0	0
HKU	6.5%	14,030	103	5	766	3.1%	27,555	40	2	85

2014/15

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	17.0%	10,030	231	16	359	22.3%	18,290	68	18	71
HKBU	12.5%	10,100	44	6	245	8.5%	24,700	28	0	102
LU	25%	12,000	2	0	3	22%	28,605	4	0	0
CUHK	9.7%	16,840	164	26	102	N/A	N/A	0	0	0
HKIEd	14.3%	15,300	61	16	202	8.1%	20,900	21	3	50
PolyU	18.3%	11,000	25	18	350	8.6%	14,000	14	8	165
HKUST	14.0%	10,845	15	0	270	N/A	N/A	0	0	0
HKU	7.7%	14,690	93	5	842	5.0%	28,855	47	3	89

2015/16 (Provisional Figure)

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	12.1%	10,030	186	14	429	7.0%	18,290	50	18	118
HKBU	8.9%	10,100	26	1	232	7.8%	24,700	29	0	99
LU	0%	14,460	2	0	2	0%	30,655	4	0	0
CUHK	4.6%	17,635	121	14	212	N/A	N/A	0	0	0
HKIEd	8.6%	16,100	45	16	218	13.7%	21,900	21	0	52
PolyU	6.6%	11,000	25	13	371	5.6%	15,400	17	17	164
HKUST	10.0%	11,360	18	0	248	N/A	N/A	0	0	0
HKU	7.8%	15,370	101	4	854	4.3%	23,470	53	3	82

Legend:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

* In calculating the turnover rate, institutions have excluded staff leaving upon completion of contract.

Short-term contracts mean contracts which are of one year or less.

- End -

CONTROLLING OFFICER'S REPLY**EDB653****(Question Serial No. 4973)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding the expenditure on salaries and the recruitment of staff of the University Grants Committee (UGC)-funded institutions, please provide the figures of the following for the past 5 years (2011/12-2015/16) and the estimated figures for the 2016/17 academic year:

1. a breakdown, by terms of employment, of the numbers, proportions and percentage changes of the teaching and non-teaching staff on temporary contract, term contract, long-term contract and substantive appointment in the 8 UGC-funded institutions;
2. the increase/decrease in the number of senior staff, the expenditure on their salaries and the percentage of such expenditure in the overall expenditure in each of the funded institutions; and
3. the amount of expenditure on salaries and benefits of each institution which are funded by public money and income other than public funds respectively.

Asked by: Hon IP Kin-yuen (Member Question No. 91)Reply:

1. The total numbers and respective percentages of staff on contract and substantive appointment in the academic years of 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16 as provided by the eight UGC-funded institutions are set out at Annex A. The breakdown between staff on temporary contract and term contract, and between academic and administrative / support staff is not readily available. Meanwhile, the percentages of staff changes for each of the UGC-funded institutions from the 2011/12 to 2015/16 academic years are at Annex B. Estimate for the 2016/17 academic year is not available.
2. The changes in the number of senior staff by institutions from the 2011/12 to 2015/16 academic years are at Annex C. Estimate for the 2016/17 academic year is not available.

As regards expenditure on salaries of senior staff, the UGC does not seek to control for funding purposes actual expenditure on salaries and the senior to junior staff ratio in the institutions since the delinking of institutional salaries from the civil service salary scales in 2003. The information requested is thus not available.

3. The bulk of the Government subvention to the eight UGC-funded institutions is in the form of a block grant which provides for a one-line allocation of resources for a funding period (usually a triennium). Expenditure of institutions (including expenditure on salaries and benefits) is not solely covered by Government funding. Institutions have other sources of income including tuition fees and other fees,

interest and investment income, donations and endowments, auxiliary services and other incomes. Apportionment of expenditure on salaries and benefits by funding source is not available.

However, as an indication and according to the annual financial reports of eight UGC-funded institutions, the expenditure on salaries and benefits and the income for the 2011/12 to 2014/15 academic years are set out at Annex D. Information for the 2015/16 academic year is not available and there is no estimate made for the 2016/17 academic year.

Number and Percentage of Staff on Contract, Long-term Contract and Substantive Appointment in UGC-funded Institutions

2015/16 Academic Year (Provisional figures)

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 167	41.1%	2	0.1%	1 668	58.8%
HKBU	815	54.0%	0	0%	682	46.0%
LU	207	40.2%	154	29.9%	154	29.9%
CUHK	2 448	53.8%	30	0.7%	2 068	45.5%
HKIEd	575	46.9%	128	10.4%	522	42.6%
PolyU	1 145	38.0%	76	2.5%	1 796	59.5%
HKUST	1 123	44.3%	41	1.6%	1 374	54.1%
HKU	2 861	58.1%	113	2.3%	1 952	39.6%

2014/15 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 191	41.7%	2	0.1%	1 665	58.3%
HKBU	784	53.0%	0	0%	683	47.0%
LU	209	40.0%	155	29.6%	159	30.4%
CUHK	2 369	52.9%	30	0.7%	2 076	46.4%
HKIEd	532	45.2%	141	12.0%	505	42.9%
PolyU	1 030	34.9%	84	2.8%	1 842	62.3%
HKUST	1 074	42.8%	30	1.2%	1 403	56.0%
HKU	2 912	59.2%	137	2.8%	1 873	38.0%

2013/14 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 236	43.5%	4	0.1%	1 602	56.4%
HKBU	771	53.6%	0	0%	667	46.4%
LU	217	41.3%	147	28.0%	161	30.7%
CUHK	2 339	52.7%	28	0.6%	2 075	46.7%
HKIEd	534	46.6%	131	11.4%	482	42.0%
PolyU	969	32.5%	92	3.1%	1 921	64.4%
HKUST	1 041	42.2%	23	0.9%	1 405	56.9%
HKU	2 908	59.1%	125	2.5%	1 889	38.4%

2012/13 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 291	45.4%	4	0.1%	1 551	54.5%
HKBU	747	53.4%	0	0%	652	46.6%
LU	213	40.9%	149	28.6%	159	30.5%
CUHK	2 271	52.1%	28	0.6%	2 064	47.3%
HKIEd	550	48.8%	110	9.8%	466	41.4%
PolyU	884	29.8%	81	2.7%	2 006	67.5%
HKUST	923	39.1%	19	0.8%	1 421	60.1%
HKU	2 704	57.0%	121	2.6%	1 919	40.5%

2011/12 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 262	46.4%	5	0.2%	1 453	53.4%
HKBU	674	51.6%	0	0%	632	48.4%
LU	169	36.6%	133	28.8%	160	34.6%
CUHK	2 023	49.1%	30	0.7%	2 065	50.1%
HKIEd	546	51.0%	75	7.0%	449	42.0%
PolyU	751	26.4%	39	1.4%	2 060	72.3%
HKUST	742	33.9%	19	0.9%	1 429	65.3%
HKU	2 537	55.1%	116	2.5%	1 955	42.4%

Abbreviations:

CityU	- City University of Hong Kong
HKBU	- Hong Kong Baptist University
LU	- Lingnan University
CUHK	- The Chinese University of Hong Kong
HKIEd	- The Hong Kong Institute of Education
PolyU	- The Hong Kong Polytechnic University
HKUST	- The Hong Kong University of Science and Technology
HKU	- The University of Hong Kong

Notes:

1. Contract staff refers to staff with offer of appointment for three years or less per contract.
2. Long-term contract staff refers to staff with offer of appointment for more than three years per contract.
3. For CityU, HKBU and HKIEd, figures exclude research, honorary and part-time staff; for HKUST, figures exclude honorary and part-time staff.

Staff Changes in UGC-funded Institutions

Total Staff Number –

Institution	2011/12	2012/13	2013/14	2014/15	2015/16 (Provisional Figures)
CityU	2750	2846	2842	2 858	2 837
HKBU	1306	1399	1438	1 467	1 497
LU	462	521	525	523	515
CUHK	4118	4363	4442	4 475	4 546
HKIEd	1070	1126	1149	1 189	1 225
PolyU	2931	2968	2973	2 962	3 017
HKUST	2190	2363	2469	2 507	2 538
HKU	4608	4744	4922	4 922	4 926

Institution	Changes between 2011/12 and 2012/13		Changes between 2012/13 and 2013/14	
	No.	% change	No.	% change
CityU	+96	3.5%	-4	-0.1%
HKBU	+93	7.1%	+39	2.8%
LU	+59	12.8%	+4	0.8%
CUHK	+245	5.9%	+79	1.8%
HKIEd	+56	5.2%	+23	2.0%
PolyU	+37	1.3%	+5	0.2%
HKUST	+173	7.9%	+106	4.5%
HKU	+136	3.0%	+178	3.8%

Institution	Changes between 2013/14 and 2014/15		Estimated Changes between 2014/15 and 2015/16	
	No.	% change	No.	% change
CityU	+16	+0.6%	-21	-0.7%
HKBU	+29	+2.0%	+30	+2.0%
LU	-2	-0.4%	-8	-1.5%
CUHK	+33	+0.7%	+71	+1.5%
HKIEd	+40	+3.5%	+36	+3.0%
PolyU	-11	-0.4%	+55	+1.9%
HKUST	+38	+1.5%	+31	+1.2%
HKU	0	0%	+4	+0.1%

Abbreviations:

CityU	- City University of Hong Kong
HKBU	- Hong Kong Baptist University
LU	- Lingnan University
CUHK	- The Chinese University of Hong Kong
HKIEd	- The Hong Kong Institute of Education
PolyU	- The Hong Kong Polytechnic University
HKUST	- The Hong Kong University of Science and Technology
HKU	- The University of Hong Kong

Senior Staff Changes in UGC-funded Institutions

Number of senior staff –

Institution	2011/12	2012/13	2013/14	2014/15	2015/16 (Provisional Figures)
CityU	308	329	346	379	389
HKBU	137	135	130	129	127
LU	49	52	53	56	52
CUHK	340	329	317	323	309
HKIEd	113	111	108	115	120
PolyU	429	447	454	446	454
HKUST	325	326	332	333	327
HKU	342	360	368	371	371

Institution	Changes between 2011/12 and 2012/13	Changes between 2012/13 and 2013/14
CityU	+21	+17
HKBU	-2	-5
LU	+3	+1
CUHK	-11	-12
HKIEd	-2	-3
PolyU	+18	+7
HKUST	+1	+6
HKU	+18	+8

Institution	Changes between 2013/14 and 2014/15	Estimated Changes between 2014/15 and 2015/16
CityU	+33	+10
HKBU	-1	-2
LU	+3	-4
CUHK	+6	-14
HKIEd	+7	+5
PolyU	-8	+8
HKUST	+1	-6
HKU	+3	0

Note: Senior staff include professors, readers, senior lecturers, principal lecturers, senior technical research staff, senior administrative staff and senior technical staff.

Abbreviations:

CityU	- City University of Hong Kong
HKBU	- Hong Kong Baptist University
LU	- Lingnan University
CUHK	- The Chinese University of Hong Kong
HKIEd	- The Hong Kong Institute of Education
PolyU	- The Hong Kong Polytechnic University
HKUST	- The Hong Kong University of Science and Technology
HKU	- The University of Hong Kong

Expenditure on Salaries and Benefits and Income of UGC-funded institutions^{Note 1}

2011/12 Academic Year

Institution	Expenditure on salaries and benefits (\$ million)	Income		
		Government funding ^{Note 2} (\$ million)	Tuition and other sources of income ^{Note 3} (\$ million)	Total (\$ million)
CityU	2,200	1,765	1,425	3,189
HKBU	1,324	852	1,094	1,946
LU	432	328	345	673
CUHK	3,515	3,292	2,393	5,685
HKIEd	727	700	383	1,083
PolyU	2,606	2,339	1,906	4,246
HKUST	1,748	1,850	992	2,842
HKU	3,808	3,202	1,956	5,158
Total	16,359	14,328	10,495	24,823

Source: Financial reports of UGC-funded institutions.
Figures may not add up due to rounding.

2012/13 Academic Year

Institution	Expenditure on salaries and benefits (\$ million)	Income		
		Government funding ^{Note 2} (\$ million)	Tuition and other sources of income ^{Note 3} (\$ million)	Total (\$ million)
CityU	2,356	2,022	2,020	4,042
HKBU	1,472	1,186	1,716	2,903
LU	489	479	618	1,097
CUHK	3,861	4,423	4,210	8,633
HKIEd	813	769	485	1,254
PolyU	2,818	2,788	2,210	4,997
HKUST	1,914	2,336	1,774	4,110
HKU	4,099	4,484	4,202	8,686
Total	17,823	18,486	17,235	35,722

Source: Financial reports of UGC-funded institutions.
Figures may not add up due to rounding.

2013/14 Academic Year

Institution	Expenditure on salaries and benefits (\$ million)	Income		
		Government funding ^{Note 2} (\$ million)	Tuition and other sources of income ^{Note 3} (\$ million)	Total (\$ million)
CityU	2,472	2,046	2,267	4,313
HKBU	1,546	1,091	1,807	2,899
LU	515	420	462	883
CUHK	4,103	4,200	3,760	7,960
HKIEd	854	810	549	1,360
PolyU	2,842	2,878	2,563	5,441
HKUST	2,018	2,256	1,842	4,098
HKU	4,367	4,085	5,179	9,264
Total	18,717	17,787	18,430	36,217

Source: Financial reports of UGC-funded institutions.

Figures may not add up due to rounding.

2014/15 Academic Year

Institution	Expenditure on salaries and benefits (\$ million)	Income		
		Government funding ^{Note 2} (\$ million)	Tuition and other sources of income ^{Note 3} (\$ million)	Total (\$ million)
CityU	2,572	2,294	2,154	4,447
HKBU	1,677	1,186	1,558	2,745
LU	513	454	360	814
CUHK	4,394	4,456	3,625	8,080
HKIEd	929	891	549	1,439
PolyU	3,087	2,953	2,509	5,462
HKUST	2,223	2,421	1,275	3,696
HKU	4,699	4,406	3,977	8,383
Total	20,094	19,060	16,006	35,066

Source: Financial reports of UGC-funded institutions.

Figures may not add up due to rounding.

Abbreviations:

CityU - City University of Hong Kong
 HKBU - Hong Kong Baptist University
 LU - Lingnan University
 CUHK - The Chinese University of Hong Kong
 HKIEd - The Hong Kong Institute of Education
 PolyU - The Hong Kong Polytechnic University
 HKUST - Hong Kong University of Science & Technology
 HKU - University of Hong Kong

Notes:

- (1) The financial information set out in this annex only covered those activities at institutional level (i.e. excluding subsidiaries).
- (2) Government funding include UGC funding (mainly comprise block grants, Earmarked Research Grants administered by the Research Grants Council, other earmarked grants and matching grants) and other funding provision from the Government (mainly include subventions from Government bureaux and departments, such as the Food and Health Bureau, Innovation and Technology Commission and Environmental Protection Department, etc).
- (3) Tuition and other sources of income include tuition and other fees, interest and investment income, donations and benefactions, auxiliary services and other incomes.

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CONTROLLING OFFICER'S REPLY**EDB654****(Question Serial No. 4974)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the admission of students with special educational needs (SEN), students with disabilities and local non-Chinese speaking students by UGC-funded and self-financing institutions, please provide the following information for the past 5 years (from 2011/12 to 2015/16):

- (a) the number of intakes of SEN students and students with disabilities in these institutions, as well as the expenditure involved in supporting these students, with a breakdown by institution and type of students;
- (b) the number of student hostels in these institutions provided with barrier-free facilities (in terms of hostel places) and the expenditure involved in constructing barrier-free facilities in each institution over the past 5 years; and
- (c) the number of local non-Chinese speaking students admitted to these institutions, with a breakdown by institution and Chinese language qualification held by these students.

Asked by: Hon IP Kin-yuen (Member Question No. 92)

Reply:

- (a) The number of students with special educational needs (SEN) studying full-time University Grants Committee (UGC)-funded sub-degree and undergraduate programmes by institution and type of disability, from the 2011/12 to 2015/16 academic years is at **Annex A**. Funding for students with SEN is subsumed under the block grant allocated to the UGC-funded institutions, and hence the UGC is unable to attribute the exact amount provided in supporting these students.
- (b) Some 31 500 student hostel places in the UGC-funded institutions are provided with barrier-free facilities, such as ramps, special toilets, braille on lift buttons and guided paths. As most of these facilities were provided during construction of hostel buildings, there is no separate breakdown on the expenditure incurred for the installation of the barrier-free facilities.
- (c) The number of local non-Chinese speaking (NCS) students admitted to the UGC-funded full-time sub-degree and undergraduate programmes from the 2011/12 to 2015/16 academic years is set out at **Annex B**. There is no information on the Chinese language qualification of the NCS students.

**Number of Students with Special Educational Needs (SEN)^(note 1) Pursuing Full-time UGC-funded
Sub-degree and Undergraduate Programmes, 2011/12 to 2014/15 Academic Years**

headcount

Level of Study	Type of Disability	Institution									Total
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU		
2011/12 Academic Year											
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	-	1
	Autism Spectrum Disorders	1	-	-	-	-	1	-	-	-	2
	Attention Deficit/ Hyperactivity Disorder	-	-	-	-	-	1	-	-	-	1
	Physical Disability	1	-	-	-	-	2	-	-	-	3
	Visual Impairment	1	-	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	-	1
	Speech and Language impairment	-	-	-	-	-	1	-	-	-	1
	Mental Illness	-	-	-	-	-	1	-	-	-	1
	Others ^(note 2)	-	-	-	-	-	2	-	-	-	2
	Sub-total	4	-	-	-	-	9	-	-	-	13
Undergraduate	Specific Learning Difficulties	2	-	-	2	-	2	2	-	-	8
	Autism Spectrum Disorders	-	-	-	1	-	1	1	3	-	6
	Attention Deficit/Hyperactivity Disorder	1	3	-	-	-	-	2	-	-	6
	Physical Disability	7	1	1	10	1	5	2	5	-	32
	Visual Impairment	9	3	-	3	-	1	4	15	-	35
	Hearing Impairment	5	5	1	5	-	4	7	11	-	38
	Speech and Language impairment	-	-	-	-	-	1	-	-	-	1
	Mental Illness	-	-	-	-	-	-	5	1	-	6
	Others ^(note 2)	3	8	-	3	-	1	9	25	-	49
	Sub-total	27	20	2	24	1	15	32	60	-	181
Total		31	20	2	24	1	24	32	60	194	
2012/13 Academic Year											
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	-	1
	Autism Spectrum Disorders	-	-	-	-	-	2	-	-	-	2
	Physical Disability	1	-	-	-	-	1	-	-	-	2
	Visual Impairment	1	-	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	-	1
	Others ^(note 2)	-	-	-	-	-	5	-	-	-	5
	Sub-total	3	-	-	-	-	9	-	-	-	12
Undergraduate^	Specific Learning Difficulties	1	4	-	4	-	-	4	-	-	13
	Autism Spectrum Disorders	-	-	-	3	-	1	2	3	-	9

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
	Attention Deficit/ Hyperactivity Disorder	1	3	-	2	-	-	3	1	10
	Physical Disability	9	1	1	10	1	5	1	4	32
	Visual Impairment	10	5	1	2	1	2	5	16	42
	Hearing Impairment	2	13	4	7	1	8	4	16	55
	Speech and Language impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	1	-	-	2	-	-	6	1	10
	Others ^(note 2)	2	10	1	4	2	12	12	26	69
	Sub-total	26	36	7	35	5	29	39	67	244
Total		29	36	7	35	5	38	39	67	256
2013/14 Academic Year										
Sub-degree	Autism Spectrum Disorders	-	-	-	-	-	1	-	-	1
	Physical Disability	-	-	-	-	-	1	-	-	1
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Others ^(note 2)	-	-	-	-	-	7	-	-	7
	Sub-total	1	-	-	-	-	10	-	-	11
Undergraduate	Specific Learning Difficulties	3	4	1	5	-	-	4	1	18
	Autism Spectrum Disorders	-	-	-	2	-	2	2	3	9
	Attention Deficit/ Hyperactivity Disorder	1	4	-	4	-	-	2	1	12
	Physical Disability	7	1	2	10	1	3	3	6	33
	Visual Impairment	7	4	2	1	2	3	2	10	31
	Hearing Impairment	4	12	5	7	2	8	3	21	62
	Speech and Language impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	4	-	-	3	-	1	10	-	18
	Others ^(note 2)	4	11	1	4	3	16	6	17	62
	Sub-total	30	36	11	37	8	34	34	59	249
Total		31	36	11	37	8	44	34	59	260
2014/15 Academic Year										
Sub-degree	Physical Disability	-	-	-	-	-	2	-	-	2
	Hearing Impairment	1	-	-	-	-	-	-	-	1
	Others ^(note 2)	1	-	-	-	-	6	-	-	7
	Sub-total	2	-	-	-	-	8	-	-	10
Undergraduate	Specific Learning Difficulties	3	5	-	9	-	-	3	3	23
	Autism Spectrum Disorders	-	-	-	2	-	2	2	2	8
	Attention Deficit/ Hyperactivity Disorder	1	2	-	4	-	-	2	1	10
	Physical Disability	6	2	2	15	1	5	4	6	41

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
	Visual Impairment	5	5	3	2	3	4	5	9	36
	Hearing Impairment	5	16	8	12	5	8	5	23	82
	Speech and Language impairment	-	-	-	1	-	1	3	-	5
	Mental Illness	5	5	-	5	1	-	9	2	27
	Others ^(note 2)	6	5	3	3	3	21	6	25	72
	Sub-total	31	40	16	53	13	41	39	71	304
Total		33	40	16	53	13	49	39	71	314
2015/16 Academic Year (Provisional)										
Sub-degree	Physical Disability	-	-	-	-	-	2	-	-	2
	Hearing Impairment	1	-	-	-	-	-	-	-	1
	Others ^(note 2)	2	-	-	-	-	4	-	-	6
	Sub-total	3	-	-	-	-	6	-	-	9
Undergraduate	Specific Learning Difficulties	4	4	-	9	1	-	4	4	26
	Autism Spectrum Disorders	2	1	1	4	-	2	3	3	16
	Attention Deficit/Hyperactivity Disorder	2	1	-	3	1	-	4	3	14
	Physical Disability	8	4	2	11	1	3	4	10	43
	Visual Impairment	3	8	2	1	3	3	9	9	38
	Hearing Impairment	7	16	5	16	6	5	5	25	85
	Speech and Language impairment	-	-	-	1	-	-	3	1	5
	Mental Illness	7	7	-	9	2	-	13	3	41
	Others ^(note 2)	8	14	3	3	3	22	7	26	86
	Sub-total	41	55	13	57	17	35	52	84	354
Total		44	55	13	57	17	41	52	84	363

Notes:

- Figures are compiled based on the data provided by the UGC-funded institutions based on information as reported by individual students via the Common Data Collection Format (CDCF).
- Including intellectual disabilities and multiple types of disabilities.
- '-' denotes nil.
- ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
- Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Number of Local Non-Chinese Speaking Students^(note 1) Admitted to the UGC-funded Full-time Sub-degree and Undergraduate Programmes, 2011/12 to 2015/16

Academic Year	Level of Study	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2011/12	Sub-degree	8	-	-	-	-	3	-	-	11
	Undergraduate	24	5	1	23	1	3	74	14	145
	Total	32	5	1	23	1	6	74	14	156
2012/13	Sub-degree	7	-	-	-	-	-	-	-	7
	Undergraduate [^]	37	2	6	34	11	9	124	26	249
	Total	44	2	6	34	11	9	124	26	256
2013/14	Sub-degree	4	-	-	-	-	3	-	-	7
	Undergraduate	46	1	20	24	8	7	98	23	227
	Total	50	1	20	24	8	10	98	23	234
2014/15	Sub-degree	12	-	-	-	-	5	-	-	17
	Undergraduate	52	6	8	42	11	9	80	18	226
	Total	64	6	8	42	11	14	80	18	243
2015/16#	Sub-degree	2	-	-	-	1	1	-	-	4
	Undergraduate	58	4	36	24	7	10	90	20	249
	Total	60	4	36	24	8	11	90	20	253

Notes:

1. Refer to local students whose ethnicity and/or spoken language at home are not Chinese.
2. ‘-’ denotes nil.
3. # Provisional figures
4. ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.
5. Abbreviations :

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

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CONTROLLING OFFICER'S REPLY**EDB655****(Question Serial No. 4977)**

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide the following for the past 5 years (2011/12 to 2015/16):

- (a) the names of the top 10 funded undergraduate programmes, offered by each UGC-funded institution, which admitted the most local applicants who hold non-local public examination results or academic qualifications (in terms of number and percentage respectively); the number of local applicants who hold non-local public examination results or academic qualifications admitted to each of such programmes, as well as their percentage and median admission score; and the number of JUPAS applicants admitted to each of such programmes and their median admission score; and
- (b) whether it knows the names of the top 10 undergraduate programmes, offered by each UGC-funded institution, which admitted the most non-local students (in terms of number and percentage respectively) in the past 5 years; the number of applicants of this type admitted to each of such programmes, as well as their percentage and median admission score; and the number of JUPAS applicants admitted to each of such programmes and their median admission score.

Asked by: Hon IP Kin-yuen (Member Question No. 95)

Reply:

Student admission is within the autonomy of the University Grants Committee (UGC)-funded institutions. Following the principles of fairness and merit-based selection, each institution administers its own admission policy and criteria for different undergraduate programmes to assess applications submitted through the Joint University Programmes Admissions System (JUPAS) and non-JUPAS routes.

According to the UGC-funded institutions, undergraduate admission is conducted on the basis of a rigorous and holistic assessment of applicants in a variety of aspects, including their academic qualifications and results, interview performance, personal attributes, non-academic achievements, interests and experiences, as well as programme preferences, etc. Institutions have accumulated a wealth of experience in assessing the relative merits of local applicants with different academic qualifications. They have also been continuously monitoring the relative post-admission performance of students admitted with different academic qualifications to ensure that equivalent admission threshold is applied to candidates holding different academic qualifications. We understand that institutions do not apply any formula to convert and compare different academic and non-academic qualifications.

Besides, having regard to institutional autonomy in student admission, neither the Government nor the UGC would require institutions to specify a particular ratio of local students admitted through the JUPAS and non-JUPAS routes. That said, we understand that individual institutions have taken the initiative to lay down guidelines which set a ceiling for admission of local students through the non-JUPAS route.

JUPAS candidates continue to be the major source of local students for UGC-funded undergraduate programmes over the years. It is noteworthy that the majority of the local students admitted through non-JUPAS route in the past years were admitted on the basis of local sub-degree qualifications or other local qualifications. It must also be stressed that both local students applying through the JUPAS and non-JUPAS routes deserve equal opportunities to be considered on the basis of fair competition for articulation to UGC-funded programmes.

The requested details regarding the top 10 UGC-funded first-year-first-degree (FYFD) programmes of each UGC-funded institution with the highest ratio of local students with overseas qualifications to the total number of students admitted in the 2015/16 academic year are at **Annex A**. The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded institution with the largest number of local students with overseas qualifications in the 2015/16 academic year are at **Annex B**. The same details covering the 2011/12 to 2014/15 academic years were set out in our reply (EDB597) to a question (Serial No. 4454) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2015-16 last year. Given the length of the reply, the details covering the 2011/12 to 2014/15 academic years are not repeated herein.

Non-local students, including those originating from the Mainland and overseas, are admitted to the UGC-funded undergraduate programmes up to a level not exceeding 20% of the approved UGC-funded student number. Since non-local students are primarily admitted by over-enrolment on top of the approved student number, they will not compete directly with local students.

Non-local students need to apply for admission to UGC-funded programmes through the non-JUPAS route. According to the institutions, applications for admission submitted by non-local candidates are held distinct and handled separately from local applications. Similar to local applications, non-local applications are considered by the institutions in accordance with the principles of fairness and merit-based selection. Each institution administers its own admission policy and criteria to identify the most-deserving among the non-local candidates.

The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded institution with the highest ratio of non-local students to the total number of students admitted in the 2015/16 academic year are at **Annex C**. The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded institution with the largest number of non-local students in the 2015/16 academic year are at **Annex D**. The same details covering the 2011/12 to 2014/15 academic years were set out in our reply (EDB597) to a question (Serial No. 4454) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2015-16 last year. Given the length of the reply, the details covering the 2011/12 to 2014/15 academic years are not repeated herein.

All four annexes are prepared based on information provided by the institutions.

UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted, 2015/16 (provisional)

Institution: City University of Hong Kong

Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications ⁽¹⁾ , average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾
			Major Overseas qualifications (A) ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾						
1	Bachelor of Arts in Digital Television and Broadcasting	-	2	-	-	-	2	100.0%	-	*	*
2	Bachelor of Science in Applied Biology	-	2	1	-	-	3	66.7%	-	*	-
3	Bachelor of Social Sciences in Criminology	-	3	2	-	-	5	60.0%	-	*	*
4	Bachelor of Arts and Science in New Media	-	3	3	-	-	6	50.0%	-	220.0	-
5	Bachelor of Arts in English Studies	-	1	-	1	-	2	50.0%	-	*	-
6	Bachelor of Science in Surveying	-	1	1	-	-	2	50.0%	-	*	-
7	Bachelor of Arts in Linguistics and Language Applications	-	1	1	-	-	2	50.0%	-	-	*
8	Bachelor of Science in Applied Physics	-	3	4	-	-	7	42.9%	-	*	*
9	Bachelor of Laws	25	20	4	-	6	55	36.4%	19.8	235.7	37.4
10	Bachelor of Arts in Translation and Interpretation	-	1	1	1	-	3	33.3%	-	-	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5*=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20

“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with highest ratio of local students with overseas qualifications to total no. of students admitted, 2015/16 (provisional)

Institution: Hong Kong Baptist University

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications ⁽¹⁾ , average score obtained by local students				
		Local students				Non-local students		Total (B)	JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾	
			Major Overseas qualifications (A) ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾							
1	BA Music	9	1	10	17	-	37	2.7%	17.9	-	*	
2	BA PE & Recreation Management	25	1	2	9	1	38	2.6%	16.9	-	*	
3	Bachelor of Chinese Medicine & BSc Biomedical Science	27	1	1	2	7	38	2.6%	19.6	-	-	
4	BSocSc Communication	143	3	-	-	34	180	1.7%	18.7	*	-	
5	Bachelor of Science	182	2	-	1	54	239	0.8%	16.2	-	*	
6	Bachelor of Business Administration	154	1	4	33	41	233	0.4%	16.7	*	-	

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.
“-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted, 2015/16 (provisional)

Institution: Lingnan University

Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications ⁽¹⁾ , average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾
			Major Overseas qualifications (A) ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾						
1	Bachelor of Business Administration (Hons)	167	2	3	2	18	192	1.0%	16.1	*	-
2	Bachelor of Social Sciences (Hons)	111	1	4	1	16	133	0.8%	16.5	*	-
3	Bachelor of Arts (Hons)	238	1	2	-	16	257	0.4%	16.4	-	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
 $5^{**}=7$, $5^{*}=6$, $5=5$, $4=4$, $3=3$, $2=2$, $1=1$, ‘unclassified’=0
 “-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
 A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
 AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
 “-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
 “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted, 2015/16 (provisional)

Institution: The Chinese University of Hong Kong

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications ⁽¹⁾ , average score obtained by local students			
		Local students			Non-local students	Total (B)		JUPAS	Non-JUPAS		
		JUPAS	Non-JUPAS					HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾	
			Major Overseas qualifications (A) ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾							Others ⁽⁵⁾
1	LL.B. Law	43	25	-	-	3	71	35.2%	22.0	250.0	40.9
2	M.B.,Ch.B. Medicine	133	73	-	8	-	214	34.1%	24.0	280.0	43.2
3	B.S.Sc. Architectural Studies	19	9	1	1	5	35	25.7%	20.7	236.0	39.0
4	B.B.A. in International Business and Chinese Enterprise	16	6	-	-	3	25	24.0%	23.6	270.0	*
5	B.Pharm. Pharmacy	40	9	-	3	-	52	17.3%	23.4	*	40.7
6	B.Sc. Food & Nutritional Sci	20	4	-	-	-	24	16.7%	18.9	*	*
7	B.S.Sc. Urban Studies	15	3	-	-	-	18	16.7%	19.6	*	*
8	B.Sc. Public Health	21	5	4	1	-	31	16.1%	21.4	265.0	-
9	B.Sc. Global Economics & Finance	17	4	-	-	7	28	14.3%	22.4	*	*
10	B.A. Fine Arts	21	3	-	-	-	24	12.5%	17.7	-	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5*=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted, 2015/16 (provisional)

Institution: The Hong Kong Institute of Education

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications ⁽¹⁾ , average score obtained by local students			
		Local students				Non-local students		Total (B)	JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾
			Major Overseas qualifications (A) ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾						
1	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	14	1	5	-	1	21	4.8%	16.3	-	-
2	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	25	1	2	-	2	30	3.3%	16.0	*	-
3	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	70	3	8	-	20	101	3.0%	15.8	-	-
4	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	18	1	13	1	4	37	2.7%	15.3	*	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5*=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted, 2015/16 (provisional)

Institution: The Hong Kong Polytechnic University

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications ⁽¹⁾ , average score obtained by local students			
		Local students			Non-local students	Total (B)		JUPAS	Non-JUPAS		
		JUPAS	Non-JUPAS					HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾	
			Major Overseas qualifications (A) ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾							Others ⁽⁵⁾
1	BROAD DISCIPLINE OF BUSINESS	65	9	-	-	-	74	12.2%	17.6	260.0	32.0
2	BA (HONS) SCHEME IN DESIGN	64	9	19	2	3	97	9.3%	15.2	-	30.4
3	BSc (HONS) OPTOMETRY	30	3	1	1	1	36	8.3%	19.3	-	*
4	BROAD DISCIPLINE OF SOCIAL SCIENCES	8	1	3	-	-	12	8.3%	17.1	*	-
5	BSc (HONS) PHYSIOTHERAPY	90	9	-	9	1	109	8.3%	21.9	*	*
6	BSc (HONS) RADIOGRAPHY	83	7	2	1	-	93	7.5%	19.0	260.0	*
7	BEng (HONS) MECHANICAL ENGINEERING	28	4	4	-	19	55	7.3%	15.5	-	31.3
8	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	79	7	2	1	18	107	6.5%	17.7	*	33.7
9	BA (HONS) SCHEME FASHION & TEXTILES	92	7	9	-	4	112	6.3%	16.3	250.0	-
10	BROAD DISCIPLINE OF APPLIED SCIENCES	29	2	1	-	-	32	6.3%	15.8	*	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted, 2015/16 (provisional)

Institution: The Hong Kong University of Science and Technology

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications ⁽¹⁾ , average score obtained by local students			
		Local students				Non-local students		Total (B)			
		JUPAS	Non-JUPAS						JUPAS HKDSE ⁽⁶⁾	Non-JUPAS	
			Major Overseas qualifications (A) ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾					GCE ⁽⁷⁾	IB ⁽⁸⁾
1	BBA (School of Business and Management)	607	86	5	-	148	846	10.2%	18.6	254.0	38.1
2	BEng (School of Engineering)	526	49	-	-	154	729	6.7%	17.0	271.1	38.2
3	BSc Global China Studies: Humanities and Social Science	45	3	-	-	6	54	5.6%	18.1	*	*
4	BSc (School of Science)	416	27	-	3	91	537	5.0%	16.9	280.0	38.1

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination. The numbers here also included students admitted based on their GCEOL/GCSE/IGCSE results.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- HKUST introduced School-based admission and so the figures are presented at School level.

UGC-funded first-year-first-degree programmes with the highest ratio of local students with overseas qualifications to total no. of students admitted, 2015/16 (provisional)

Institution: The University of Hong Kong

Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications ⁽¹⁾ , average score obtained by local students		
		Local students				Non-local students	Total (B)		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾
			Major Overseas qualifications (A) ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾						
1	Bachelor of Science in Exercise and Health	11	12	2	-	2	27	44.4%	17.3	*	35.4
2	Bachelor of Arts in Landscape Studies	9	9	-	-	4	22	40.9%	19.6	-	36.0
3	Bachelor of Arts in Architectural Studies	35	17	-	-	16	68	25.0%	21.8	273.3	38.6
4	Bachelor of Pharmacy	23	7	-	-	-	30	23.3%	23.7	*	41.7
5	Bachelor of Medicine and Bachelor of Surgery	157	46	-	1	3	207	22.2%	25.5	280.0	44.1
6	Bachelor of Laws	70	20	-	-	7	97	20.6%	23.5	*	42.1
7	Bachelor of Science in Speech and Hearing Sciences	38	9	-	-	-	47	19.1%	23.1	268.0	40.3
8	Bachelor of Social Sciences	127	39	-	-	53	219	17.8%	20.5	263.3	37.6
9	Bachelor of Dental Surgery	43	9	-	-	2	54	16.7%	23.8	280.0	*
10	Bachelor of Engineering (Engineering Science)	8	3	-	-	9	20	15.0%	19.6	*	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “**” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20

“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications, 2015/16 (provisional)

Institution: City University of Hong Kong

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications ⁽¹⁾ , average score obtained by local students			
		Local students			Non-local students	Total		JUPAS	Non-JUPAS		
		JUPAS	Non-JUPAS					HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾	
			Major Overseas qualifications ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾							Others ⁽⁵⁾
1	Bachelor of Laws	25	20	4	-	6	55	36.4%	19.8	235.7	37.4
2	Bachelor of Social Sciences in Criminology	-	3	2	-	-	5	60.0%	-	*	*
3	Bachelor of Arts and Science in New Media	-	3	3	-	-	6	50.0%	-	220.0	-
4	Bachelor of Science in Applied Physics	-	3	4	-	-	7	42.9%	-	*	*
5	Bachelor of Arts in Digital Television and Broadcasting	-	2	-	-	-	2	100.0%	-	*	*
6	Bachelor of Science in Applied Biology	-	2	1	-	-	3	66.7%	-	*	-
7	Bachelor of Social Sciences in Psychology	-	2	-	-	5	7	28.6%	-	*	*
8	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	94	2	6	-	18	120	1.7%	16.0	*	-
9	Department of Architecture and Civil Engineering (Bachelor of Engineering/Bachelor of Science)	103	2	-	-	18	123	1.6%	16.7	*	-
10	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	324	2	40	1	43	410	0.5%	17.3	-	-

Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
6. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

7. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
8. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with largest number of local students with overseas qualifications,
2015/16 (provisional)**

Institution: Hong Kong Baptist University

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications ⁽¹⁾ , average score obtained by local students			
		Local students				Non-local students		Total	JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾
			Major Overseas qualifications ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾						
1	BSocSc Communication	143	3	-	-	34	180	1.7%	18.7	*	-
2	Bachelor of Science	182	2	-	1	54	239	0.8%	16.2	-	*
3	BA Music	9	1	10	17	-	37	2.7%	17.9	-	*
4	BA PE & Recreation Management	25	1	2	9	1	38	2.6%	16.9	-	*
5	Bachelor of Chinese Medicine & BSc Biomedical Science	27	1	1	2	7	38	2.6%	19.6	-	-
6	Bachelor of Business Administration	154	1	4	33	41	233	0.4%	16.7	*	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications,
2015/16 (provisional)**

Institution: Lingnan University

Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications ⁽¹⁾ , average score obtained by local students			
		Local students				Non-local students	Total		JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾	
			Major Overseas qualifications ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾							
1	Bachelor of Business Administration (Hons)	167	2	3	2	18	192	1.0%	16.1	*	-	
2	Bachelor of Social Sciences (Hons)	111	1	4	1	16	133	0.8%	16.5	*	-	
3	Bachelor of Arts (Hons)	238	1	2	-	16	257	0.4%	16.4	-	-	

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications, 2015/16 (provisional)

Institution: The Chinese University of Hong Kong

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications ⁽¹⁾ , average score obtained by local students			
		Local students			Non-local students	Total		JUPAS	Non-JUPAS		
		JUPAS	Non-JUPAS					HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾	
			Major Overseas qualifications ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾							Others ⁽⁵⁾
1	M.B.,Ch.B. Medicine	133	73	-	8	-	214	34.1%	24.0	280.0	43.2
2	B.B.A. Integrated BBA	197	39	-	-	114	350	11.1%	19.7	252.2	36.7
3	LL.B. Law	43	25	-	-	3	71	35.2%	22.0	250.0	40.9
4	Engineering (broad-based)	362	25	40	17	98	542	4.6%	16.4	240.0	*
5	Science (broad-based)	264	20	4	-	66	354	5.6%	18.0	251.1	37.2
6	B.Nurs. Nursing	172	16	15	1	-	204	7.8%	19.9	238.0	35.2
7	Social Science (broad-based)	70	10	-	-	7	87	11.5%	20.6	-	36.6
8	B.S.Sc. Architectural Studies	19	9	1	1	5	35	25.7%	20.7	236.0	39.0
9	B.Pharm. Pharmacy	40	9	-	3	-	52	17.3%	23.4	*	40.7
10	B.S.Sc. Journalism & Communication	44	7	-	-	6	57	12.3%	22.2	273.3	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
 $5^*=7$, $5^*=6$, $5=5$, $4=4$, $3=3$, $2=2$, $1=1$, 'unclassified'=0
 "-" denotes the students concerned are not HKDSE qualification holders. "*" denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
 A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
 AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
 "-" denotes the students concerned are not GCE qualification holders. "*" denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. "-" denotes the students concerned are not IB qualification holders. "*" denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications, 2015/16 (provisional)

Institution: The Hong Kong Institute of Education

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications ⁽¹⁾ , average score obtained by local students			
		Local students			Non-local students	Total		JUPAS	Non-JUPAS		
		JUPAS	Non-JUPAS					HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾	
			Major Overseas qualifications ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾							Others ⁽⁵⁾
1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	70	3	8	-	20	101	3.0%	15.8	-	-
2	Bachelor of Education (Honours) (Secondary in Mathematics) (Five-year Full-time)	14	1	5	-	1	21	4.8%	16.3	-	-
3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	25	1	2	-	2	30	3.3%	16.0	*	-
4	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	18	1	13	1	4	37	2.7%	15.3	*	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5*=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications, 2015/16 (provisional)

Institution: The Hong Kong Polytechnic University

Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications ⁽¹⁾ , average score obtained by local students		
		Local students				Non-local students	Total		JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾
			Major Overseas qualifications ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾						
1	BROAD DISCIPLINE OF BUSINESS	65	9	-	-	-	74	12.2%	17.6	260.0	32.0
2	BA (HONS) SCHEME IN DESIGN	64	9	19	2	3	97	9.3%	15.2	-	30.4
3	BSc (HONS) PHYSIOTHERAPY	90	9	-	9	1	109	8.3%	21.9	*	*
4	BSc (HONS) RADIOGRAPHY	83	7	2	1	-	93	7.5%	19.0	260.0	*
5	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	79	7	2	1	18	107	6.5%	17.7	*	33.7
6	BA (HONS) SCHEME FASHION & TEXTILES	92	7	9	-	4	112	6.3%	16.3	250.0	-
7	BSc (HONS) OCCUPATIONAL THERAPY	74	5	-	9	1	89	5.6%	21.0	*	36.3
8	BEng (HONS) MECHANICAL ENGINEERING	28	4	4	-	19	55	7.3%	15.5	-	31.3
9	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	73	4	11	4	15	107	3.7%	16.8	*	*
10	BBA (HONS) ACCOUNTANCY	92	4	11	-	32	139	2.9%	17.2	215.0	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications, 2015/16 (provisional)

Institution: The Hong Kong University of Science and Technology

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications ⁽¹⁾ , average score obtained by local students				
		Local students				Non-local students		Total	JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾	
			Major Overseas qualifications ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾							
1	BBA (School of Business and Management)	607	86	5	-	148	846	10.2%	18.6	254.0	38.1	
2	BEng (School of Engineering)	526	49	-	-	154	729	6.7%	17.0	271.1	38.2	
3	BSc (School of Science)	416	27	-	3	91	537	5.0%	16.9	280.0	38.1	
4	BSc Global China Studies: Humanities and Social Science	45	3	-	-	6	54	5.6%	18.1	*	*	

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination. The numbers here also included students admitted based on their GCEOL/GCSE/IGCSE results.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- HKUST introduced School-based admission and so the figures are presented at School level.

UGC-funded first-year-first-degree programmes with the largest number of local students with overseas qualifications, 2015/16 (provisional)

Institution: The University of Hong Kong

Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications ⁽¹⁾ , average score obtained by local students			
		Local students				Non-local students		Total	JUPAS	Non-JUPAS	
		JUPAS	Non-JUPAS						HKDSE ⁽⁶⁾	GCE ⁽⁷⁾	IB ⁽⁸⁾
			Major Overseas qualifications ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾						
1	Bachelor of Business Administration / Bachelor of Economics and Finance	269	66	12	2	212	561	11.8%	20.3	268.4	37.7
2	Bachelor of Medicine and Bachelor of Surgery	157	46	-	1	3	207	22.2%	25.5	280.0	44.1
3	Bachelor of Social Sciences	127	39	-	-	53	219	17.8%	20.5	263.3	37.6
4	Bachelor of Arts	317	33	31	-	27	408	8.1%	19.4	256.0	36.0
5	Bachelor of Science	291	24	35	-	78	428	5.6%	18.1	276.7	39.3
6	Bachelor of Engineering	353	24	84	2	117	580	4.1%	18.4	268.0	38.3
7	Bachelor of Laws	70	20	-	-	7	97	20.6%	23.5	*	42.1
8	Bachelor of Arts in Architectural Studies	35	17	-	-	16	68	25.0%	21.8	273.3	38.6
9	Bachelor of Science in Exercise and Health	11	12	2	-	2	27	44.4%	17.3	*	35.4
10	Bachelor of Arts in Landscape Studies	9	9	-	-	4	22	40.9%	19.6	-	36.0

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5*=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted,
2015/16 (provisional)**

Institution: City University of Hong Kong

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
1	Bachelor of Engineering in Civil and Structural Engineering	-	-	1	1	100.0%	-	-	*	-
2	Bachelor of Social Sciences in Psychology	-	2	5	7	71.4%	-	-	32.2	-
3	Bachelor of Arts in Media and Communication	-	2	4	6	66.7%	-	*	*	-
4	Bachelor of Science in Computing Mathematics	25	7	14	46	30.4%	15.6	-	-	123.4
5	Bachelor of Business Administration in International Business	-	5	2	7	28.6%	-	-	*	-
6	Bachelor of Business Administration in Business Economics	-	6	2	8	25.0%	-	-	*	-
7	Bachelor of Arts in Creative Media	-	7	2	9	22.2%	-	-	-	-
8	Bachelor of Business Administration in Finance	-	15	4	19	21.1%	-	230.0	*	-
9	Bachelor of Engineering in Energy Science and Engineering	31	2	6	39	15.4%	15.8	-	-	95.0
10	College of Business (Bachelor of Business Administration)	568	27	105	700	15.0%	17.1	*	31.3	100.7

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted,
2015/16 (provisional)**

Institution: Hong Kong Baptist University

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non- JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	BBA - Accounting	37	6	16	59	27.1%	16.3	-	-	106.8
2	Bachelor of Science	182	3	54	239	22.6%	16.2	-	-	82.3
3	BSocSc - European Studies	23	7	8	38	21.1%	17.0	-	-	61.9
4	BSocSc Communication	143	3	34	180	18.9%	18.7	*	-	105.6
5	Bachelor of Chinese Medicine & BSc Biomedical Science	27	4	7	38	18.4%	19.6	-	-	110.0
6	Bachelor of Business Administration	154	38	41	233	17.6%	16.7	-	*	88.3
7	BSocSc China Studies	62	2	7	71	9.9%	16.5	-	-	51.9
8	BA - Visual Arts	46	8	5	59	8.5%	15.3	-	-	29.6
9	Bachelor of Arts	167	9	16	192	8.3%	17.6	-	-	56.1
10	Bachelor of Pharmacy in Chinese Medicine	21	-	1	22	4.5%	16.7	-	-	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted,
2015/16 (provisional)**

Institution: Lingnan University

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	Bachelor of Social Sciences (Hons)	111	6	16	133	12.0%	16.5	230.0	-	31.4
2	Bachelor of Business Administration (Hons)	167	7	18	192	9.4%	16.1	*	-	33.0
3	Bachelor of Arts (Hons)	238	3	16	257	6.2%	16.4	-	-	16.8

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted,
2015/16 (provisional)**

Institution: The Chinese University of Hong Kong

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	B.A. / B.S.Sc. Contemporary China Studies	4	4	32	40	80.0%	17.0	220.0	32.4	-
2	B.Sc. Cell & Molecular Biology	2	-	1	3	33.3%	*	-	-	*
3	B.B.A. Integrated BBA	197	39	114	350	32.6%	19.7	260.0	34.8	113.0
4	B.B.A. Professional Accountancy	102	8	53	163	32.5%	20.2	-	-	125.3
5	B.Sc.Quantitative Finance & Risk Management Science	17	1	7	25	28.0%	22.6	*	*	-
6	B.Sc. Global Economics & Finance	17	4	7	28	25.0%	22.4	-	-	-
7	B.A. Cultural Studies	12	1	3	16	18.8%	18.7	-	-	145.0
8	Science (broad-based)	264	24	66	354	18.6%	18.0	256.7	*	139.9
9	Engineering (broad-based)	362	82	98	542	18.1%	16.4	260.0	37.3	127.5
10	B.B.A. Hotel and Tourism Management	60	6	13	79	16.5%	19.1	-	*	133.8

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted,
2015/16 (provisional)**

Institution: The Hong Kong Institute of Education

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	14	7	13	34	38.2%	15.9	-	-	48.2
2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	70	11	20	101	19.8%	15.8	*	-	34.1
3	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	20	1	4	25	16.0%	17.3	-	-	58.3
4	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	26	10	6	42	14.3%	15.3	-	-	46.8
5	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	13	5	3	21	14.3%	14.8	-	-	41.7
6	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	18	15	4	37	10.8%	15.3	-	-	19.0
7	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	117	24	17	158	10.8%	16.0	-	-	46.8
8	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	63	18	6	87	6.9%	15.9	-	-	36.0
9	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	25	3	2	30	6.7%	16.0	-	-	*
10	Bachelor of Education (Honours) (Music) (Five-year Full-time)	15	24	2	41	4.9%	16.1	-	-	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20

- “-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
4. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
 5. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
 6. Different provinces / cities have different First Admission Line cut-off points and have different maximum points for Science Stream Students and Arts Stream Students. In this regard, the average of JEE scores does not reflect the quality of non-local student. The Institute accepted all JEE students who have passed the First Admission line in their provinces/cities.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted,
2015/16 (provisional)**

Institution: The Hong Kong Polytechnic University

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non- JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	BBA (HONS) FINANCIAL SERVICES	22	7	30	59	50.8%	16.5	-	-	90.8
2	BBA (HONS) ACCOUNTING AND FINANCE	34	4	38	76	50.0%	17.4	233.3	-	128.0
3	BSc (HONS) BIOMEDICAL ENGINEERING	19	-	12	31	38.7%	17.1	-	*	119.8
4	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	81	3	52	136	38.2%	17.8	250.0	32.8	96.9
5	BEng (HONS) ELECTRONIC & INFORMATION ENG	26	10	20	56	35.7%	14.8	-	-	116.6
6	BSc (HONS) INTERNET & MULTIMEDIA TECH	19	5	13	37	35.1%	15.7	-	-	107.5
7	BEng (HONS) MECHANICAL ENGINEERING	28	8	19	55	34.5%	15.5	253.3	-	111.8
8	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	23	4	14	41	34.1%	16.7	-	-	97.3
9	BSc (HONS) ENGINEERING PHYSICS	16	6	11	33	33.3%	15.1	*	*	115.4
10	BBA (HONS) GLOBAL SUPPLY CHAIN MANAGEMENT	23	4	13	40	32.5%	16.7	-	-	110.3

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted,
2015/16 (provisional)**

Institution: The Hong Kong University of Science and Technology

Programme name		No. of students admitted			Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by intake students				
		Local		Non-local (A)		Total (B)	Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non- JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	BEng (School of Engineering)	526	49	154	729	21.1%	17.0	280.0	38.5	129.1
2	BBA (School of Business and Management)	607	91	148	846	17.5%	18.6	265.5	38.8	123.3
3	BSc (School of Science)	416	30	91	537	16.9%	16.9	280.0	39.5	121.0
4	BSc Global China Studies: Humanities and Social Science	45	3	6	54	11.1%	18.1	-	*	102.0

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- HKUST introduced School-based admission and so the figures are presented at School level.

**UGC-funded first-year-first-degree programmes with the highest ratio of non-local students to total no. of students admitted,
2015/16 (provisional)**

Institution: The University of Hong Kong

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non- JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	Bachelor of Journalism	13	4	14	31	45.2%	20.5	*	36.3	96.3
2	Bachelor of Engineering (Engineering Science)	8	3	9	20	45.0%	19.6	-	*	140.6
3	Bachelor of Business Administration / Bachelor of Economics and Finance	269	80	212	561	37.8%	20.3	272.5	40.0	106.3
4	Bachelor of Science in Quantitative Finance	17	3	8	28	28.6%	22.1	-	-	124.0
5	Bachelor of Science in Actuarial Science	48	7	21	76	27.6%	20.9	-	-	146.1
6	Bachelor of Social Sciences	127	39	53	219	24.2%	20.5	*	38.0	98.5
7	Bachelor of Arts in Architectural Studies	35	17	16	68	23.5%	21.8	*	*	123.8
8	Bachelor of Engineering	353	110	117	580	20.2%	18.4	273.1	*	133.3
9	Bachelor of Science	291	59	78	428	18.2%	18.1	280.0	36.6	132.3
10	Bachelor of Arts in Landscape Studies	9	9	4	22	18.2%	19.6	-	-	118.5

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2015/16 (provisional)

Institution: City University of Hong Kong

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	College of Business (Bachelor of Business Administration)	568	27	105	700	15.0%	17.1	*	31.3	100.7
2	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	324	43	43	410	10.5%	17.3	-	*	84.3
3	Department of Electronic Engineering (Bachelor of Engineering)	169	6	21	196	10.7%	15.3	-	-	108.7
4	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	94	8	18	120	15.0%	16.0	-	*	54.1
5	Department of Architecture and Civil Engineering (Bachelor of Engineering/Bachelor of Science)	103	2	18	123	14.6%	16.7	-	-	124.6
6	Bachelor of Science in Computing Mathematics	25	7	14	46	30.4%	15.6	-	-	123.4
7	Bachelor of Science in Computer Science	76	17	14	107	13.1%	15.9	*	-	105.5
8	Department of Mechanical and Biomedical Engineering (Bachelor of Engineering)	102	4	13	119	10.9%	15.9	*	*	115.8
9	Department of Systems Engineering and Engineering Management (Bachelor of Engineering)	67	1	7	75	9.3%	15.7	*	-	105.4
10	Bachelor of Engineering in Energy Science and Engineering	31	2	6	39	15.4%	15.8	-	-	95.0

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

5. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2015/16 (provisional)

Institution: Hong Kong Baptist University

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local studentd via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	Bachelor of Science	182	3	54	239	22.6%	16.2	-	-	82.3
2	Bachelor of Business Administration	154	38	41	233	17.6%	16.7	-	*	88.3
3	BSocSc Communication	143	3	34	180	18.9%	18.7	*	-	105.6
4	BBA - Accounting	37	6	16	59	27.1%	16.3	-	-	106.8
5	Bachelor of Arts	167	9	16	192	8.3%	17.6	-	-	56.1
6	BSocSc - European Studies	23	7	8	38	21.1%	17.0	-	-	61.9
7	Bachelor of Chinese Medicine & BSc Biomedical Science	27	4	7	38	18.4%	19.6	-	-	110.0
8	BSocSc China Studies	62	2	7	71	9.9%	16.5	-	-	51.9
9	Bachelor of Arts/Bachelor of Social Sciences	109	19	6	134	4.5%	17.0	-	-	46.8
10	BA - Visual Arts	46	8	5	59	8.5%	15.3	-	-	29.6

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2015/16 (provisional)

Institution: Lingnan University

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	Bachelor of Business Administration (Hons)	167	7	18	192	9.4%	16.1	*	-	33.0
2	Bachelor of Social Sciences (Hons)	111	6	16	133	12.0%	16.5	230.0	-	31.4
3	Bachelor of Arts (Hons)	238	3	16	257	6.2%	16.4	-	-	16.8

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2015/16 (provisional)

Institution: The Chinese University of Hong Kong

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	B.B.A. Integrated BBA	197	39	114	350	32.6%	19.7	260.0	34.8	113.0
2	Engineering (broad-based)	362	82	98	542	18.1%	16.4	260.0	37.3	127.5
3	Science (broad-based)	264	24	66	354	18.6%	18.0	256.7	*	139.9
4	B.B.A. Professional Accountancy	102	8	53	163	32.5%	20.2	-	-	125.3
5	B.A. / B.S.Sc. Contemporary China Studies	4	4	32	40	80.0%	17.0	220.0	32.4	-
6	B.B.A. Hotel and Tourism Management	60	6	13	79	16.5%	19.1	-	*	133.8
7	B.Sc.Quantitative Finance & Risk Management Science	17	1	7	25	28.0%	22.6	*	*	-
8	B.Sc. Global Economics & Finance	17	4	7	28	25.0%	22.4	-	-	-
9	Insurance, Financial and Actuarial Analysis / Quantitative Finance (broad-based)	68	6	7	81	8.6%	21.0	*	*	-
10	Social Science (broad-based)	70	10	7	87	8.0%	20.6	*	-	-

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
 $5^{**}=7$, $5^*=6$, $5=5$, $4=4$, $3=3$, $2=2$, $1=1$, 'unclassified'=0
 “-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
 A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
 AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
 “-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
 “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with largest number of non-local students, 2015/16 (provisional)

Institution: The Hong Kong Institute of Education

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	70	11	20	101	19.8%	15.8	*	-	34.1
2	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	117	24	17	158	10.8%	16.0	-	-	46.8
3	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	14	7	13	34	38.2%	15.9	-	-	48.2
4	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	26	10	6	42	14.3%	15.3	-	-	46.8
5	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	63	18	6	87	6.9%	15.9	-	-	36.0
6	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	20	1	4	25	16.0%	17.3	-	-	58.3
7	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	18	15	4	37	10.8%	15.3	-	-	19.0
8	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	13	5	3	21	14.3%	14.8	-	-	41.7
9	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	25	3	2	30	6.7%	16.0	-	-	*
10	Bachelor of Education (Honours) (Music) (Five-year Full-time)	15	24	2	41	4.9%	16.1	-	-	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows: 5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
 “-” denotes the students concerned are not HKDSE qualification holders. “**” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
 A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
 AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
 “-” denotes the students concerned are not GCE qualification holders. “**” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
 “**” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

5. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. Different provinces / cities have different First Admission Line cut-off points and have different maximum points for Science Stream Students and Arts Stream Students. In this regard, the average of JEE scores does not reflect the quality of non-local student. The Institute accepted all JEE students who have passed the First Admission line in their provinces/cities.

UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2015/16 (provisional)

Institution: The Hong Kong Polytechnic University

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	81	3	52	136	38.2%	17.8	250.0	32.8	96.9
2	BBA (HONS) ACCOUNTING AND FINANCE	34	4	38	76	50.0%	17.4	233.3	-	128.0
3	BBA (HONS) ACCOUNTANCY	92	15	32	139	23.0%	17.2	*	-	105.6
4	BBA (HONS) FINANCIAL SERVICES	22	7	30	59	50.8%	16.5	-	-	90.8
5	BEng (HONS) CIVIL ENGINEERING	48	13	25	86	29.1%	18.0	*	-	116.3
6	BBA (HONS) MANAGEMENT	39	9	22	70	31.4%	17.1	*	-	110.7
7	BEng (HONS) ELECTRONIC & INFORMATION ENG	26	10	20	56	35.7%	14.8	-	-	116.6
8	BROAD DISCIPLINE OF COMPUTING	74	19	20	113	17.7%	15.0	*	-	95.8
9	BEng (HONS) MECHANICAL ENGINEERING	28	8	19	55	34.5%	15.5	253.3	-	111.8
10	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	79	10	18	107	16.8%	17.7	-	-	88.7

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2015/16 (provisional)

Institution: The Hong Kong University of Science and Technology

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	BEng (School of Engineering)	526	49	154	729	21.1%	17.0	280.0	38.5	129.1
2	BBA (School of Business and Management)	607	91	148	846	17.5%	18.6	265.5	38.8	123.3
3	BSc (School of Science)	416	30	91	537	16.9%	16.9	280.0	39.5	121.0
4	BSc Global China Studies: Humanities and Social Science	45	3	6	54	11.1%	18.1	-	*	102.0

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders. “*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- HKUST introduced School-based admission and so the figures are presented at School level.

UGC-funded first-year-first-degree programmes with the largest number of non-local students, 2015/16 (provisional)

Institution: The University of Hong Kong

Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by intake students			
		Local		Non-local	Total		Local students via JUPAS route	Non-local students via Non-JUPAS route		
		JUPAS	Non-JUPAS					HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾
1	Bachelor of Business Administration / Bachelor of Economics and Finance	269	80	212	561	37.8%	20.3	272.5	40.0	106.3
2	Bachelor of Engineering	353	110	117	580	20.2%	18.4	273.1	*	133.3
3	Bachelor of Science	291	59	78	428	18.2%	18.1	280.0	36.6	132.3
4	Bachelor of Social Sciences	127	39	53	219	24.2%	20.5	*	38.0	98.5
5	Bachelor of Arts	317	64	27	408	6.6%	19.4	-	35.3	81.8
6	Bachelor of Science in Actuarial Science	48	7	21	76	27.6%	20.9	-	-	146.1
7	Bachelor of Arts in Architectural Studies	35	17	16	68	23.5%	21.8	*	*	123.8
8	Bachelor of Journalism	13	4	14	31	45.2%	20.5	*	36.3	96.3
9	Bachelor of Engineering (Engineering Science)	8	3	9	20	45.0%	19.6	-	*	140.6
10	Bachelor of Science in Quantitative Finance	17	3	8	28	28.6%	22.1	-	-	124.0

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
5**=7, 5*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
“-” denotes the students concerned are not HKDSE qualification holders. “*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with the best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
A-Level : A* – 140; A – 120; B – 100; C – 80; D – 60; E – 40
AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20
“-” denotes the students concerned are not GCE qualification holders. “*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points. “-” denotes the students concerned are not IB qualification holders.
“*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-” denotes the students concerned are not JEE qualification holders. “*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB656

(Question Serial No. 4978)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Please provide, by institution and programme, the following information for the past 5 years (2011/12 to 2015/16):

- (a) the number of enrolment applications and the place of origin for funded taught postgraduate programmes and self-financing taught postgraduate programmes offered by each University Grants Committee (UGC)-funded institution;
- (b) the number of student intake and the place of origin for funded taught postgraduate programmes and self-financing taught postgraduate programmes offered by each UGC-funded institution;
- (c) the number of enrolment applications and the place of origin for funded research postgraduate programmes and self-financing research postgraduate programmes offered by each UGC-funded institution; and
- (d) the number of student intake and the place of origin for funded research postgraduate programmes and self-financing research postgraduate programmes offered by each UGC-funded institution.

Asked by: Hon IP Kin-yuen (Member Question No. 96)

Reply:

- (a) Information on the number of applications and place of origin of applicants of University Grants Committee (UGC)-funded and self-financing taught postgraduate (TPg) programmes is not available.
- (b) Student intakes of UGC-funded TPg programmes by institution and place of origin from the 2011/12 to 2015/16 academic years are at **Annex A**. Student intakes of self-financing TPg programmes offered by UGC-funded institutions, by institution and place of origin, from the 2011/12 to 2014/15 academic years are at **Annex B**. Figures for the 2015/16 academic year are not yet available.
- (c) & (d) The number of applications and student intakes of UGC-funded research postgraduate (RPg) programmes by institution and place of origin from the 2011/12 to 2015/16 academic years are at **Annex C**.

Information on the number of applications and place of origin of applicants of self-financing RPg programmes is not available. Student intakes of self-financing RPg programmes offered by UGC-funded institutions, by institution and place of origin, from the 2011/12 to 2014/15 academic years are at **Annex D**. Figures for the 2015/16 academic year are not yet available.

**Student Intakes of UGC-funded Taught Postgraduate Programmes
by Institution and Place of Origin, 2011/12 to 2015/16**

(Headcount)

Academic Year	Institution	Place of Origin			
		Local Students	The Mainland of China	Other Non-local Students	Total
2011/12	CityU	43	6	4	53
	HKBU	293	2	-	295
	CUHK	790	4	3	797
	HKIEd	493	10	2	505
	PolyU	14	-	-	14
	HKU	616	17	12	645
	Total	2 249	39	21	2 309
2012/13	CityU	45	3	5	53
	HKBU	238	-	-	238
	CUHK	633	6	2	641
	HKIEd	493	5	1	499
	HKU	621	27	16	664
	Total	2 030	41	24	2 095
2013/14	CityU	48	4	1	53
	HKBU	228	-	-	228
	CUHK	667	6	2	675
	HKIEd	482	4	1	487
	PolyU	15	-	-	15
	HKU	538	42	15	595
	Total	1 978	56	19	2 053
2014/15	CityU	45	4	4	53
	HKBU	243	-	-	243
	CUHK	664	1	-	665
	HKIEd	553	3	-	556
	HKU	601	23	16	640
	Total	2 106	31	20	2 157
2015/16 (provisional)	CityU	46	-	7	53
	HKBU	227	1	-	228
	CUHK	613	4	-	617
	HKIEd	496	6	1	503
	PolyU	13	-	-	13
	HKU	567	19	6	592
	Total	1 962	30	14	2 006

Notes:

1. Statistics on the number of applications of taught postgraduate programmes are not available.
2. The place of origin of non-local students is determined having regard to their nationality.
3. '-' denotes nil.

4. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

**Student Intakes of Self-financing Taught Postgraduate Programmes Offered by UGC-funded Institutions
by Institution and Place of Origin, 2011/12 to 2014/15**

Academic Year	Institution	Place of Origin			
		Local Students	The Mainland of China	Other Non-local Students	Total
2011/12	CityU	1 520	1 134	67	2 721
	CUHK	3 464	1 508	136	5 108
	HKBU	884	818	28	1 730
	HKIEd	336	202	4	542
	HKU	3 160	764	251	4 175
	HKUST	483	636	269	1 388
	LU	175	132	3	310
	PolyU	2 288	1 130	58	3 476
	Total	12 310	6 324	816	19 450
2012/13	CityU	1 402	1 569	78	3 049
	CUHK	3 222	2 084	105	5 411
	HKBU	764	1 207	29	2 000
	HKIEd	271	253	2	526
	HKU	2 894	1 079	239	4 212
	HKUST	389	734	302	1 425
	LU	173	159	5	337
	PolyU	1 965	1 346	47	3 358
	Total	11 080	8 431	807	20 318
2013/14	CityU	1 260	1 879	101	3 240
	CUHK	3 018	2 923	129	6 070
	HKBU	666	1 645	21	2 332
	HKIEd	339	406	0	745
	HKU	3 119	1 239	210	4 568
	HKUST	491	866	218	1 575
	LU	102	124	6	232
	PolyU	2 117	1 544	68	3 729
	Total	11 112	10 626	753	22 491
2014/15	CityU	1 334	2 042	90	3 466
	CUHK	2 861	2 727	98	5 686
	HKBU	595	1 746	51	2 392
	HKIEd	285	434	6	725
	HKU	3 075	1 252	187	4 514
	HKUST	496	1 082	185	1 763
	LU	83	222	13	318
	PolyU	2 189	1 492	62	3 743
	Total	10 918	10 997	692	22 607

Notes:

1. Statistics on the number of applications for taught postgraduate programmes are not available.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures for the 2015/16 academic year are not yet available.

4. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University

CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Number of Applications and Student Intakes of UGC-funded Research Postgraduate Programmes by Institution and Place of Origin, 2011/12 to 2015/16

(Headcount)

Academic Year	Institution	Local Students		The Mainland of China		Other Non-local Students		Total	
		Number of Applications	Student Intakes	Number of Applications	Student Intakes	Number of Applications	Student Intakes	Number of Applications	Students Intakes
2011/12	CityU	N.A.	15	N.A.	135	N.A.	20	N.A.	170
	HKBU	N.A.	23	N.A.	68	N.A.	6	N.A.	97
	LU	N.A.	10	N.A.	14	N.A.	7	N.A.	31
	CUHK	N.A.	214	N.A.	401	N.A.	22	N.A.	637
	HKIEd	N.A.	5	N.A.	13	N.A.	2	N.A.	20
	PolyU	N.A.	50	N.A.	154	N.A.	20	N.A.	224
	HKUST	N.A.	50	N.A.	303	N.A.	47	N.A.	400
	HKU	N.A.	181	N.A.	329	N.A.	65	N.A.	575
	Total	N.A.	548	N.A.	1 417	N.A.	189	N.A.	2 154
2012/13	CityU	141	15	1 392	84	430	21	1 963	120
	HKBU	147	26	548	49	183	14	878	89
	LU	78	9	160	14	84	7	322	30
	CUHK	740	189	5 636	462	613	28	6 989	679
	HKIEd	32	3	102	4	26	2	160	9
	PolyU	168	41	967	130	107	29	1 242	200
	HKUST	277	65	2 546	331	639	53	3 462	449
	HKU	575	193	3 229	402	862	78	4 666	673
	Total	2 158	541	14 580	1 476	2 944	232	19 682	2 249
2013/14	CityU	127	18	1 497	159	496	57	2 120	234
	HKBU	129	22	567	56	132	10	828	88
	LU	76	13	182	20	95	7	353	40
	CUHK	703	178	5 950	422	794	25	7 447	625
	HKIEd	29	6	105	3	47	1	181	10
	PolyU	170	50	1 102	167	111	33	1 383	250
	HKUST	243	71	2 531	399	657	61	3 431	531
	HKU	563	177	3 517	389	817	67	4 897	633
	Total	2 040	535	15 451	1 615	3 149	261	20 640	2 411
2014/15	CityU	144	23	1 362	227	527	52	2 033	302
	HKBU	131	29	537	70	128	10	796	109
	LU	91	13	162	13	125	6	378	32
	CUHK	734	172	6 717	441	695	25	8 146	638
	HKIEd	27	5	89	6	46	3	162	14
	PolyU	209	48	1 411	163	609	49	2 229	260
	HKUST	203	68	2 841	407	706	70	3 750	545
	HKU	602	145	3 116	373	710	73	4 428	591
	Total	2 141	503	16 235	1 699	3 546	288	21 922	2 490
2015/16 (provisional)	CityU	99	29	1 147	205	547	60	1 793	294
	HKBU	83	32	499	54	130	11	712	97
	LU	77	8	133	17	97	7	307	32
	CUHK	662	196	5 844	494	818	28	7 324	718
	HKIEd	18	4	83	12	37	2	138	18
	PolyU	185	45	1 069	176	557	37	1 811	258
	HKUST	167	73	2 305	302	717	53	3 189	427

Academic Year	Institution	Local Students		The Mainland of China		Other Non-local Students		Total	
		Number of Applications	Student Intakes	Number of Applications	Student Intakes	Number of Applications	Student Intakes	Number of Applications	Students Intakes
	HKU	577	148	2 272	353	645	42	3 494	544
	Total	1 868	535	13 352	1 613	3 548	240	18 768	2 388

Notes:

1. Number of applications of research postgraduate programmes refers to the number one year prior to the corresponding academic year.
2. Each applicant can concurrently submit multiple applications to different institutions, and hence the number of applicants is actually smaller than the number of applications. UGC-funded institutions, however, do not have information on the number of applicants. Based on empirical data, UGC-funded institutions assessed that, on average, each local applicant would submit two applications for admission. The number of applications submitted by non-local applicants considerably varies, and hence UGC-funded institutions are unable to estimate the number of non-local applicants on the basis of the number of non-local applications received.
3. The place of origin of non-local students is determined having regard to their nationality.
4. The number of RPg students are in decimal places which are all rounded to integers in this table. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Hence, figures may not add up to the corresponding totals due to rounding.
5. 'N.A.' denotes figures not available.
6. Abbreviations:
 - CityU City University of Hong Kong
 - HKBU Hong Kong Baptist University
 - LU Lingnan University
 - CUHK The Chinese University of Hong Kong
 - HKIEd The Hong Kong Institute of Education
 - PolyU The Hong Kong Polytechnic University
 - HKUST The Hong Kong University of Science and Technology
 - HKU The University of Hong Kong

Student Intakes of Self-financing Research Postgraduate Programmes Offered by UGC-funded Institutions, by Institution and Place of Origin, 2011/12 to 2014/15

Academic Year	Institution	Place of Origin			
		Local Students	The Mainland of China	Other Non-local Students	Total
2011/12	HKBU	3	2	-	5
	HKU	45	8	10	63
	HKUST	-	12	-	12
	Total	48	22	10	80
2012/13	HKBU	1	2	0	3
	HKIEd	4	-	-	4
	HKU	45	19	7	71
	HKUST	-	43	-	43
	Total	50	64	7	121
2013/14	HKBU	3	4	1	8
	HKU	60	30	7	97
	HKUST	-	38	-	38
	Total	63	72	8	143
2014/15	HKBU	2	3	1	6
	HKU	59	32	9	100
	Total	61	35	10	106

Notes:

1. Statistics on the number of applications for research postgraduate programmes are not available.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures for the 2015/16 academic year are not yet available.
4. ‘-’ denotes nil.
5. Abbreviations:
 HKBU Hong Kong Baptist University
 HKIEd The Hong Kong Institute of Education
 HKUST The Hong Kong University of Science and Technology
 HKU The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY**EDB657****(Question Serial No. 4984)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please tabulate information about non-local students of each University Grants Committee-funded institution from 2011/12 to 2015/16 academic years in the following format (including publicly-funded and self-financing programmes):

(Name of institution)					
Academic year	Place of origin	Undergraduate	Research-postgraduate student	taught-postgraduate student	PhD student
2011/12					
2012/13					
2013/14					
2014/15					
2015/16					

Asked by: Hon IP Kin-yuen (Member Question No. 102)

Reply:

The numbers of non-local students of University Grants Committee (UGC)-funded programmes and full-time locally-accredited self-financing programmes offered by the UGC-funded institutions by institution, level of study and place of origin from the 2011/12 to 2015/16 academic years are at **Annex A** and **Annex B** respectively.

Number of Non-local Students of UGC-funded Programmes by Institution, Level of Study and Place of Origin, 2011/12 to 2015/16 Academic Years

(Headcount)

Institution	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
CityU	2011/12	The Mainland of China	590	6	2	522
		Other Places in Asia	88	-	-	25
		The Rest of the world	25	4	-	19
	Total		703	10	2	566
	2012/13	The Mainland of China	794	3	1	520
		Other Places in Asia	178	1	1	33
		The Rest of the world	35	4	-	31
	Total		1 007	8	2	584
	2013/14	The Mainland of China	810	4	1	479
		Other Places in Asia	277	-	1	54
		The Rest of the world	36	1	-	52
	Total		1 123	5	2	585
	2014/15	The Mainland of China	814	4	1	536
		Other Places in Asia	360	2	-	63
		The Rest of the world	36	2	-	71
	Total		1 210	8	1	670
	2015/16#	The Mainland of China	838	-	1	577
		Other Places in Asia	379	4	-	74
		The Rest of the world	30	3	-	88
	Total		1 247	7	1	739
HKBU	2011/12	The Mainland of China	450	3	27	121
		Other Places in Asia	8	-	2	7
		The Rest of the world	1	-	3	6
	Total		459	3	32	134
	2012/13	The Mainland of China	648	1	16	134
		Other Places in Asia	11	-	-	16
		The Rest of the world	-	-	-	14
	Total		659	1	16	164
	2013/14	The Mainland of China	692	-	15	145
		Other Places in Asia	11	-	-	15
		The Rest of the world	1	-	-	16
	Total		704	-	15	176
	2014/15	The Mainland of China	705	-	17	145
		Other Places in Asia	15	-	-	13
		The Rest of the world	2	-	-	20
	Total		722	-	17	178
	2015/16#	The Mainland of China	727	1	11	155
		Other Places in Asia	14	-	-	13
		The Rest of the world	3	-	-	25
	Total		744	1	11	193
LU	2011/12	The Mainland of China	169	-	21	5
		Other Places in Asia	16	-	-	6
		The Rest of the world	5	-	3	1
	Total		190	-	24	12
	2012/13	The Mainland of China	158	-	24	5

Institution	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
		Other Places in Asia	22	-	-	7
		The Rest of the world	6	-	3	5
	Total		186	-	27	17
	2013/14	The Mainland of China	147	-	26	7
		Other Places in Asia	19	-	-	5
		The Rest of the world	5	-	2	10
		Total	171	-	28	22
	2014/15	The Mainland of China	138	-	26	9
		Other Places in Asia	15	-	1	3
		The Rest of the world	3	-	2	14
		Total	156	-	29	26
	2015/16#	The Mainland of China	155	-	22	12
		Other Places in Asia	16	-	1	4
		The Rest of the world	-	-	1	14
		Total	171	-	24	30
CUHK	2011/12	The Mainland of China	911	9	172	937
		Other Places in Asia	158	2	8	24
		The Rest of the world	52	2	3	22
		Total	1 121	13	183	983
	2012/13	The Mainland of China	1 317	13	168	1 040
		Other Places in Asia	246	3	8	31
		The Rest of the world	72	2	5	25
		Total	1 635	18	181	1 096
	2013/14	The Mainland of China	1 374	13	168	1 081
		Other Places in Asia	329	2	8	32
		The Rest of the world	77	-	5	29
		Total	1 780	15	181	1 142
	2014/15	The Mainland of China	1 443	6	138	1 185
		Other Places in Asia	398	1	5	26
		The Rest of the world	80	-	2	34
		Total	1 921	7	145	1 245
	2015/16#	The Mainland of China	1 445	4	150	1 278
		Other Places in Asia	489	-	8	33
		The Rest of the world	68	-	8	31
		Total	2 002	4	166	1 342
HKIED	2011/12	The Mainland of China	211	10	1	17
		Other Places in Asia	5	1	-	2
		The Rest of the world	-	1	-	1
		Total	216	12	1	20
	2012/13	The Mainland of China	218	6	2	20
		Other Places in Asia	7	-	-	3
		The Rest of the world	-	1	-	2
		Total	225	7	2	25
	2013/14	The Mainland of China	235	4	2	18
		Other Places in Asia	11	1	-	3
		The Rest of the world	-	-	-	2
		Total	246	5	2	23
	2014/15	The Mainland of China	258	3	1	12
		Other Places in Asia	14	-	-	4
		The Rest of the world	-	-	1	1

Institution	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
	Total		272	3	2	17
	2015/16#	The Mainland of China	285	6	4	17
		Other Places in Asia	17	1	-	4
		The Rest of the world	-	-	1	1
	Total		302	7	5	22
PolyU	2011/12	The Mainland of China	801	-	64	326
		Other Places in Asia	113	-	2	35
		The Rest of the world	38	-	-	17
	Total		952	-	66	378
	2012/13	The Mainland of China	1 059	-	62	345
		Other Places in Asia	176	-	1	40
		The Rest of the world	45	-	1	26
	Total		1 280	-	64	411
	2013/14	The Mainland of China	1 104	-	57	391
		Other Places in Asia	217	-	1	41
		The Rest of the world	44	-	1	35
	Total		1 365	-	59	467
	2014/15	The Mainland of China	1 139	-	47	409
		Other Places in Asia	269	-	2	49
		The Rest of the world	46	-	2	50
	Total		1 454	-	51	508
	2015/16#	The Mainland of China	1 167	-	44	435
		Other Places in Asia	316	-	1	53
		The Rest of the world	53	-	1	46
	Total		1 536	-	46	534
HKUST	2011/12	The Mainland of China	474	-	170	732
		Other Places in Asia	280	-	21	48
		The Rest of the world	62	-	5	23
	Total		816	-	196	803
	2012/13	The Mainland of China	668	-	207	753
		Other Places in Asia	433	-	19	60
		The Rest of the world	82	-	5	30
	Total		1 183	-	231	843
	2013/14	The Mainland of China	694	-	221	823
		Other Places in Asia	491	-	23	84
		The Rest of the world	80	-	5	37
	Total		1 265	-	249	944
	2014/15	The Mainland of China	668	-	226	802
		Other Places in Asia	543	-	30	89
		The Rest of the world	87	-	5	43
	Total		1 298	-	261	934
	2015/16#	The Mainland of China	652	-	197	841
		Other Places in Asia	611	-	30	90
		The Rest of the world	84	-	13	44
	Total		1 347	-	240	975
HKU	2011/12	The Mainland of China	977	27	218	963
		Other Places in Asia	389	14	12	88
		The Rest of the world	91	8	17	69
	Total		1 457	49	246	1 120
	2012/13	The Mainland of China	1 453	39	224	1 065

Institution	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
		Other Places in Asia	677	15	14	101
		The Rest of the world	94	6	14	84
	Total		2 224	60	253	1 250
	2013/14	The Mainland of China	1 465	65	223	1 110
		Other Places in Asia	741	11	13	106
		The Rest of the world	82	10	13	98
		Total	2 288	86	249	1 313
	2014/15	The Mainland of China	1 465	56	175	1 180
		Other Places in Asia	802	12	15	100
		The Rest of the world	74	9	18	109
		Total	2 341	77	208	1 389
	2015/16#	The Mainland of China	1 457	41	159	1 213
		Other Places in Asia	850	9	12	101
		The Rest of the world	67	6	11	108
		Total	2 374	56	182	1 422

Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. Research postgraduate (RPg) figures include only students funded by UGC within normal study periods.
3. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
4. ^ The number of RPg students are in decimal places which are all rounded to the nearest whole numbers in this table. This is because if the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Hence, figures may not add up to the corresponding totals due to rounding.
5. ‘-’ denotes nil.
6. # Provisional figures.
7. Abbreviations:
CityU City University of Hong Kong
HKBU Hong Kong Baptist University
LU Lingnan University
CUHK The Chinese University of Hong Kong
HKIEd The Hong Kong Institute of Education
PolyU The Hong Kong Polytechnic University
HKUST The Hong Kong University of Science and Technology
HKU The University of Hong Kong

**Number of Non-local Students of Full-time Locally-accredited Self-Financing Programmes Offered by
UGC-funded Institutions by Institution, Level of Study and Place of Origin, 2011/12 to 2014/15
Academic Years**

(Headcount)

Institution	Academic Year	Place of Origin	Level of Study		
			Undergraduate	Taught Postgraduate [^] @	Research Postgraduate [@]
CityU	2011/12	The Mainland of China	4	1 248	-
		Other places in Asia*	-	9	-
		The rest of the world	-	71	-
	Total		4	1 328	-
	2012/13	The Mainland of China	-	1 720	-
		Other places in Asia*	-	11	-
		The rest of the world	-	82	-
	Total		-	1 813	-
	2013/14	The Mainland of China	-	2 114	-
		Other places in Asia*	-	13	-
		The rest of the world	-	107	-
	Total		-	2 234	-
	2014/15	The Mainland of China	-	2 329	-
		Other places in Asia*	-	11	-
		The rest of the world	-	101	-
	Total		-	2 441	-
HKBU	2011/12	The Mainland of China	50	902	3
		Other places in Asia*	-	6	-
		The rest of the world	-	27	1
	Total		50	935	4
	2012/13	The Mainland of China	60	1 308	4
		Other places in Asia*	-	9	-
		The rest of the world	-	25	-
	Total		60	1 342	4
	2013/14	The Mainland of China	69	1 756	7
		Other places in Asia*	-	8	1
		The rest of the world	-	19	-
	Total		69	1 783	8
	2014/15	The Mainland of China	60	1 879	9
		Other places in Asia*	-	34	-
		The rest of the world	-	21	-
	Total		60	1 934	9
LU	2011/12	The Mainland of China	11	132	-
		Other places in Asia*	-	-	-
		The rest of the world	-	3	-
	Total		11	135	-
	2012/13	The Mainland of China	-	161	-
		Other places in Asia*	-	-	-
		The rest of the world	-	5	-
	Total		-	166	-
	2013/14	The Mainland of China	-	131	-
		Other places in Asia*	-	-	-
		The rest of the world	-	6	-
	Total		-	137	-
	2014/15	The Mainland of China	-	229	-

Institution	Academic Year	Place of Origin	Level of Study		
			Undergraduate	Taught Postgraduate [^] @	Research Postgraduate [@]
		Other places in Asia*	-	1	-
		The rest of the world	-	12	-
	Total		-	242	-
CUHK	2011/12	The Mainland of China	-	1 725	-
		Other places in Asia*	-	32	-
		The rest of the world	-	181	-
	Total		-	1 938	-
	2012/13	The Mainland of China	-	2 304	-
		Other places in Asia*	-	32	-
		The rest of the world	-	159	-
	Total		-	2 495	-
	2013/14	The Mainland of China	-	3 304	-
		Other places in Asia*	-	34	-
		The rest of the world	-	152	-
	Total		-	3 490	-
	2014/15	The Mainland of China	-	3 029	-
		Other places in Asia*	-	61	-
		The rest of the world	-	109	-
	Total		-	3 199	-
HKIED	2011/12	The Mainland of China	21	264	-
		Other places in Asia*	-	3	-
		The rest of the world	1	6	-
	Total		22	273	-
	2012/13	The Mainland of China	23	329	-
		Other places in Asia*	-	2	-
		The rest of the world	1	4	-
	Total		24	335	-
	2013/14	The Mainland of China	39	485	-
		Other places in Asia*	-	2	-
		The rest of the world	2	2	-
	Total		41	489	-
	2014/15	The Mainland of China	55	483	-
		Other places in Asia*	-	5	-
		The rest of the world	3	2	-
	Total		58	490	-
PolyU	2011/12	The Mainland of China	90	1 469	-
		Other places in Asia*	-	38	-
		The rest of the world	4	71	-
	Total		94	1 578	-
	2012/13	The Mainland of China	181	1 767	-
		Other places in Asia*	3	29	-
		The rest of the world	3	85	-
	Total		187	1 881	-
	2013/14	The Mainland of China	246	2 022	-
		Other places in Asia*	3	31	-
		The rest of the world	2	90	-
	Total		251	2 143	-
	2014/15	The Mainland of China	242	2 080	-
		Other places in Asia*	-	27	-
		The rest of the world	1	89	-
	Total		243	2 196	-

Institution	Academic Year	Place of Origin	Level of Study		
			Undergraduate	Taught Postgraduate [^] @	Research Postgraduate [@]
HKUST	2011/12	The Mainland of China	-	840	15
		Other places in Asia*	-	21	-
		The rest of the world	-	442	-
		Total	-	1 303	15
	2012/13	The Mainland of China	-	1 022	57
		Other places in Asia*	-	17	-
		The rest of the world	-	433	-
		Total	-	1 472	57
	2013/14	The Mainland of China	-	1 070	79
		Other places in Asia*	-	20	-
		The rest of the world	-	288	-
		Total	-	1 378	79
	2014/15	The Mainland of China	-	1 248	52
		Other places in Asia*	-	22	-
		The rest of the world	36	297	-
		Total	36	1 567	52
HKU	2011/12	The Mainland of China	-	889	32
		Other places in Asia*	-	21	2
		The rest of the world	-	328	20
		Total	-	1 238	54
	2012/13	The Mainland of China	3	1 237	38
		Other places in Asia*	1	28	3
		The rest of the world	-	356	21
		Total	4	1 621	62
	2013/14	The Mainland of China	5	1 435	53
		Other places in Asia*	2	29	2
		The rest of the world	3	315	22
		Total	10	1 779	77
	2014/15	The Mainland of China	2	1 441	73
		Other places in Asia*	1	32	2
		The rest of the world	9	287	21
		Total	12	1 760	96

Notes:

1. [^] Figures of taught postgraduate programmes include both full-time and part-time students. Statistics by mode of study are not available.
2. [@] Separate breakdown on statistics for students studying doctoral degree is not available.
3. * “Other Places in Asia” refers to Macau and Taiwan only. Other places in Asia are included in “The rest of the world”.
4. “-” denotes “nil”.
5. Figures for the 2015/16 academic year are not yet available.

- End -

CONTROLLING OFFICER'S REPLY**EDB658****(Question Serial No. 4986)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Please provide information on the Hong Kong PhD Fellowship Scheme from the 2011/12 to 2015/16 academic years in the table below:

Academic year	Place of origin of applicants	Number of applicants	Number of successful applicants
2011/12			
2012/13			
2013/14			
2014/15			
2015/16			

Asked by: Hon IP Kin-yuen (Member Question No. 104)

Reply:

The breakdown of the applicants and awardees by place of origin for the Hong Kong PhD Fellowship Scheme from the 2011/12 to 2015/16 academic years are set out below:

Country / Region	2011/12		2012/13		2013/14		2014/15		2015/16	
	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants
Afghanistan	-	-	1	-	1	-	-	-	-	-
Albania	-	-	-	-	1	-	3	2	1	-
Algeria	-	-	3	-	1	-	3	-	-	-
Argentina	-	-	2	-	2	1	-	-	1	-
Armenia	2	-	2	-	2	-	2	-	1	-
Australia	5	-	4	-	4	-	6	-	15	3
Austria	1	-	-	-	-	-	2	2	3	-
Azerbaijan	1	-	-	-	-	-	1	1	1	-
Bahrain	1	-	-	-	2	-	1	-	-	-
Bangladesh	131	-	138	2	108	3	146	3	124	2
Belarus	2	-	-	-	-	-	2	-	-	-
Belgium	2	-	2	-	1	-	2	-	1	1
Belize	-	-	-	-	-	-	1	-	-	-
Benin	-	-	2	-	2	-	2	-	-	-
Bhutan	-	-	1	-	-	-	2	-	1	-
Bolivia	-	-	-	-	-	-	1	-	-	-
Bosnia and Herzegovina	-	-	1	-	2	-	-	-	-	-
Botswana	3	-	3	-	3	-	2	-	1	-
Brazil	5	-	2	-	3	-	6	-	7	1
Brunei	-	-	1	-	1	-	-	-	-	-
Bulgaria	-	-	1	-	1	-	2	1	1	-
Burkina Faso	-	-	-	-	1	-	-	-	-	-
Burundi	-	-	1	-	2	-	1	-	-	-
Cambodia	7	-	6	-	4	-	3	-	3	-
Cameroon	11	-	14	-	10	-	8	-	6	-
Canada	12	-	9	-	17	2	16	1	12	-
Cape Verde	-	-	-	-	1	-	-	-	-	-
Central African Republic	-	-	-	-	-	-	-	-	1	-
Channel Islands	1	-	-	-	-	-	-	-	-	-
Chile	2	-	-	-	3	1	1	-	2	1
Christmas Island	-	-	1	-	-	-	-	-	-	-
Colombia	2	-	3	-	5	1	3	-	3	-
Congo	-	-	1	-	-	-	-	-	1	-
Cote d'Ivoire	1	-	-	-	3	-	-	-	-	-
Croatia	1	-	2	2	-	-	2	-	2	-
Czech Republic	9	-	2	-	5	2	8	2	6	-
Denmark	1	-	2	1	2	1	2	1	1	-
East Timor	-	-	1	-	-	-	-	-	-	-
Ecuador	-	-	2	-	-	-	-	-	-	-

Country / Region	2011/12		2012/13		2013/14		2014/15		2015/16	
	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants
Egypt	6	-	29	-	18	2	24	2	33	1
El Salvador	-	-	1	-	-	-	-	-	-	-
Eritrea	-	-	-	-	-	-	3	-	1	-
Estonia	1	-	-	-	-	-	-	-	-	-
Ethiopia	21	-	54	-	45	1	69	-	44	2
Fiji	-	-	-	-	-	-	1	-	-	-
Finland	2	-	2	-	1	-	1	-	3	-
France	10	-	12	1	10	2	14	2	8	1
Gabon	-	-	1	-	-	-	-	-	-	-
Gambia	1	-	4	-	4	-	3	-	5	-
Georgia	3	1	-	-	1	-	-	-	2	-
Germany	14	-	9	3	22	6	19	4	11	1
Ghana	26	-	65	1	72	1	88	4	88	4
Greece	4	-	14	1	4	-	3	-	4	-
Guatemala	-	-	-	-	1	-	-	-	-	-
Guinea	-	-	-	-	-	-	2	-	1	-
Guyana	-	-	1	-	-	-	-	-	-	-
Haiti	-	-	1	-	-	-	-	-	-	-
Honduras	-	-	1	-	2	-	1	-	-	-
Hong Kong	205	10	179	16	219	14	198	13	188	14
Hungary	3	-	8	3	7	-	1	1	4	-
India	100	2	151	3	152	-	185	3	168	5
Indonesia	16	-	19	1	29	-	18	-	18	-
Iran	41	1	59	1	63	3	43	-	39	-
Iraq	1	-	2	-	2	-	-	-	8	-
Ireland	3	-	1	-	2	-	1	-	3	-
Isle of Man	-	-	-	-	-	-	1	-	-	-
Israel	3	-	-	-	-	-	-	-	2	-
Italy	28	3	29	3	81	6	17	4	24	2
Jamaica	-	-	5	-	-	-	1	-	1	-
Japan	10	2	3	-	3	-	3	-	3	-
Jordan	1	-	1	-	1	-	2	-	5	-
Kazakhstan	2	-	1	-	5	-	3	-	3	-
Kenya	11	-	13	-	12	-	17	1	9	1
Kiribati	-	-	-	-	-	-	-	-	1	-
Kuwait	1	-	2	-	-	-	3	-	1	-
Kyrgyzstan	-	-	-	-	1	-	-	-	-	-
Laos	1	-	-	-	-	-	2	-	1	-
Latvia	-	-	1	-	1	1	2	-	1	-
Lebanon	-	-	1	-	1	-	-	-	1	-
Lesotho	2	-	3	-	-	-	-	-	1	-
Liberia	-	-	-	-	-	-	-	-	1	-
Libya	-	-	3	-	-	-	1	-	1	-

Country / Region	2011/12		2012/13		2013/14		2014/15		2015/16	
	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants
Lithuania	1	-	1	-	1	-	-	-	-	-
Luxembourg	-	-	-	-	-	-	-	-	2	-
Macau	8	-	10	-	7	-	9	-	4	-
Macedonia	1	1	3	-	1	-	1	-	-	-
Madagascar	-	-	-	-	1	-	-	-	-	-
Mainland China	2475	78	2477	92	3002	103	2823	131	2213	133
Malawi	2	-	8	-	6	-	6	-	1	-
Malaysia	60	2	39	2	37	3	34	4	27	2
Maldives	2	-	-	-	2	-	2	-	-	-
Mali	-	-	-	-	-	-	2	-	-	-
Malta	1	-	-	-	-	-	-	-	-	-
Mauritania	-	-	1	-	-	-	-	-	-	-
Mauritius	-	-	-	-	-	-	1	-	-	-
Martinique	1	-	-	-	-	-	-	-	-	-
Mexico	13	2	4	1	10	1	7	-	4	-
Moldova	1	-	-	-	-	-	-	-	-	-
Mongolia	3	-	5	-	-	-	1	-	2	-
Morocco	-	-	1	-	-	-	2	-	1	-
Mozambique	-	-	2	-	-	-	-	-	1	-
Myanmar	7	-	10	-	6	-	8	1	5	-
Namibia	-	-	-	-	-	-	-	-	6	-
Nepal	16	-	31	-	26	-	20	-	21	-
Netherlands	5	-	10	3	10	1	4	1	6	-
New Zealand	-	-	3	2	2	-	-	-	1	-
Nicaragua	1	-	1	-	1	-	-	-	-	-
Niger	1	-	1	-	-	-	-	-	1	-
Nigeria	43	-	99	3	97	1	152	4	95	2
Norway	-	-	1	-	1	-	-	-	-	-
Oman	1	-	-	-	1	-	1	-	-	-
Pakistan	328	-	287	1	296	4	341	4	474	8
Palau Island	-	-	-	-	-	-	1	-	-	-
Palestine	4	-	3	-	2	1	4	-	9	-
Panama	-	-	-	-	-	-	-	-	1	-
Papua New Guinea	-	-	-	-	-	-	1	-	-	-
Peru	1	-	3	-	-	-	-	-	1	-
Philippines	23	-	38	-	31	2	27	3	35	3
Poland	10	-	9	1	10	1	3	1	9	2
Portugal	-	-	2	-	3	-	2	-	6	-
Qatar	1	-	1	-	-	-	-	-	-	-
Republic of Serbia	-	-	-	-	-	-	2	-	3	1
Romania	1	-	4	-	4	2	5	1	2	-
Russia	14	2	14	2	10	-	9	2	16	1

Country / Region	2011/12		2012/13		2013/14		2014/15		2015/16	
	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants	No. of applicants	No. of successful applicants
Rwanda	1	-	3	-	3	-	6	-	4	-
Saudi Arabia	2	-	2	1	3	-	4	-	-	-
Senegal	1	-	3	-	-	-	1	-	-	-
Sierra Leone	1	-	-	-	2	-	1	-	2	-
Singapore	15	-	11	-	10	-	12	1	6	1
Slovakia	1	-	3	-	3	-	4	1	1	-
Slovenia	-	-	1	-	-	-	1	-	1	-
Somalia	-	-	-	-	-	-	-	-	1	-
South Africa	2	-	3	-	1	-	4	1	3	1
South Korea	34	2	15	4	19	1	22	2	36	3
Spain	6	-	2	1	9	1	12	-	17	1
Sri Lanka	21	-	27	4	15	1	18	1	8	2
St Lucia	-	-	-	-	-	-	1	-	-	-
Sudan	5	-	5	-	2	-	5	-	7	-
Suriname	-	-	1	-	-	-	-	-	-	-
Swaziland	-	-	1	-	-	-	2	-	-	-
Sweden	2	-	3	1	2	-	1	-	4	2
Switzerland	1	-	-	-	-	-	4	2	4	1
Syria	-	-	-	-	2	-	3	-	3	-
Taiwan	30	3	27	1	16	-	23	3	21	1
Tajikistan	1	-	-	-	-	-	1	-	-	-
Tanzania	17	-	27	-	22	-	31	-	21	-
Thailand	15	-	24	-	13	-	15	2	10	1
Togo	-	-	1	-	-	-	1	-	2	-
Tunisia	1	-	1	-	2	-	2	-	3	-
Turkey	19	1	17	-	12	1	8	-	6	2
Turkmenistan	2	-	1	-	1	-	-	-	-	-
Uganda	12	-	14	-	18	-	16	-	8	-
Ukraine	4	-	4	1	4	-	1	-	4	-
United Arab Emirates	3	-	2	-	1	-	1	-	-	-
United Kingdom	19	2	26	2	34	6	28	6	34	3
United States of America	36	4	31	4	36	8	47	4	49	6
Uruguay	-	-	1	-	-	-	1	-	-	-
Uzbekistan	3	-	3	-	3	-	3	-	-	-
Venezuela	-	-	-	-	1	-	-	-	1	-
Vietnam	18	-	25	1	10	-	27	1	10	1
Yemen	5	-	1	-	1	-	5	-	9	-
Zaire	-	-	-	-	2	-	1	-	1	-
Zambia	2	-	5	-	14	-	5	-	4	-
Zimbabwe	5	-	13	-	11	1	16	-	11	-
Total	4 024	116	4 253	165	4 785	185	4 755	223	4 114	216

- End -

CONTROLLING OFFICER'S REPLY**EDB659****(Question Serial No. 4989)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- (a) Please set out the respective amounts of funding provided by the Government to institutions funded by the University Grants Committee (UGC) and the percentages of such funding in the total amounts of income of the institutions in the past 5 years (2011/12 to 2015/16):

Sources of income	Institutions (million) (as % of the total amount of income)								UGC sector
	CityU	HKBU	LU	CUHK	HKIED	PolyU	HKUST	HKU	
Recurrent funding from UGC									
Funding from Research Grants Council (RGC)									
Other funding provision from Government (please specify)									
Sub-total									
Tuition fees and other charges									
Interest and investment return									
Donations and endowments									
Income from subsidiaries									
Other sources of income (please specify)									
Total amount of income									

- (b) Please provide a list of subsidiaries established or owned by UGC-funded institutions, irrespective of whether they are located within or outside Hong Kong, by institution.

Asked by: Hon IP Kin-yuen (Member Question No. 107)

Reply:

- (a) Total income by source of the eight University Grants Committee (UGC)-funded institutions for the 2011/12 to 2014/15 academic years, based on institutions' annual financial reports, is provided at Annex A. Information for the 2015/16 academic year is not available.
- (b) A list of subsidiaries / principal subsidiaries of UGC-funded institutions as disclosed in their 2014/15 consolidated annual financial reports are provided at Annex B.

Total income by source of the University Grants Committee (UGC)-funded institutions for the 2011/12 to 2014/15 academic years

Sources of income (At institutional level, i.e. excluding subsidiaries)	Institutions																UGC Sector	
	CityU		HKBU		LU		CUHK		HKIEd		PolyU		HKUST		HKU			
	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)
2011/12																		
Government Subventions																		
Subventions from University Grants Committee (UGC) ^{Note 1}	1,726	54.1%	826	42.47%	321	47.6%	3,118	54.8%	651	60.1%	2,265	53.3%	1,804	63.5%	3,083	59.8%	13,792	55.6%
Subventions from Government (Gov't) Agencies ^{Note 2}	39	1.2%	26	1.3%	7	1.1%	174	3.1%	49	4.5%	75	1.8%	46	1.6%	119	2.3%	535	2.2%
Sub-total	1,765	55.3%	852	43.8%	328	48.7%	3,292	57.9%	700	64.6%	2,339	55.1%	1,850	65.1%	3,202	62.1%	14,328	57.7%
Tuition and other sources of income																		
Tuition and other fees	1,231	38.6%	854	43.9%	292	43.4%	1,556	27.4%	304	28.1%	1,362	32.1%	739	26.0%	1,201	23.3%	7,540	30.4%
Interest and investment income	(43)	-1.3%	(64)	-3.3%	15	2.2%	8	0.1%	13	1.2%	32	0.8%	22	0.8%	(194)	-3.8%	(210)	-0.8%
Donations and benefactions	76	2.4%	95	4.9%	12	1.8%	260	4.6%	11	1.0%	135	3.2%	27	1.0%	287	5.6%	903	3.6%
Auxiliary services and other incomes	161	5.0%	209	10.8%	26	3.9%	569	10.0%	55	5.1%	377	8.9%	204	7.2%	662	12.8%	2,262	9.1%
Total Income	3,189	100.0%	1,946	100.0%	673	100.0%	5,685	100.0%	1,083	100.0%	4,246	100.0%	2,842	100.0%	5,158	100.0%	24,823	100.0%
2012/13																		
Government Subventions																		
Subventions from UGC ^{Note 1}	1,970	48.7%	1,155	39.8%	466	42.5%	4,247	49.2%	721	57.5%	2,703	54.1%	2,297	55.9%	4,365	50.2%	17,923	50.2%
Subventions from Gov't Agencies ^{Note 2}	52	1.3%	31	1.1%	13	1.2%	175	2.0%	48	3.8%	85	1.7%	39	0.9%	119	1.4%	563	1.6%
Sub-total	2,022	50.0%	1,186	40.9%	479	43.6%	4,423	51.2%	769	61.4%	2,788	55.8%	2,336	56.8%	4,484	51.6%	18,486	51.8%

Sources of income (At institutional level, i.e. excluding subsidiaries)	Institutions																UGC Sector	
	CityU		HKBU		LU		CUHK		HKIEd		PolyU		HKUST		HKU			
	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)
Tuition and other sources of income																		
Tuition and other fees	1,370	33.9%	1,056	36.4%	496	45.2%	1,858	21.5%	391	31.2%	1,480	29.6%	882	21.5%	1,496	17.2%	9,030	25.3%
Interest and investment income	356	8.8%	219	7.5%	35	3.2%	577	6.7%	27	2.2%	132	2.6%	322	7.8%	772	8.9%	2,439	6.8%
Donations and benefactions	131	3.3%	208	7.2%	58	5.3%	1,156	13.4%	17	1.3%	220	4.4%	344	8.4%	1,112	12.8%	3,246	9.1%
Auxiliary services and other incomes	163	4.0%	233	8.0%	29	2.7%	619	7.2%	50	4.0%	378	7.6%	226	5.5%	822	9.5%	2,520	7.1%
Total Income	4,042	100.0%	2,903	100.0%	1,097	100.0%	8,633	100.0%	1,254	100.0%	4,997	100.0%	4,110	100.0%	8,686	100.0%	35,722	100.0%
2013/14																		
Government Subventions																		
Subventions from UGC <small>Note 1</small>	1,969	45.7%	1,056	36.4%	408	46.2%	3,986	50.1%	754	55.4%	2,754	50.6%	2,204	53.8%	3,926	42.4%	17,056	47.1%
Subventions from Gov't Agencies <small>Note 2</small>	77	1.8%	35	1.2%	12	1.4%	215	2.7%	57	4.2%	124	2.3%	52	1.3%	158	1.7%	731	2.0%
Sub-total	2,046	47.4%	1,091	37.6%	420	47.6%	4,200	52.8%	810	59.6%	2,878	52.9%	2,256	55.1%	4,085	44.1%	17,787	49.1%
Tuition and other sources of income																		
Tuition and other fees	1,482	34.4%	1,093	37.7%	390	44.1%	1,965	24.7%	439	32.3%	1,593	29.3%	949	23.2%	1,572	17.0%	9,482	26.2%
Interest and investment income	497	11.5%	353	12.2%	22	2.5%	668	8.4%	18	1.3%	307	5.6%	565	13.8%	1,134	12.2%	3,566	9.8%
Donations and benefactions	106	2.5%	109	3.8%	19	2.2%	464	5.8%	40	2.9%	208	3.8%	84	2.0%	1,509	16.3%	2,539	7.0%
Auxiliary services and other incomes	182	4.2%	252	8.7%	31	3.5%	663	8.3%	52	3.8%	455	8.4%	244	6.0%	964	10.4%	2,843	7.9%
Total Income	4,313	100.0%	2,899	100.0%	883	100.0%	7,960	100.0%	1,360	100.0%	5,441	100.0%	4,098	100.0%	9,264	100.0%	36,217	100.0%

Sources of income (At institutional level, i.e. excluding subsidiaries)	Institutions																UGC Sector	
	CityU		HKBU		LU		CUHK		HKIEd		PolyU		HKUST		HKU			
	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)	(HK\$M)	(As a % of Total Income)
2014/15																		
Government Subventions																		
Subventions from UGC ^{Note 1}	2,207	49.6%	1,146	41.8%	442	54.2%	4,198	52.0%	831	57.7%	2,785	51.0%	2,343	63.4%	4,223	50.4%	18,175	51.8%
Subventions from Gov't Agencies ^{Note 2}	87	1.9%	40	1.5%	12	1.5%	257	3.2%	60	4.2%	168	3.1%	78	2.1%	182	2.2%	886	2.5%
Sub-total	2,294	51.6%	1,186	43.2%	454	55.7%	4,456	55.1%	891	61.9%	2,953	54.1%	2,421	65.5%	4,406	52.6%	19,060	54.4%
Tuition and other sources of income																		
Tuition and other fees	1,590	35.7%	1,143	41.7%	268	32.9%	1,979	24.5%	452	31.4%	1,614	29.6%	1,030	27.9%	1,638	19.5%	9,715	27.7%
Interest and investment income	190	4.3%	39	1.4%	28	3.5%	367	4.5%	19	1.3%	174	3.2%	(92)	-2.5%	646	7.7%	1,372	3.9%
Donations and benefactions	166	3.7%	107	3.9%	26	3.2%	480	5.9%	27	1.8%	267	4.9%	86	2.3%	680	8.1%	1,837	5.2%
Auxiliary services and other incomes	208	4.7%	269	9.8%	38	4.7%	799	9.9%	51	3.5%	454	8.3%	251	6.8%	1,013	12.1%	3,082	8.8%
Total Income	4,447	100.0%	2,745	100.0%	814	100.0%	8,080	100.0%	1,439	100.0%	5,462	100.0%	3,696	100.0%	8,383	100.0%	35,066	100.0%

Source: Financial reports of UGC-funded institutions.

Figures may not add up due to rounding.

Abbreviations:

CityU - City University of Hong Kong
HKBU - Hong Kong Baptist University
LU - Lingnan University
CUHK - The Chinese University of Hong Kong
HKIEd - The Hong Kong Institute of Education
PolyU - The Hong Kong Polytechnic University
HKUST - Hong Kong University of Science & Technology
HKU - University of Hong Kong

Notes:

(1) Subventions from UGC mainly comprise block grants, Earmarked Research Grants administered by the Research Grants Council, other earmarked grants and matching grants

(2) Subventions from Government Agencies include mainly subventions from Government bureaux and departments, such as the Food and Health Bureau, Innovation and Technology Commission and Environmental Department, etc.

List of subsidiaries / principal subsidiaries of UGC-funded institutions

Institution	Subsidiaries/ Principal subsidiaries* as disclosed in financial report
CityU	<ul style="list-style-type: none"> ● CityU Enterprises Limited ● CityU Professional Services Limited ● Community College of City University ● CityU Research Institute (Shenzhen) Company Limited ● CityU Research Limited
HKBU	<ul style="list-style-type: none"> ● HKBU Holdings Limited ● HKBU Science Consultancy Company Limited ● Institute for the Advancement of Chinese Medicine (IACM) Limited ● Smartlife Limited ● BUCM Limited ● Hong Kong Creative Arts Centre Limited ● Hong Kong Baptist University Investment Limited ● HKBU R&D Licensing Limited ● Institute for Research and Continuing Education ● BU Consultancy (Shenzhen) Limited ● Changshu HKBU Technology Company Limited
LU	-
CUHK	<ul style="list-style-type: none"> ● The Chinese University of Hong Kong Foundation Limited ● Information Networking Laboratories Limited ● The Hong Kong School Net Limited ● PA Company Limited ● HKIX Hong Kong Limited ● The Hong Kong Internet eXchange Limited ● CUCAMed Company Limited ● The Hong Kong Institute of Biotechnology Limited ● IBSOmed Bioscience Limited ● 港中大研究院(深圳)有限公司 ● Asia Diabetes Foundation Limited ● The Chinese University of Hong Kong (Shenzhen) Foundation Limited ● CUHK Medical Centre Limited
HKIED	<ul style="list-style-type: none"> ● The HKIED Schools Limited ● HKIED School of Continuing and Professional Education Limited
PolyU	<ul style="list-style-type: none"> ● Campus Facilities Management Company Limited ● College of Professional and Continuing Education Limited ● Hong Kong Community College ● Hotel ICON Limited ● PolyU Enterprise Plus Limited ● PolyU Research Limited ● PolyU Technology and Consultancy Co. Limited ● Pearl Modern TCM Research Limited ● Pearl Western Development Company Limited ● PolyU Enterprises Limited ● 普爾葯物科技開發(深圳)有限公司 ● 理大產學研基地(深圳)有限公司 ● 理大科技顧問(深圳)有限公司
HKUST	<ul style="list-style-type: none"> ● HKUST College of Lifelong Learning Limited ● HKUST Properties Limited ● Hong Kong University of Science and Technology R and D Corporation Limited ● HKUST R and D Corporation (Guangzhou) Limited ● HKUST R and D Corporation (Shenzhen) Limited ● Guangzhou HKUST Fok Ying Tung Research Institute ● The HKUST Shenzhen Research Institute
HKU	<ul style="list-style-type: none"> ● HKU School of Professional and Continuing Education ● Versitech Limited ● Centennial College ● HKU – Shenzhen Institute of Research and Innovation ● HKU – Zhejiang Institute of Research and Innovation ● The University of Hong Kong (Shenzhen) Limited ● The University of Hong Kong (Shenzhen) Teaching Hospital Limited

Abbreviations:

CityU - City University of Hong Kong

HKBU - Hong Kong Baptist University

LU - Lingnan University
CUHK - The Chinese University of Hong Kong
HKIEd - The Hong Kong Institute of Education
PolyU - The Hong Kong Polytechnic University
HKUST - Hong Kong University of Science & Technology
HKU - University of Hong Kong

* Incorporated within and outside Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY**EDB660****(Question Serial No. 4993)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

- (a) Some funding within the Research Portion of the Block Grant has been allocated on a more competitive basis in a gradual manner. What are the details?
- (b) Please list the amount of funding secured by each institution under the Earmarked Research Grant, the Theme-based Research Scheme and the Areas of Excellence Scheme in the past 3 academic years (if applicable), and the research topics concerned.
- (c) Please set out the amount of funding, details and approving criteria of the new competitive research funds for the local self-financing degree sector.
- (d) The Government will earmark a time-limited funding of \$17.5 million for competitive allocation under the new consolidated funding scheme of teaching and learning to incentivise institutions to further enhance their efforts in internationalisation and engagement with the Mainland thus benefitting the learning experience of students. Please set out the details of the scheme, approving criteria and the amount of funding available each year.
- (e) Regarding the six rounds of Matching Grant Schemes already completed, please list the amounts of donations and matching grants secured by each institution, and their uses.
- (f) What are the numbers of contract staff and substantive staff employed by UGC-funded institutions in this and next academic years, and the percentages of these staff in the total number of staff in the institutions.

Asked by: Hon IP Kin-yuen (Member Question No. 112)Reply:

- (a) To promote research excellence, since the 2012/13 academic year, the University Grants Committee (UGC) has been gradually allocating the Research Portion of the Block Grant to its funded institutions on a more competitive basis according to their success in obtaining peer-reviewed Research Grants Council (RGC) Earmarked Research Grants. Over a period of nine years (starting from the 2012/13 academic year), about 50% of the prevailing Research Portion will be allocated in this manner. The fund is disbursed to the institutions as part of the Block Grant as infrastructure funding to enable institutions to provide both the staffing and facilities (e.g. accommodation and equipment) necessary to carry out research, and to fund a certain level of research.

- (b) The amount of funding secured through the Earmarked Research Grants, the Theme-based Research Scheme and the Areas of Excellence Scheme in the past three academic years (2013/14 to 2015/16), with breakdown by institution, is listed at **Annex A**. It is noteworthy that competitive research funding secured in an academic year does not need to be fully spent within the same academic year.

Details of the projects including the titles, participating institutions and amount awarded are searchable at the UGC's website (<http://www.ugc.edu.hk/eng/rgc/result/result.htm>). In view of the large number of projects involved, members are invited to visit the website for the details of the projects.

- (c) The competitive research funding schemes for the local self-financing degree sector were launched in December 2013. The schemes include the Faculty Development Scheme (FDS), the Institutional Development Scheme (IDS), and the Inter-Institutional Development Scheme (IIDS). The FDS aims at developing the research capacity of individual academics in the local self-financing degree-awarding institutions so that they can transfer their research experiences and new knowledge into teaching and learning. The IDS aims at building up the research capacity of the local self-financing degree-awarding institutions in their strategic areas. The IIDS aims at enhancing academics' research capability in the local self-financing degree-awarding institutions and keeping them abreast of new developments and challenging research topics in relevant fields. The research funding provision is competitive and non-recurrent in nature.

Peer-review mechanism is adopted and assessment is mainly based on the academic quality / merit of the proposals. The funding awarded in the 2014/15 and 2015/16 academic years is as follows -

Academic Year	Amount Awarded (\$ million) (Note 1)
2014/15	103.0
2015/16	86.3
Total ^(Note 2)	189.3

Note 1 Position up to 29 February 2016.

Note 2 Figures may not add up due to rounding.

- (d) In the 2016/17 to 2018/19 triennium, a one-off consolidated teaching and learning funding scheme will be launched to incentivise institutions in exploring and developing further in the sector-wide strategic areas including (a) innovation; (b) enhancement of student learning experience; (c) enhancement of internationalisation and engagement with the Mainland; and (d) language enhancement. A total of \$17.5 million (to be matched with funds from institutions) has been earmarked for the area of internationalisation and engagement with Mainland China. Emphasis will be put on development of and implementation of (i) strategies for the broader enhancement of internationalisation and engagement with Mainland China; (ii) holistic strategies/programmes to enhance student integration; and (iii) strategies/programmes to enrich the learning experience of commuting local students. Some of the selection criteria include relevance of the projects, the design of the projects, the element of collaboration, how would the project influence the sector, the monitoring and evaluation of the project outcome etc. The details of the project are being finalised by the UGC.
- (e) The Matching Grant Scheme (the Scheme) provides institutions with additional resources to offer quality higher education. It is noteworthy that the sixth round of the Scheme had further extended to cover all statutory post-secondary institutions and approved post-secondary colleges for the benefit of students of both publicly-funded and self-financing, locally-accredited programmes at sub-degree level or above in these institutions. According to the annual returns provided by participating institutions, the matched grants and donations were used in the enhancement of teaching and learning; organisation of student-oriented activities including exchange programmes; scholarships, support to capital works projects; etc. The total amount of donations raised and reported by individual institutions, and the matching grants allocated, for the six rounds of the Scheme are tabulated below –

Institutions	Donations raised (\$ million)	Matching grants (\$ million)	Total (\$ million)
City University of Hong Kong	649	380	1,029
Hong Kong Baptist University	977	564	1,541
Lingnan University	269	249	518
The Chinese University of Hong Kong	4,194	1,798	5,992
The Hong Kong Institute of Education	197	196	393
The Hong Kong Polytechnic University	1,055	694	1,749
The Hong Kong University of Science and Technology	1,680	993	2,673
The University of Hong Kong	4,886	1,820	6,706
The Open University of Hong Kong*	245	192	437
Hong Kong Shue Yan University*	43	33	76
Hong Kong Academy for Performing Arts^	71	71	142
Chu Hai College of Higher Education^	132	99	231
Vocational Training Council#	72	60	132
Caritas Institute of Higher Education#	151	101	252
Centennial College#	64	62	126
Hang Seng Management College#	65	62	127
Tung Wah College#	10	10	20
Total	14,758	7,386	22,144

Figures may not add up due to rounding.

* Participating since the fourth round.

^ Participating since the fifth round.

Participating the first time in the sixth round.

- (f) The total numbers and respective percentages of staff on contract and substantive appointment in the 2015/16 academic year as provided by the eight UGC-funded institutions are set out at **Annex B**. The information for 2016/17 academic year is not yet available.

Amount of funding secured through the Earmarked Research Grants, the Theme-based Research Scheme and the Areas of Excellence Scheme, 2013/14 to 2015/16 academic years

2013/14

Institution	Earmarked Research Grants (\$ million)	Theme-based Research Scheme (\$ million)	Areas of Excellence Scheme (\$ million)
City University of Hong Kong	98.9	0.0	1.8
Hong Kong Baptist University	33.8	0.0	9.1
Lingnan University	8.7	0.0	0.0
The Chinese University of Hong Kong	182.8	151.3	46.5
Hong Kong Institute of Education	19.7	0.0	0.0
The Hong Kong Polytechnic University	102.8	12.0	6.5
The Hong Kong University of Science and Technology	154.2	5.3	78.7
The University of Hong Kong	198.0	7.7	1.4
Total ^{Note 1}	798.9	176.3	144.0

2014/15

Institution	Earmarked Research Grants (\$ million)	Theme-based Research Scheme (\$ million)	Areas of Excellence Scheme (\$ million) ^{Note 2}
City University of Hong Kong	95.6	13.1	-
Hong Kong Baptist University	42.5	0.0	-
Lingnan University	3.1	0.4	-
The Chinese University of Hong Kong	202.0	11.4	-
Hong Kong Institute of Education	19.3	0.0	-
The Hong Kong Polytechnic University	112.9	2.3	-
The Hong Kong University of Science and Technology	136.9	6.4	-
The University of Hong Kong	231.8	171.5	-
Total ^{Note 1}	844.2	205.0	-

2015/16 ^{Note 3}

Institution	Earmarked Research Grants (\$ million)	Theme-based Research Scheme (\$ million)	Areas of Excellence Scheme (\$ million) ^{Note 2}
City University of Hong Kong	132.2	40.0	-
Hong Kong Baptist University	48.9	0.6	-
Lingnan University	7.6	0.0	-
The Chinese University of Hong Kong	161.6	50.8	-
Hong Kong Institute of Education	27.3	0.0	-
The Hong Kong Polytechnic University	113.8	4.1	-
The Hong Kong University of Science and Technology	140.0	56.8	-
The University of Hong Kong	204.7	50.5	-
Total ^{Note 1}	836.2	202.8	-

^{Note 1} Figures may not add up due to rounding.

^{Note 2} There was no exercise under the Areas of Excellence Scheme in 2014/15 and 2015/16.

^{Note 3} Position up to 29 February 2016.

Number and Percentage of Staff on Contract, Long-term Contract and Substantive Appointment in UGC-funded Institutions

2015/16 Academic Year (Provisional figures)

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	11 67	41.1%	2	0.1%	1 668	58.8%
HKBU	815	54.0%	0	0%	682	46.0%
LU	207	40.2%	154	29.9%	154	29.9%
CUHK	2 448	53.8%	30	0.7%	2 068	45.5%
HKIEd	575	46.9%	128	10.4%	522	42.6%
PolyU	1 145	38.0%	76	2.5%	1 796	59.5%
HKUST	1 123	44.3%	41	1.6%	1 374	54.1%
HKU	2 861	58.1%	113	2.3%	1 952	39.6%

Notes:

1. Contract staff refers to staff with offer of appointment for three years or less per contract.
2. Long-term contract staff refers to staff with offer of appointment for more than three years per contract.
3. For CityU, HKBU and HKIEd, figures exclude research, honorary and part-time staff; for HKUST, figures exclude honorary and part-time staff.

4. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

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CONTROLLING OFFICER'S REPLY

EDB661

(Question Serial No. 5001)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

Regarding the self-financing programmes offered by various funded institutions, will the Controlling Officer please advise on:

- (a) the respective numbers of various types of self-financing programmes (i.e. sub-degree, degree, taught postgraduate and research postgraduate programmes) offered by the departments of each funded institution in each of the past 5 academic years, as well as (i) the student intakes, (ii) the tuition fee income, (iii) the number of full-time and part-time teaching and non-teaching staff members employed, and (iv) payroll expenses for such staff members, of such programmes respectively; and
- (b) the amounts of surpluses/deficits as a result of offering self-financing programmes by the departments of each funded institution in each of the past 5 academic years.

Asked by: Hon IP Kin-yuen (Member Question No. 120)

Reply:

- (a) The number of full-time locally-accredited self-financing sub-degree and undergraduate degree programmes (including top-up degree programmes) offered by University Grants Committee (UGC)-funded institutions and their actual intakes for the 2011/12 to 2015/16 academic years are set out at Annexes A and B. The number of locally-accredited self-financing taught postgraduate and research postgraduate programmes and their actual intakes by UGC-funded institutions for the 2011/12 to 2015/16 academic years are set out at Annexes C and D.

According to the information provided by UGC-funded institutions, the tuition fee income, and information on the number of full-time and part-time teaching and non-teaching staff members employed, and payroll expenses for such staff members of self-financing programmes for the 2011/12 to 2014/15 academic years are set out at Annexes E and F. Information for the 2015/16 academic year is not available.

- (b) According to the information provided by UGC-funded institutions, the surplus / deficit from self-financing programmes for the 2011/12 to 2014/15 academic years is at Annex G. Information for the 2015/16 academic year is not available.

**Number of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
Offered by UGC-funded Institutions for the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year			2012/13 Academic Year			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year		
	Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Sub-degree ^[1]	First-year-first-degree	Top-up Degree
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	38	-	7	36	-	22	36	-	22	36	-	13	34	-	13
Hong Kong Baptist University and its School of Continuing Education and College of International Education	25	-	8	25	-	10	28	-	10	30	1	17	34	1	18
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	33	-	-	44	-	-	39	-	-	35	-	-	17	-	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong	26	-	-	28	-	4	30	-	4	32	-	6	27	-	7
The Hong Kong Institute of Education	10	5	1	4	5	6	3	6	2	4	7	6	2	7	6
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	35	-	18	36	-	23	35	-	26	35	-	30	35	-	27
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	28	-	-	27	1	1	32	4	4	35	4	5	29	4	17

Notes:

[1] Excludes sub-degree programmes provided under the old academic structure.

“-” Denotes no related programmes were offered.

**Actual Student Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
Offered by UGC-funded Institutions for the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 798	-	445	4 243	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 457	-	1 794	4 251	3 397	-	1 123	4 520
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 290	-	562	2 852	2 853	-	672	3 525	1 750	-	693	2 443	1 861	132	982	2 975	1 949	132	1 076	3 157
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 998	-	-	1 998	3 514	-	-	3 514	1 333	-	-	1 333	601	-	-	601	503	-	-	503
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 101	-	-	1 101	1 410	-	163	1 573	979	-	295	1 274	1 171	-	387	1 558	1 111	-	219	1 330
The Hong Kong Institute of Education	515	251	48	814	333	295	119	747	181	350	109	640	212	358	126	696	119	291	134	544
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 379	-	1 522	5 901	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 591	-	2 133	5 724	3 769	-	1 326	5 095
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	41	-	41	-	49	-	49
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 333	-	-	2 333	5 181	-	39	5 220	2 532	57	230	2 819	2 911	71	349	3 331	2 773	53	487	3 313

Notes:

[1] Provisional figures as at late October 2015. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

“-” Indicates that no relevant programmes were offered by the institutions.

**Number of Locally-Accredited Self-financing Taught Postgraduate Programmes Offered by UGC-funded Institutions and their Actual Student Intake
for the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year		2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year #	
	No. of programmes	Actual intake	No. of programmes	Actual intake	No. of programmes	Actual intake	No. of programmes	Actual intake	No. of programmes	Actual intake
City University of Hong Kong	64	2 721	68	3 049	66	3 240	68	3 466	64	NA
Hong Kong Baptist University	58	1 730	59	2 000	63	2 332	69	2 392	66	NA
Lingnan University	7	310	9	337	8	232	9	318	9	NA
The Chinese University of Hong Kong	171	5 108	184	5 411	201	6 070	206	5 686	197	NA
The Hong Kong Institute of Education	21	542	20	526	24	745	24	725	34	NA
The Hong Kong Polytechnic University	91	3 476	96	3 358	103	3 729	105	3 743	161	NA
The Hong Kong University of Science and Technology	42	1 388	43	1 425	50	1 575	52	1 763	55	NA
The University of Hong Kong	181	4 175	162	4 212	169	4 568	184	4 514	195	NA

Notes:

1. Taught postgraduate covers postgraduate certificate, postgraduate diploma, master's degree and doctorate programmes, figures include both full-time and part-time mode of study with at least 1 year of duration.
2. “#” denotes provisional figures.
3. NA denotes not available.

**Number of Locally-Accredited Self-financing Research Postgraduate Programmes Offered by UGC-funded Institutions and their Actual Student Intake
for the 2011/12 to 2015/16 Academic Years**

Institution	2011/12 Academic Year		2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year #	
	No. of programmes	Actual intake	No. of programmes	Actual intake	No. of programmes	Actual intake	No. of programmes	Actual intake	No. of programmes	Actual intake
Hong Kong Baptist University	1	5	3	3	7	8	7	6	7	NA
The Hong Kong University of Science and Technology	2	12	1	43	1	38	1	0	-	-
The University of Hong Kong	45	63	47	71	55	97	56	100	58	NA

Notes:

1. Research postgraduate programmes include M Phil and PhD programmes and figures include both full-time and part-time mode of study. The tuition fees above are based on normal programme duration.
2. “-” denotes no such programme offered in the academic year.
3. “#” denotes provisional figures.
4. NA denotes not available.

Tuition fee income from self-financing programmes offered by UGC-funded institutions^{Note}
(2011/12 - 2014/15 academic years)

Institutions (\$ million)	CityU				HKBU				LU				CUHK			
Academic year	11/12	12/13	13/14	14/15	11/12	12/13	13/14	14/15	11/12	12/13	13/14	14/15	11/12	12/13	13/14	14/15
SD	288	315	316	263	189	261	241	209	148	324	226	94	214	221	184	158
UG	342	331	347	343	132	117	133	158	8	8	4	6	15	16	16	17
TPg	323	384	454	519	183	233	266	307	28	33	27	40	579	707	814	809
RPg	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	953	1,030	1,117	1,125	504	611	640	674	184	365	257	140	808	944	1,014	984
Institutions (\$ million)	HKIEd				PolyU				HKUST				HKU			
Academic year	11/12	12/13	13/14	14/15	11/12	12/13	13/14	14/15	11/12	12/13	13/14	14/15	11/12	12/13	13/14	14/15
SD	28	27	21	18	366	411	395	353	-	-	-	-	451	599	548	454
UG	37	62	87	89	426	409	428	462	-	-	-	8	224	243	245	260
TPg	53	55	72	83	404	389	472	484	317	359	377	443	567	633	673	726
RPg	-	-	-	-	-	2	5	11	1	4	6	3	5	5	7	10
Total	118	144	180	190	1,196	1,211	1,300	1,310	318	363	383	454	1,247	1,480	1,473	1,450

Source: Information provided by institutions.

"-" means no programmes offered by the institution.

Abbreviations:

SD	Sub-degree	CityU	City University of Hong Kong	HKIEd	The Hong Kong Institute of Education
UG	Undergraduate	HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
TPg	Taught postgraduate	LU	Lingnan University	HKUST	Hong Kong University of Science & Technology
RPg	Research postgraduate	CUHK	The Chinese University of Hong Kong	HKU	University of Hong Kong

Note: The financial information set out in this annex covers both the self-financing programmes offered within the institutions proper and those provided by other self-financing operations.

Number of academic and non-academic staff engaged in self-financing programmes offered by UGC-funded institutions and related payroll costs ^{Note 1}
(2011/12 - 2014/15 academic years)

(i) Number of staff ^{Note 2}

Institutions	CityU		HKBU		LU		CUHK ^{Note 3}		HKIEd		PolyU ^{Note 4}		HKUST		HKU ^{Note 5}	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
2011/12																
Academic staff	444	214	361	212	112	25	158	561	19	41	449	1 358	4	5	N/A	
Non-academic staff	63	-	308	3	92	8	348	10	28	-	134	605	67	-		
Total	507	214	669	215	204	33	506	571	47	41	583	1 963	71	5		
2012/13																
Academic staff	436	201	368	258	172	38	190	579	17	37	457	1 364	5	3	N/A	
Non-academic staff	55	-	331	2	125	19	384	5	15	12	143	644	70	-		
Total	491	201	699	260	297	57	574	584	32	49	600	2 008	75	3		
2013/14																
Academic staff	449	194	383	309	177	24	204	528	10	49	463	1 446	4	3	N/A	
Non-academic staff	54	-	352	3	142	20	381	5	16	10	147	617	81	-		
Total	503	194	735	312	319	44	585	533	26	59	610	2 063	85	3		
2014/15																
Academic staff	417	214	489	306	129	12	210	467	6	53	478	1 402	6	1	N/A	
Non-academic staff	54	-	246	3	115	16	392	7	19	14	150	756	86	1		
Total	471	214	735	309	244	28	602	474	25	67	628	2 158	92	2		

Source: Information provided by institutions.

Notes:

- (1) The financial information set out in this annex covers both the self-financing programmes offered within the institutions proper and those provided by other self-financing operations.
- (2) Staff number is reported in full-time (FT) equivalent unless otherwise stated.
- (3) CUHK reported the number of full-time staff and part-time staff on a headcount basis.
- (4) PolyU reported the number of FT staff in full-time equivalent and part-time staff on a headcount basis.
- (5) According to HKU, information on staff number, both academic and non-academic, is not readily available.

(ii) Staff costs (\$ million)

Institutions	CityU		HKBU		LU		CUHK		HKIEd		PolyU		HKUST		HKU	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
2011/12																
Academic staff	309		139		58		172		46		430		45		581	
Non-academic staff	41		43		21		100		7		102		29			
Total	350		182		79		272		53		532		74			
2012/13																
Academic staff	322		161		84		199		46		449		44		671	
Non-academic staff	39		51		28		119		8		111		34			
Total	361		212		112		318		54		560		78			
2013/14																
Academic staff	346		188		83		219		56		464		55		708	
Non-academic staff	45		58		34		125		10		115		48			
Total	391		246		117		344		66		579		103			
2014/15																
Academic staff	335		215		62		223		59		494		58		704	
Non-academic staff	44		60		32		128		12		125		53			
Total	379		275		94		351		71		619		111			

Source: Information provided by institutions.

Abbreviations:

CityU City University of Hong Kong
 HKBU Hong Kong Baptist University
 LU Lingnan University
 CUHK The Chinese University of Hong Kong

HKIEd The Hong Kong Institute of Education
 PolyU The Hong Kong Polytechnic University
 HKUST The Hong Kong University of Science & Technology
 HKU The University of Hong Kong

Surplus / Deficit from self-financing programmes offered by UGC-funded institutions^{Note}
(2011/12 - 2014/15 academic years)

Institutions	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU
Surplus / (Deficit) (\$ million)								
2011/12	151	(16)	22	117	13	240	63	200
2012/13	181	61	85	171	27	252	74	248
2013/14	185	40	3	194	44	266	65	233
2014/15	193	45	(34)	207	41	89	89	225

Source: Information provided by UGC-funded institutions.

Abbreviations:

CityU	City University of Hong Kong	HKIEd	The Hong Kong Institute of Education
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science & Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

Note: The financial information set out in this annex covers both the self-financing programmes offered within the institutions proper and those provided by other self-financing operations.

- End -

CONTROLLING OFFICER'S REPLY

EDB662

(Question Serial No. 6618)

Head: (160) Radio Television Hong Kong
Subhead (No. & title): (-) Not Specified
Programme: (3) School Education Television Programme
Controlling Officer: Director of Broadcasting (LEUNG Ka Wing)
Director of Bureau: Secretary for Education

Question:

Has Radio Television Hong Kong compiled statistics on the number of lessons used in primary and secondary schools for watching educational television (ETV) programmes over the past 5 years? If not, what are the reasons?

Asked by: Dr Hon KWOK Ka-ki (Member Question No. 299)

Reply:

Neither RTHK nor EDB collects data to compile statistics on the number of lessons used in primary and secondary schools for watching educational television (ETV) programmes as schools can now make use of ETV programmes to support learning and teaching anywhere and anytime rather than in specific lessons. Since 2006, schools can download ETV programmes from the Internet for use by teachers and students. In addition, a mobile application on ETV programmes was introduced in 2014. As such, the viewing of ETV programmes is not restricted to designated ETV lessons.

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